



Heads of Department Perceptions on Teachers' Career Guidance And Counselling Programme on Occupational Choices in Public Secondary Schools in Kisii County.

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ABSTRACT

Despite the existence of career guidance in secondary schools, many students end up in career paths that they did not plan for, have no interest in, and or had never thought of. Practical occupational choice is highly dependent on the career guidance, and counselling students receive at high school. The purpose of this study was to establish teachers' perception of career guidance and counselling on occupational choices in public secondary schools in Kisii County. The study was guided by Parsons' Trait and Factor theory, which advocates that choice of suitable occupation is an outcome of helping individuals understand their personality traits and the disciplines in the job market through scientific advising. The study used a mixed-method approach and adopted a descriptive survey design. The target population was 358 Heads of Department (H.O.D.s). Simple Random and purposive sampling was used to select respondents. The instruments for data collection were a questionnaire and document checklist. The reliability of the tools was established by the split-half method. The researcher used the Cronbach Alpha formula to estimate reliabilities of the instrument yielding coefficients of 0.76. The study found that teachers perceived career guidance and counselling programme to help students make informed occupational choices. Still, most schools had inadequate strategies in place to effectively run the programme, furthermore. The study recommended the creation of awareness,

implementation, resource-support, and supervision of career guidance and counselling programme on students' occupational choices by relevant stakeholders. The findings of the study could be useful to schools in enhancing the use of guidance and counselling programme on students' occupational choices.

I. INTRODUCTION

1.1 Background of the Study

Guidance and counselling is a process of helping an individual attain self-awareness, get to understand their environment and how to respond to the influences of the environment (Akinade, 2012) Furthermore, it assists her/him to establish some personal meaning for one's behaviour and to develop and organize a set of goals and values for future behaviour. The help given to students at school to assist them to make occupational choices is in the form of career guidance and counselling. While the guidance and counseling programme is keen on building the whole person; physically, socially, and emotionally, career guidance and counseling focus on students' occupations, training opportunities, and work. Career guidance and counselling entail the process of assisting individual students in making occupational decisions based on evidence of interest, aptitudes, skills, attitudes, and available job openings (O.E.C.D.,2004). It is echoed by Porfeli and Lee (2012). They suggest that making occupational choices is a process of understanding



caused by defining what one wants to do and exploring various career options with guidance and planning.

According to Christie (2016), career guidance and counselling services entail a broad range of informative career activities generally managed by a central careers service. Such services are provided in primary learning institutions, universities and colleges/ training institutions, public employment platforms, the voluntary or community sector, and the private sector. Career guidance and counselling programme are designed to develop an individual's competencies in self-knowledge, educational and occupational exploration, and career planning. Career guidance and counselling activities in schools include career information provisions that allow consumers to be equipped to sample options and make career decisions as they prepare to transit to training institutions (National Middle School Association [N.M.S.A.], 2010). Choice of occupation is a long process that requires the individual to be exposed to several career-oriented activities and eventually receive feedback that will help define and develop awareness on personal traits and career choice strategies (Atli 2016). Kuijpers (2019) adds that when students have an unclear image of an occupation, they are bound to make unrealistic occupational decisions. To form a realistic picture of what would be suitable for an individual student, practical experiences and career-related guidance are significant.

According to Pope (2000), Career counselling has its history traced in the United States in the 19th century. The founder of career counselling, Frank Parsons, a social worker, established a settlement house programme in Boston for young people who mentor in career paths focusing on job placement. Educational counseling, the second stage in career counseling development, emerged from the work of humanitarian, progressive social reformers in the schools. Such reformers included Jesse B. Davis, who served as a counsellor on educational and career problems at Central High School in Detroit in 1898, and Eli Weaver, a New York City school system principal in 1906. Promoting career development in the schools was a slow process in that, as late as the 1930s, there were no vocational guidance programs in at least half of the schools in cities in the United States with populations of 10,000 or more. Elementary and secondary education sooner had a larger enrollment of students both as a result of increased needs for literacy to cope with growing demands of industrialization and the increase in numbers of

school-aged children as a direct result of the boom in pregnancies following the end of World War I.

Career guidance and counselling programme are integrated in the education curriculum in some nations. In Canada, the programme varies in the provinces and territories. For example, in British Columbia, career education and personal planning are lessons that take 60 hours. It should devote to the period between kindergarten to grade 12. In Saskatchewan, pupils in grades six-nine are required to sit for 30 hours of career education; in Ontario, while in grade 10, there is a compulsory half-credit course in career studies and a course in career and life management in Alberta at grade 11. It is different from how the programme is handled in Australia, where career lessons are integrated into several subjects in the entire course load that a student undertakes. (O.E.C.D., 2003).

According to Ho and Leung (2016), stable career guidance and counselling in Hong Kong schools are attributed to a significant review of education curriculum in 2000 that led to the introduction of "Applied Learning." A curriculum that focuses on developing occupational skills, the central learning area was the "New Academic Structure" (N.A.S.) career education. Supporting the programme, "Other Learning Experiences (OLE)" was introduced as a form of obligatory cross-curricular instructional activity. Under the OLE curriculum, provided career education to students to go through career-related experiences. A Career and Life Planning Grant (C.L.P.G.) was introduced in 2014 to cater for career guidance and instruction. The grant is intended to help schools produce a workforce, ultimately allowing career guidance teachers to cater to their own students' developmental necessities. The funding also benefits the flexible procurement of resources to aid in career guidance and counseling activities.

In Kenya, career guidance and counseling support in schools have been verified in a policy document (Kenya Education Sector Support Programme [K.E.S.S.P.], 2005). The document categorically specifies the government's strategy for education, highlighting career guidance and counselling as one of the key areas needful of attention (Ministry of Education, Science, and Technology, 2016). Public secondary schools are expected to have teachers in charge of career guidance and counselling departments appointed by the Teachers Service Commission (T.S.C.). They are relied upon to offer focused career guidance and counseling services that cover a broad area of students' welfare like educational growth, careers, and social concerns of students (Careers Guide Book for Schools, 2009).



Further, the Ministry of Education (M.O.E.) has produced a National Policy Document stipulating the process and enactment of career guidance and counseling from primary education to the workplace (National Career Guidance Policy, 2021).

The evidence indicates that most schools have teachers assigned the responsibility of handling careers services appointed by the school boards of management. The position, however, may not be prioritized since, regardless of the workload involved, it is not tied to any extra allowances or remunerations. The absence of career information and counselling is evident in many schools. Incidentally, although schools have teachers who are assigned to run career programmes, delivery of services in most schools is limited to helping students fill out university application forms ignoring a whole range of other activities that could help students like career education, mentorship, and individual guidance and counselling sessions for self-awareness concerning suitable careers. Furthermore, very little information is provided by teachers to students for available occupation possibilities for students upon completing their course. In the long run, most students end up with selected occupation paths that they may have haphazardly chosen with little knowledge of the work environments (Nyutu, 2007).

Kurgat, Michira, and Kiptoo-Tarus, (2020) observe that after high school, most school leavers find themselves devoid of adequate information which they most need in preparation for the next stage of their lives. When this happens, more often than not, students settle on an occupation path in which they have no interest and regret throughout their lives for having made a wrong choice. This is echoed by Korir and Wafula (2012) whose study established that students face challenges in matching their career choices with their abilities and academic performance. In most cases, parents influence their children's occupational choices, yet most times they have no proper information or are not fully conversant with the opportunities available after school. The decision may also not be dependent on the interest nor academic ability of the learner but the available training opportunities and imagined first-employment occupations during the season.

Students are bound to make occupational decisions from their scope of exposure, talents, knowledge, and understanding of what the job markets entail. However, some students end up blindly making occupational decisions under the influence of parents, teachers, peer pressure, cultural predispositions, and myths about careers, and yet some will be motivated by their talents and callings

and do not bother to explore other available opportunities for occupations available for them. Students may also show interest in diverse fields of careers and may lack abilities and skills on their own to make the most suitable decisions. Such students should be assisted to understand the importance of their decisions against the occupations in the job market (Duffy & Sedlacek, 2007). All students should receive this assistance in the process of career guidance and counselling to define, redefine, and reaffirming occupational decisions.

1.2 Statement of the Problem

Despite the existence of a career guidance and counselling programme in most public schools that are tailored for this, the majority of students have problems in making informed decisions and settling down on the occupation paths they want to follow. This undecided state of choice of occupations is salient after the release of K.C.S.E. as many students are in urgent and critical need of career guidance and counselling on course selection as they prepare to join middle-level colleges and universities. Many students experience confusion and appear undecided on what careers to pursue as they wait for placement by K.U.C.C.P.S. While many miss their first choice courses through K.U.C.C.P.S. and have to go for a second selection of courses, the admission of first-year students at Universities still experiences massive inter and intra-faculty transfers. This culminates in some students ending up pursuing courses which they are not comfortable with, not interested and unprepared for. Career guidance and counselling departments in public secondary schools established by the Ministry of Education have the responsibility of ensuring that students are helped in early years of schooling in choices of subjects and to identify and pursue occupations determined by their ability, choice, and information with ease. The purpose of this study was to establish the efficacy of career guidance and counselling program on occupational choices of students in public secondary schools in Kisii County, Kenya.

1.3: Objectives of the Study

The objective of the study was to determine teachers' perceptions on career guidance and counselling programme on occupational choices in public secondary schools in Kisii County.

1.4: Research Questions

The research questions were: what are teachers' perceptions on career guidance and counselling



programme on occupational choices in public secondary schools in Kisii County?

1.5: Theoretical framework

The theoretical basis for this study was derived from Trait and factor theory by Frank Parsons (Parsons, 1908). The theory is about a talent-matching approach in career advising. According to Parsons, occupational decision-making occurs when people have achieved an accurate understanding of their traits. These traits include individuals' aptitudes, interests, and personal abilities. They also need to have an in-depth understanding of the jobs/ careers and the labour market. Later, this was advanced into the Trait and factor theory of occupational choices. The theory advocates for matching people with careers which means trying to help individuals find a relationship between their traits and occupations that are suitable for them (Giobbi, 2018).

This theory advocate for analysis of an individuals' personality, where one is assisted to gain an understanding of both their strengths and weaknesses of traits. According to Alkhelil (2016), personality analysis is the process of attempting to point out and classify enduring characteristics that describe an individual's behavior and the prevalent characteristics that include shyness, aggressiveness, passivity, laziness, ambitious, loyal, and timorous. The traits are used to help analyze the kind of occupations suitable for students while assisting them make a decision on their occupations based on their traits. This is done through scientific advising (career guidance and counselling sessions). Parsons' Trait and Factor theory imply that students should be allowed to make occupational choices through a guidance and counselling process that will help them have a clear understanding of themselves (their aptitudes, abilities, interests, ambitions, resources) and the available job openings in the market. The theory holds that the better the fit between the individual and the occupation, the better the gratification and accomplishment of the individual in their occupation path.

In the 1990s, Holland expanded the trait patterns to consider life goals, values, self-beliefs, and problem-solving styles (Sharf,2006). According to Holland, career choice is an expression of personality and occupational interests reflected in the individuals' personalities, and therefore occupational satisfaction, constancy, and achievement depends on the congruence between one's personality and the environment. This is echoed by Hossain & Siddique's (2012) observation

that besides cognitive ability, an individual is bound to choose a career they are attracted to, based on their personality traits. Through the process of career guidance and counselling, students are given information on the working environment of various careers and helped to make decisions based on how comfortable they are with certain career fields before choosing training programmes.

Even though trait and factor theory is a widely accepted approach by career guidance counsellors, changes in the individual and the environment over the individual's lifespan are not explored by the theory. These changes include; differences in gender roles, multicultural influences, sexual orientation, and personal interests out of the diverse environmental needs (Giobbi, 2018). This implies that a person can be influenced by other experiences that would lead to occupational choices, however, while undergoing their school curriculum, career guidance and counselling programme would be handy to still help the individual in clarification and reassurance that the choice is suitable. The strength of trait theories is in their capacity to classify noticeable behaviours and their use of objective criteria. Since an individual's personality is the total of ways in which an individual reacts to and interacts with others, scientific advising can be used to help the person go through self-awareness, acknowledgment, and understanding.

Parsons advocated that besides self-awareness, one needs to know about jobs. This then is a recipe for rational occupational decisions regarding the best match between the two for a given individual. This theory is suitable for this study since it supports the concern of career guidance and counselling as a programme that entails assisting students in secondary schools through self-awareness, self-assessment, information on how one's ability suits a given occupation, and helping students make informed choices on appropriate occupations. The teachers' perception on career guidance and counselling on students' occupational choices determines how immense career guidance and counselling programme in schools will be used to help students make occupational choices. Teachers' involvement as facilitators of the programme will determine students' participation in career guidance and counselling activities. The strategies in career guidance and counselling programme used by schools on students' occupational choices do not only information on how but also when the activities are conducted. Strategies in place should enhance the process of self-knowledge and career information about the choices of occupations.



Both human and material career resources available and in use in the programme are great determinants to the success of the process of career guidance and counselling activities. These will eventually help students go through a process of self-awareness in terms of their ability, interests, and personality, knowledge of available careers in the job market, and skills of decision making that will inform their occupational choices. Challenges faced by career guidance are a hindrance to the efficacy of the entire career guidance and counselling process, if established and solutions suggested and implemented the process would be seamless. According to the United Kingdom National Career Development Guidelines, the vital constituents of a comprehensive career guidance and counselling programme entails;

- i. An organized structure of activities and practices to achieve specific competencies such as self-awareness, decision making, ability to set goals and an occupation plan
- ii. Operative supervision to support wide-ranging career guidance programme
- iii. Teamwork where certified counsellors are central to the programme
- iv. Adequate resources to facilitate the programme
- v. Strong professional development activities so counsellors can frequently update their professional knowledge and skills
- vi. Diverse approaches to deliver the programme such as outreach, assessment, counselling, curriculum, programme and job placement, follow-up, consultation, and referral

This study aimed at establishing the efficacy of career guidance and counselling programme on students' occupational choices in public secondary schools by establishing the perception of teachers on utility of career guidance and counselling programme, strategies applied, resources used, challenges faced with an aim of establishing solutions to these challenges faced by career guidance and counselling programme on students' occupational choice in public secondary schools in Kisii County

II. LITERATURE REVIEW

Students seem to attend to guidance and counselling activities based on how teachers perceive the programme. This has been confirmed by a study by Yasar (2018) conducted in the central region of Finland. The study evaluated the educational outcomes model and efficacy of guidance and counselling services designs' ability to analyze the students' perceptions of the guidance

and counselling services. Findings revealed that students rated the provided guidance and counselling services between moderate and poor and that there was a correlation between the goals of the students and the perceptions of the students regarding the guidance and counselling services. Students may go through their schooling without necessarily seeking out guidance and counselling services. However, since each one of them has to make an occupational choice whether they pursue it or not, the need for career guidance and counselling services cannot be ignored.

The gender of students and the education level of parents have been found to influence students' perception of school counselling. A study by Zafar (2019) on career guidance in career planning among secondary school students in Karachi, Pakistan, revealed that male students and students whose parents had high education levels sought more career guidance compared to female students and those whose parents had moderate or no education qualification. The study also found out that high academic performing students sought more assistance on occupational choices from counsellors in career guidance, while students with lower educational ambitions were found to have a minimal tendency of seeking services from counsellors for career planning. Students who are ready and willing to seek career guidance services will look up to teachers for the services. It was necessary to establish perceptions of teachers towards the use of career guidance and counselling without focusing on parental influence, considering that some students are orphans and depended on teachers for academic and occupation guidance.

An experimental study in Cairo, Egypt, explored how different career needs could be addressed to assist school girls to make career decisions. The findings were that most school counsellors were not sensitive to the career needs of many students and that advice was based on their academic performance only, and other factors like talents and family influence were ignored in making the right career decisions. The study further revealed that students relied on teachers to make career choices which mean that the teacher played an important role in what the student eventually chose. The study recommended that career teachers be widely informed on issues of career choices (Mau, Bilkos & Fouad, 2011).

A study in Greece examined the counselling needs of students in a secondary school found out that students valued vocational guidance development, social values, and learning skills as compared to interpersonal relationship and personal-



development needs (Brouzos, Vassilopoulos, Korfiati & Baourda, 2015). Students are more inclined to utilize the counselling services available, marketed to them, and or those that are helpful towards problems they have to solve. The facilitators and career counsellors' inclination and emphasis on vocational guidance and counselling is an outcome of their perception in terms of how the importance of the guidance programme towards assisting learners get to their chosen career destination.

Another study by Awinsong and Gidliglo (2015) on students' perception of the role of counsellors in the choice of career in Mfantseman, Ghana also revealed that most students sought career guidance out of appreciating the role of career advisors in career choices and although all students had access to counselling, some did not seek for the services due to some counsellors' negative attitude and our lack of willingness to attend to the students during the scheduled counselling hours. The study by Awingson & Gidliglo (2015) indicated that although the utility of career counselling services by students is dependent on the perception of students towards the counselling services and that teachers' characteristics can inhibit or promote the effectiveness of the programme.

School counsellors' opinion about career services are important in influencing the productivity of the programme. Torunoğlu and Gençtanrımb (2015) conducted a study to determine the opinions of school counsellors on career guidance programme implemented at vocational high schools in Turkey. The study revealed that poor performance in the counselling departments was greatly influenced by the teachers' opinions who were also doubling up as counsellors. School counsellors reported that the programme did not receive support from concerned stakeholders; they complained of insufficient time for implementation besides challenges that faced the running of guidance activities in classrooms. They also observed that there was a lack of inspection concerning the implementation of the programme by education authorities who were supposed to have been involved in the supervision of the programme.

Amoah, Kwofie, and Agyeiwaa (2015) used mixed methods in a study among 200 high school students in Ghana on the perspective of the role of the school counsellors' influence in students' career choice. The study found out that there were career intervention roles by the school counsellor that influenced students' choice of career. It was revealed that students strongly agreed that

organization of career days and conferences, career goal identification, administration of occupational interest inventory were some of the activities that were instrumental. Furthermore, the counsellors' role was found to be of influence to the students' choice of occupation. The study by Amoah et al., (2015) relates to the current study about the role played by school counsellors in influencing choice of career by students. School counsellors have the obligation to conduct guidance and counselling to students as their main duty, the present study was interested in all teachers' perceptions regardless of whether they were in career guidance and counselling department or not, this is because of their influence as they carry out their teaching duties, therefore making the scope wider since the programme entails more than just the school counsellor.

Findings by Agi (2014) in an attempt to evaluate students' perception and attitudes towards school counselling in Nigeria revealed that school counselling was used as a strategy for regulating students' behaviour, furthermore, students chose to participate in school counselling programmes based on how they perceived it. This former study is in line with the present on the role of perception in the utility of the counselling services. The study by Agi (2014) focused on students' perception of general counselling services. As facilitators of the counselling services, the current study was interested in establishing how teachers perceived career guidance and counselling programme on the occupational choices of students.

In a study that examined attitudes and perceptions on what informs decision on the choice of undergraduate degree programmes in Kenya, Kipkoech and Lugulu (2011) found out that there were other factors besides career guidance and counselling that influenced students into course selection and that the programme had little impact on what students chose as they joined universities. The study further revealed that students had no reliable platform that could be used to offer career guidance as they waited to join universities. Existence of comprehensive programmes that can be utilized by students while in school and after should curb such a state of uncertainty. However, sensitization is needed for both the service providers and consumers to ensure that they perceived the programme to be useful in helping students.

Ibrahim, Aloba, Wambiya, and Raburu (2014) investigated the perceptions on the role of guidance and counselling programme on Kenyan secondary school students' career decision making. A sample of 250 students were involved. Findings



were that, academic, personal and social competence were roles played by guidance and counselling in schools. Similarly, guidance and counselling helped them to attain spiritual growth, vocational, health and marital awareness. The study recommended that career counselling should be intrinsically practiced to provide the students with indispensable information and competence required at the work place. While Ibrahim's et.al, (2014) study focused on the wholesome role guidance and counselling which covers spiritual, social, academic and career aspects of students' life in school and offered by the guidance and counselling departments, the present study differs from the former study in that the researcher focused on career guidance and counselling and used a comparatively larger sample.

III. RESEARCH METHODOLOGY

3.1 Research Design

The study used a mixed-method approach. Molina and Cameroon (2015) assert that a mixed-method approach is a combination of both qualitative and quantitative research designs. A descriptive survey was adopted. According to Fraenkel and Wallen (2006), a descriptive survey involves asking a large group of persons questions about a specific issue. The researcher obtains information from a sample and not from an entire

population at one point in time, which may range from one day to a few weeks. Furthermore, this kind of survey focuses on the conditions or relationships that exist, views held, ongoing processes, the impact evident or tendencies developing. This design was pertinent to this study and therefore employed to establish opinions about the efficacy of career guidance and counselling on students' occupational choices in public secondary schools in Kisii County.

3.2 Target Population

The target population for this study was 358 H.O.D.s, in all public secondary schools in Kisii County. The study targeted form four students because they had undergone three-quarters of their curriculum, settled on chosen subjects, were in the process of filling career options forms by K.U.C.C.P.S., and were best placed in a position to provide more reliable information on the efficacy of career guidance and counselling on students' occupational choices. Form four class teachers were chosen for the study since they are in-charge of the form four classes and directly involved in all programmes pertaining the form four students and therefore expected to be involved in career activities that would lead to students' occupation choices at the end of the secondary school course. This information is presented in Table 3.1.

Table 3.1: Target Population

Population	Numbers
Principals	358
Head of Career Services	358
Form Four Class Teachers	358
Form four Students	31,717
Total	32,791

Source: Kisii County Education Office (2020)

3.3 Sampling Techniques and Sample Size

A multi-stage sampling procedure was employed in this study. According to Bryman (2012), multistage sampling involves a systematic process of taking samples in stages using smaller and smaller sampling units at each phase. This allows the researcher to make clusters and sub-clusters until the researcher reaches the desired size or type of group. Within the multi-stage sampling procedure, the researcher used stratified random sampling. Creswell (2014) asserts that stratified random sampling provides an impartial and better assessment of the parameters while working with a homogenous population. The researcher also used Purposive sampling and Simple random sampling. First, the researcher sampled three sub-counties

from the nine sub-counties in Kisii county. This was followed by a sampling of the schools from the three sub-counties selected. Last was the sampling of students from the schools sampled as follows;

3.3.1 Sampling of Sub-Counties

From the nine sub-counties in Kisii County, the researcher used simple random sampling to select 30% of the sub-counties for the study. According to Mugenda and Mugenda (2013), simple random sampling is used when a large number of individuals, subjects, or phenomena exist in a sample size; this will eliminate biasness so that an equal chance is given to individuals to participate in the study. This is echoed by Kasomo (2010) who observed that a third of a population is a suitable



sample for a study. This was done by lottery design where the researcher wrote the name of each sub-county on a piece of paper, mixed them well, and selected three papers to represent the sub-counties that were used in the study. The sub-counties selected for the study were; Gucha, Kisii Central, and Sameta.

3.3.2 Sampling of Schools

The schools were selected by use of stratified sampling. They were categorized as either National, Extra-county, County, or Sub-county schools. For each category, the schools were stratified as either girl, boys, or mixed secondary schools. This was done as follows;

For the Gucha sub-county, there was one school in the Extra-county category – a girls’

school. There were three County schools- two mixed schools and one boys school. There were seventeen Sub-county schools. One girls’ school and sixteen mixed schools. From the Extra-county category, the researcher purposively selected the one girls’ school to represent the category. For the County category, the researcher purposively selected the one boys’ school since it was the only one and used random sampling to select one of the two mixed schools. For the Sub-county category, the researcher purposively selected the 1 girls school and used random sampling to select 30% of the mixed schools to give a total of five mixed schools. The total number of schools was nine as shown in Table 3.2.

Table 3.2: Sampled Schools in Gucha Sub-County

Category of School	No of Schools	Gender strata	Sampling Method	Sampled Schools
Extra-County	1	Girls	Purposive	1
County	2	Mixed	Simple random	1
	1	Boys	Purposive	1
Sub-county	1	Girls	Purposive	1
	16	Mixed	Simple random	5
Total Number of schools				9

For Kisii Central, there was one National school, a boys' school, there were three Extra-county schools – one mixed, one girl' and one boys' school. There were five schools in the County category, three mixed and two girls, and thirty schools in the Sub-county category, all mixed. The researcher purposively selected the one National boys’ school since it was the only one at that level. The three Extra-county schools were also purposively selected

to represent the different strata. For the County category, the researcher purposively selected the one boys' school and used random sampling to select one of the two mixed schools. From the Sub-county category, the researcher used random sampling to select 30% of the schools to give a total of nine schools. The total number of schools was fifteen as shown in Table 3.3.

Table 3.3: Sampled Schools in Kisii Central Sub-County

Category of School	No. of Schools	Gender Strata	Sampling Method	Sampled Schools
National	1	Boys	Purposive	1
Extra-County	1	Girls	Purposive	1
	1	Boys	Purposive	1
	1	Mixed	Purposive	1
County	3	Mixed	Simple random	1
	2	Girls	Simple random	1
Sub-county	30	Mixed	Simple random	9
Total number of schools				15

For Sameta Sub-county, there were three Extra-county schools, one girls’ school and two boys’ schools. There was one mixed school at the county level. The Sub-county had seventeen schools, all mixed. The researcher purposively selected the one girls’ school from the Extra-county

category since it was the only one at that level and used simple random sampling to select one of the two boys’ schools. For the County schools, the researcher purposively selected the one mixed school and for the Sub-county category, the researcher then used random sampling to select 30%



of the seventeen mixed schools giving a total of five schools. The total number of schools from this sub-

county was eight as shown in Table 3.4.

Table 3.4: Sampled Schools in Sameta Sub-County

Category of School	No. of Schools	Gender Strata	Sampling Method	Sampled Schools
Extra- County	1	Girls	Simple random	1
	2	Boys	Simple random	1
County	1	Mixed	Purposive	1
Sub-county	17	Mixed	Simple random	5
Total No of Schools				8

3.5.4 Sampling of Principals, H.O.D.s Career Services and Form Four Class Teachers

All principals and Heads of Career Services in the sampled public secondary schools were purposively selected. This is in line with the recommendation of McMillan and Schumacher (2001) who says that purposive sampling may be used for a population that ranges from one to forty. There were 32 sampled schools, each school has one principal and one H.O.D., guidance and counselling department. The study, therefore, involved 32 Principals and 32 H.O.D.s, careers. Simple random sampling was used to select four class teachers from all the categories of schools; national, extra-county, county, and sub-county. The school's type (boys,

girls, and mixed) in these categories were also represented, thus selecting two teachers from the national category, one from the boys' school and one from the girls' school. Three teachers were selected from the extra-county schools, one from a mixed school, one from a boys' school, and one from a girls' school. three teachers were also selected from the county schools, one from a boys' school, one from a girls school, and one from a mixed school. Two teachers were sampled from the two-county schools, one mixed and one girl's school. A total of ten forms of four teachers were sampled for the study. The summary of all sampled participants, the sample procedures, and the sample size are presented in Table 3.8.

Table 3.8: Size of Sampled Participants in the Study

Participants	Sampling Procedure	Sample Size
Principals	Purposive	32
Head of Career Services	Purposive	32
Form four class teachers	Simple random Sampling	10
Form four Students	Random	403
Total		477

3.4 Data Collection Instruments

The researcher designed the instruments that were used to collect data. This was done in consultation with the supervisors. These instruments were; the principals' questionnaire, the Head of Department, the Career services questionnaire, the students' questionnaire, form four class teachers interview guide, and a checklist for document analysis. These were used to obtain detailed information on the efficacy of career guidance and counselling on students' occupational choices. Their details are described in the following subsections.

3.4.1 H.O.D.s, Career Services' Questionnaire

This was used to collect data on the head of careers service's opinions on the efficacy of career guidance and counselling on students' occupational choices in Kisii County. The questionnaire was designed as follows; part A sought for demographic

information of the respondent. Part B had self-rating items that sought for teachers' perceptions on career guidance and counselling programme on occupational choices in public secondary schools in Kisii County. Part C used self-rating items to examine the strategies used to offer career guidance and counselling on students' occupational choices in public secondary schools Kisii County. Part D evaluated resources used by schools to offer career guidance and counselling on students' occupational choices in public secondary schools in Kisii County. A five-point Likert scale format was used. The values were assigned as follows; Strongly Agree (SA) =5; Agree(A)= 4: Undecided(U) =3; Disagree(D) =2; Strongly Disagree (SD)=1. The researcher used open-ended questions too to allow the respondents to give their opinions on resources in career guidance and counselling used in their schools. Part E used closed and open-ended items to



establish challenges facing career guidance and counseling

3.5.1 Validity of the Instruments

Validity is the degree to which the outcomes obtained from the analysis of data essentially represent the subject under study (Garson, 2016). In this study, the face, content, and construct validity of the instruments were used. Face validity refers to how a measure appears on the surface in terms of adequacy of the items, readability, and clarity of language (Taherdoost, 2016). Content validity is the scope to which a measure exhaustively and suitably assesses the skills or characteristics it is envisioned to measure (Fink, 2010). According to Cameroon (2014), construct validity allows a researcher to check the operationalization against the significant content domain for the construct which eventually ensures a good detailed description of the content domain is achieved. In this study, the Face, Content, and Construct validity were ascertained by three experts from the School of Education and Human Resource Management, Kisii University. Their recommendations were compound in the fine-tuning of the final instruments of data collection. This enabled the researcher to do away with ambiguous items. It also helped in a rephrasing of items for clarity, the language used was also made simpler and clearer focusing on the purpose of the instruments. The process was made simpler by the guidance of a validation matrix form as presented in Appendix G.

3.5.2 Reliability of the Instruments

The reliability of an instrument is the extent to which a research tool is internally consistent and yields the same results upon repeated testing (Orodho, 2012). It makes certain that if the study is repeated using the same procedures and circumstances by another researcher, the outcome of results will be the same. According to Huck (2012), it is important for a researcher to test for reliability since this helps in eliminating discrepancy and in the process indicate uniformity across the parts of instruments used in the study, thereby helping to ensure that they are considered reliable to produce

consistent results. The reliability of the instruments was established by the split-half method. Reliability analysis was carried out on the results to determine the reliability index yielding coefficients of 0.73, 0.71, and 0.76 for students, Principals, and H.O.D.s respectively thus deemed reliable. For qualitative data, the researcher ensured credibility by taking time with the respondents to get their full experience with career guidance and counselling programme. The researcher ensured dependability by reviewing the raw data for any inconsistencies.

3.6 Data Analysis

According to Bhatta (2013), data analysis is the procedure of cleaning, converting, and organizing data to derive valuable information towards helping one conclude. The researcher adopted both quantitative and qualitative data analysis techniques. Quantitative data was coded and analyzed using Statistical Package for Social Sciences (S.P.S.S.) version 21. In the analysis, the researcher used descriptive statistics such as frequency and percentages to summarize and describe the responses. Besides reporting the responses from all schools collectively represented by AS, the researcher went further to report the responses in the various categories of schools as represented by SBC= Sub-County, C= County, E= Extra-County, and N= National. Qualitative data was obtained from open-ended questions from the questionnaires and document analysis guide and was organized as per the research questions. The researcher then edited the data, paraphrased and summarized it to make meaning from it. Data were categorized and summarized according to the variables and objectives of the study. It was then coded, organized into various classifications, and thematically analyzed. Cameroon (2015) points out that thematic analysis of data entails pointing out, examining, and recording patterns within the data. For the analysis to flow in a logical order, the researcher used a research methodology matrix. The matrix was used to link the research questions to the respondents, to the instruments that were used to get information, to the type of data required, and to the analysis procedure used.



IV. DATA PRESENTATION, ANALYSIS, AND DISCUSSION

Table 4.7: H.O.D.s' Responses on Teachers' Perception of Career Guidance and Counselling Programme on Students' Occupational Choices

Perception Indicators	S/C	Agree <i>f</i> (%)	Undecided <i>f</i> (%)	Disagree <i>f</i> (%)
Available school working policy on career guidance and counselling	AS	24 (75%)	1 (3.1%)	7(21.9%)
	SBC	14 (58.3%)	1 (100%)	4(57.1%)
	C	5 (20.8%)	0.00	2(28.6%)
	EC	4(16.7%)	0.00	1(14.3%)
	N	1(4.2%)	0.00	0.00
Operational career guidance and counselling departments in school	AS	29 (90.7%)	2 (6.2%)	1(3.1%)
	SBC	17 (58.6%)	1(50%)	1(100%)
	C	6 (20.7%)	1(50%)	0.00
	EC	5 (17.2%)	0.00	0.00
	N	1 (3.4%)	0.00	0.00
Teachers frequently organize career activities to help students make occupational choices	AS	21 (65.6%)	2 (6.2%)	9(28.1%)
	SBC	14 (66.7%)	1(50%)	4(44.4%)
	C	3 (14.3%)	1(50%)	(33.3%)
	EC	3(14.3%)	0.00	2(22.3%)
	N	1 (4.8%)	0.00	0.00
Teachers are enthusiastic about career activities	AS	23 (71.9%)	3 (9.4%)	6(18.7%)
	SBC	14(60.9%)	1(33.3%)	4(66.6%)
	C	4(17.4%)	2(66.7%)	1(16.7%)
	EC	4(17.4%)	0.00	1(16.7%)
	N	1(4.3%)	0.00	0.00
Teachers rely on career guidance & counselling to help students make occupational choices	AS	19 (59.4%)	3 (9.4%)	10(31.2%)
	SBC	9(47.4%)	2(66.7%)	8(80%)
	C	5(26.2%)	1(33.3%)	1(10%)
	EC	4(21.1%)	0.00	1(10%)
	N	1(5.3%)	0.00	0.00
Teachers motivate students to seek career guidance and counselling to make choices	AS	26 (81.3%)	1 (3.1%)	5(15.6%)
	SBC	13(50%)	1(100%)	5(100%)
	C	7(26.9%)	0.00	0.00
	EC	5(19.3%)	0.00	0.00
	N	1(3.8%)	0.00	0.00

Table 4.7 shows that the study found out that majority of the H.O.D.s, 75% agreed to the availability of a working career guidance school policy. However, it was noted that some schools did not have a career policy as revealed by 21.9% of respondents. The H.O.D.s have the responsibility of

ensuring that career activities are conducted following their school policy. A school career policy guides the department on how and when to carry out the activities. Availability of schools' career policy relates to active career departments in most schools. The absence of school career policy as reported by



(25%) of the respondents indicate that these schools did not have a specific guide on how and when to carry out career services. The presence of working career guidance policy in most (75%) schools is an assurance that there is a plan for the programme in those schools, a further indication that teachers perceived the programme to be important to help students make occupational decisions and were bound to actively involve the students in the programme.

Results indicated that most schools had an operational guidance and counselling department as observed by 90.7% H.O.D.s. However, some (6.2%) respondents reported that their schools did not have operational departments. Furthermore, 65.6% of the H.O.D.s observed that teachers frequently carried out career activities in schools. Nine (28.1%) were of the contrary opinion. The H.O.D.s was in charge of the career activities in schools and had the responsibility of mobilizing all teachers into the programme. In their opinion, it implies that a good number of teachers in the County were actively involved in career activities which could have been as a result of perceiving the importance of career programme but of concern were the students who were in schools with dormant career programmes as reported by 9.3% and 34.4% respondents who indicated of having inactive departments and infrequent career activities respectively.

The study revealed from 74.9% of the respondents that teachers showed enthusiasm about career activities. However, some teachers were not enthusiastic about career activities as revealed by 25.1%. In support of the principals' observation, the study further revealed that schools had teachers who relied on career guidance and counselling programme to help students choose occupations as registered by 59.4% H.O.D.s. This, however, was not in all cases as indicated by 31.2% of respondents who had a different opinion on the same. A noteworthy number of teachers did not rely on the programme as reported by 40.6% of the respondents.

Although the majority (81.3%) of the H.O.D.s reported that teachers motivate learners to participate in career activities, this was not the case as revealed by 15.6% of the H.O.D.s. This infers that some teachers do not take it upon themselves to encourage students to get involved in career activities. A further indication that they either did not perceive career guidance and counselling to be useful in helping students make career choices or the program was not operational in their schools as indicated by 9.3% of respondents. This implies that

students who are not intrinsically motivated to reach out to career services and may be dependent on teachers' guidance are bound to benefit less from the programme.

The researcher further sought the opinion of students on the perception of teachers on career guidance and counselling. This was done by providing students with statements on perception indicators which they were to report on. The results were shown in Table 4.8.

V. SUMMARY, CONCLUSION, AND RECOMMENDATIONS

The study found out that most teachers were conversant with the M.O.E. policy on career guidance and counselling in schools and had gone ahead and implemented it. The programme was found to be operational in most of the schools and that teachers were actively involved in the existing career activities. The study also established that most teachers relied on the programme to help students make occupational choices, they were enthusiastic about the activities in the programme, and some motivated students to seek career services in return, the study revealed that there was a significant number of students that sought career services.

However, the study found out that there were some schools where career guidance and counselling programme was not effective in operation especially in the county and sub-county schools. This is linked to respondents who were not conversant with the M.O.E. policy on career guidance and the absence of school policy on career services. Furthermore, some schools had less enthusiastic teachers about career activities and other schools where teachers did not rely on career guidance and counselling programme to help students choose occupations and therefore did not motivate students to seek the services in career departments.

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