

**PERCEPTIONS OF STUDENTS AND CAREER COUNSELLORS ABOUT THE
INFLUENCE OF CAREER GUIDANCE ON THE CHOICE OF TRAINING
PROGRAMMES IN PUBLIC SECONDARY SCHOOLS IN KENYA**

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for the Award of the Degree of Doctor of Philosophy in Counselling Psychology of
Egerton University.**

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DECLARATION AND RECOMMENDATION

Declaration

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

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Recommendation

This thesis has been submitted for examination with our approval as the University Supervisors.

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DEDICATION

I dedicate this Doctoral Thesis to all secondary school students who are struggling to make a foundation for their future careers.

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ABSTRACT

The choice of a career is very important because it affects one's entire life. To enable students make this crucial decision, career guidance is offered in secondary schools in Kenya to help the students realise their potential and select training programmes that will lead them to appropriate careers in future. Despite the fact that students are given career guidance, many students try to change the training programmes they had chosen immediately after admission or after a period of study in the university, indicating a dissatisfying choice. Since the influence of career guidance depends on how career counsellors and students perceive it, this study was carried out to establish the perceptions of students and career counsellors about the influence of career guidance on the choice of training programmes in public secondary schools. The study areas were Mombasa, Meru and Kiambu counties of Kenya. The study employed a descriptive survey research design. The target population was 31,145 form four students in 394 public secondary schools. Multistage sampling procedure was used to select a sample of 395 students from 33 secondary schools. In addition 33 career counsellors were purposively sampled. A pilot study was carried out in 3 public secondary schools in Embu County. The data was collected using two questionnaires and was analysed using Statistical Package for Social Sciences (SPSS). Descriptive statistics (mean, percentages and frequencies) and inferential statistics (Chi-square) were used in data analysis. The findings of the study were that career guidance was perceived to be useful in influencing the students' choice of training programmes by the career counsellors and students. However, majority of the students had not sat for the career test hence they were not certain if it would influence the choice of training programmes or not. It was observed that demographic characteristics did not influence the career counsellors' and students' perceptions about the influence of career guidance on the choice of training programmes. The results were expected to inform career counsellors to evaluate their career guidance practice and improve on it. The students may review their perceptions about career guidance to ensure that it enhances their choices of training programmes, while other education stakeholders may utilise the results in the process of human resource development through provision of appropriate career guidance. The study recommended that career guidance be empowered in secondary schools to increase the students level of self-awareness as well as enable them to relate the subjects, training programmes and careers.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|-----------------|---|
| AGCT | The Army General Classification Test |
| GATB | General Aptitude Test Battery |
| G.O.K. | Government of Kenya |
| JAB | Joint Admissions Board |
| K.C.S.E. | Kenya Certificate of Secondary Education |
| M.O.E. | Ministry of Education |
| M.O.L. | Ministry of Labour |
| OECD | Organisation for Economic, Co-operation and Development |
| SPSS | Statistical Packages for Social Science |

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Career choice is a very important aspect of life because career is a journey through life, from birth to retirement. It goes beyond an occupation to involve other components like community and social responsibility, enterprise activities, hobbies and interests, cultural activities, education, training and life roles. An individual's choice of career determines where one lives, how one lives and with whom one associates with. If people have to excel and enjoy life they should carefully choose the right careers (Nthangi, 2007). The choice of training programmes made by individuals forms a base for the person's future career. The need to guide individuals on career matters has been recognised globally. Various countries offer career guidance at different levels depending on their economy. In many European countries, career guidance is viewed as a continuous process that should start during childhood, continue through the often extended transition period to adulthood and working life. Career guidance is seen as a public service available from educational institutions, government departments and their agencies. Specialists in career guidance work through networks of other individuals and agencies; for example, supporting guidance roles of teachers, supervisors and involving parents in the guidance process (Bezanson & Kellet, 2007). According to a research carried out in Australia, there is need to extend career guidance to the retiring people in order to 'reskill' them fit in more flexible careers after retirement. Currently, the Australian government is working on strategies to incorporate this in the career guidance programme which initially runs from junior school up to retirement time (Figgis, 2012).

Career guidance is envisioned as an important component of the preparation of the students for the world of work in U.S.A. To accomplish this, the U.S.A government supports career guidance in American schools. A career guidance programme which is durable, functional, usable and reliable is put in place (Stemmer, Montgomery & Bruce, 2004). Agencies are encouraged to bring together partnership of educators and businesses to build high quality school to work programmes. The law calls for professionally licensed and trained specialists

to administer career guidance programmes in schools. The purpose of all these efforts is to enable the students identify and prepare for the appropriate careers for life (Bezanson & Kellet, 2007).

In Kenya, just like in other countries of the world, career guidance is taken with regard in the education system. Although career guidance is not well established among the working people, it is offered in various learning institutions to enable students choose their future careers and prepare for them. Each county has several guidance and counselling programme officers who coordinate the programme. They facilitate workshops and disseminate any upcoming information to the career counsellors in schools. In secondary schools, the Government of Kenya (G.O.K.) has established career guidance through the guidance and counselling programme to enable students make appropriate choice of training programmes which is instrumental to their future careers. Every secondary school head teacher is required to assign a member of staff the responsibility of providing career guidance to all students among other functions of guidance and counselling services. Career counsellors are trained and equipped with necessary information to guide students on how to choose training programmes (G.O.K, 1976). The Ministry of Education (M.O.E.) updates the career booklet on a yearly basis recognising the upcoming colleges and universities where students can proceed for appropriate training programmes after secondary school education (G.O.K, 2011). Career guidance is essential in secondary school to enable students to focus on their future careers.

The choice of subjects a student makes in secondary school and the grades achieved determine the courses the student will undertake at the university or any other institution of higher learning. Therefore, the students must choose the subjects very carefully to enable them to pursue the right course or training programme which will consequently lead to the appropriate career. Deciding on a training programme is becoming more challenging today because of the high rate of technological change and increasing levels of unemployment in the country, increasing the demand for diligent career guidance (Mutie & Ndambuki, 2004).

Career guidance is the process of assisting an individual who possesses certain assets, abilities and possibilities to select from many careers the one that is suited for him/her and then aid him/her in preparing for it. Career guidance provides information about job opportunities and the factors affecting the job market such as employment information, technology and international relations. This information is essential due to the changes in the employment structures, high levels of unemployment and changes in the labour force (Osoro, Amundson & Borgen, 2000). Career guidance enlightens the secondary school students on the relationship between the subject of study, the training programme and career choices enhancing their ability to plan for the next step in education and work (Kinai, 2007). With the establishment of career guidance in secondary schools the students are assisted to discover their potentialities and develop on them. Students are also enlightened on the career opportunities after school and the requirements for each career preparing them for the world of work they will be proceeding to after school. Further, career guidance reveals to the students the training programmes that will lead them to their desired careers. All this information enables the students to make an appropriate career choice by equating their abilities to the career requirements.

Students select their favourite subjects in form three and chose the training programmes they would like to engage in after high school in form four. The student must consult the teachers, parents and the career counsellors to make this important decision (Njagi, 2002). Career tests can also be done by the students to reveal their strengths and weaknesses, which direct them to the training programmes within their ability. Despite all this effort, it is common to find students changing courses immediately after admission or after the first year of study in the university which indicates a wrong or dissatisfying choice. For example in 2012, it was observed that over 5,000 students revised the courses they had applied for in the public universities (Mengo, 2012). Wrong choice of training programme may be a result of inadequate career guidance or failure to perceive career guidance useful in selecting training programmes. Therefore, it is important to establish the career counsellors and students perceptions about the influence of career guidance on the students' choice of the training programmes.

Various studies have been conducted on the factors that contribute to the choice of careers and training programmes in Kenya. Career guidance does not appear among the most important factors, yet all students receive significant career guidance while in secondary school. Kinai (2007) cites the influence by parents, friends, teachers and peers as determinants of the choice of training programmes and careers made by students. The students receive advice which could be valid, but often it is based on the advisors' subjective world or on stereotypical conclusions on what career is right. The students also face a lot of pressure from their peers on the courses to pursue because some courses are very prestigious. Consequently, they find themselves in a great dilemma on the choice to make. Availability of opportunities, monetary and material rewards and appealing titles are also cited as influencing factors (G.O.K, 2011). One of the previous studies indicate that career guidance is offered in secondary schools and students have proved to have reasonable information on careers (Ngumi, 2008). However if career guidance had any influence on the students' choice of training programmes depends on how the students and career counsellors perceived it. Therefore the intention of this study was to follow up on this and establish the perceptions of career counsellors and students about the influence of career guidance on the students' choice of training programmes. The study examined career information, career test, self-awareness and academic achievements as the indicators of career guidance.

Untrained career counsellors have also been identified as one of the weaknesses of career guidance in secondary schools (Mwirigi, 2007). The M.O.E. has responded to this by allowing a study leave with pay to teachers willing to pursue a masters degree in guidance and counselling. Furthermore, many workshops have been conducted country wide to equip the career counsellors with more information on career guidance. In response universities have established adequate programmes on guidance and counselling in different modes of study, opening doors to many teachers. All these efforts must have increased the number of competent career counsellors in secondary schools offering appropriate career guidance.

Since career guidance is offered in all public secondary schools in Kenya, it is expected that all students are well versed with their potentials, and requirements of various occupations. This information should enable them to make appropriate choices of training programmes to

pursue after secondary school, consequently leading to their future careers. Yet many students seek to change the courses they had chosen to study after secondary school. It is against this background that the study intended to determine the perception of students and career counsellors about the influence of career guidance on choice of training programmes in public secondary schools in Kenya.

1.2 Statement of the Problem

Career choice is very important because it involves all aspects of life thus determining if one will excel and enjoy life. Wrong career choice results to low morale, poor performance and low productivity. Therefore, people should choose the careers that suit their abilities and interests. The choice of training programme made by students at secondary school determines their future careers. The M.O.E has established career guidance through the guidance and counselling programme in secondary schools to assist students identify suitable training programmes and prepare for them. Many secondary school teachers have trained in guidance and counselling at the universities and workshops which ideally should enable them to give students a more professional guidance in making choices of training programmes. Despite the fact that students are guided and prepared for the training programmes they select, many of them seek to change the training programmes they had selected immediately after admission in the university or even after some period of study, indicating a dissatisfying choice. For one to be in an appropriate career there must be a proper match between the personal traits and career requirements which is possible through effective career guidance. However if career guidance will influence the students' choice of training programmes depends on how the career counsellors and students perceive it. Since career guidance is offered in public secondary schools to enlighten students on their potential and the training programmes that lead to available career opportunities, this study was carried out to establish if students and career counsellors perceive career guidance as having any influence on the choice of training programmes in public secondary schools in Kenya.

1.3 Purpose of the Study

The purpose of the study was to establish the perceptions of students and career counsellors about the influence of career guidance on the choice of training programmes in secondary in Kenya.

1.4 Objectives of the Study

The study aimed at achieving the following objectives:

- i) To establish the perceptions of students and career counsellors about the influence of career information on the choice of training programmes in public secondary schools in Kenya.
- ii) To determine the perceptions of students and career counsellors about the influence of career tests on the choice of training programmes in public secondary schools in Kenya.
- iii) To determine the perceptions of the students and career counsellors about the influence of self-awareness on the choice of training programmes in public secondary schools in Kenya.
- iv) To determine the perceptions of students and career counsellors about the influence of academic achievement on the choice of training programmes in public secondary schools in Kenya.
- v) To establish the relationships between students' and career counsellors' perceptions about the influence of career guidance on the choice of training programmes and the following demographic characteristics; Gender, Category of school and Location of the school.

1.5 Research Questions of the Study

The study aimed at answering the following research questions:

- i) What are the perceptions of students and career counsellors about the influence of career information on the choice of training programmes?
- ii) What are the perceptions of students and career counsellors about the influence of career tests on the choice of training programmes?

- iii) What are the perceptions of students and career counsellors about the influence of self-awareness on the choice of training programmes?
- iv) What are the perceptions of students and career counsellors about the influence of academic achievement on the choice of training programmes?

1.6 Hypothesis of the Study

The study aimed at testing the following hypothesis:

Ho₁ There is no statistically significant relationship between students' and career counsellors' perceptions about the influence of career guidance on choice of training programmes and the following demographic characteristics; Gender, Category of the school, Location of the school.

1.7 Significance of the Study

The findings of the study are expected to highlight the perceptions of career counsellors and students about career guidance in public secondary schools. The career counsellors may utilise the findings to evaluate their perceptions about career guidance and ensure that they offer appropriate career guidance to students before they leave secondary school. The students may review their perceptions about career guidance and utilise it in order to make appropriate training programmes. The Ministry of Education may utilise the results in planning for the career counsellor training programme and implementation of career guidance in schools. Finally, the results of the study are expected to create awareness to all stakeholders in education and workforce development sectors on the provision of career guidance and the need to support the programme.

1.8 The Scope of the Study

The study was conducted in public secondary schools in Mombasa, Meru and Kiambu counties of Kenya. The areas were selected because of their geographical, cultural and social economical diversities. Further, the areas have a high concentration of public secondary schools which are required for the study and provide a good representation for the whole country. The study was conducted in public secondary schools because the career guidance is a government initiative and it has been implemented in public secondary schools. The study was carried out on form four students because they have already received adequate career

guidance and they have decided on the training programmes they wish to pursue at the university and other institutions of higher learning. The career counsellors were also involved in the study because they are responsible for career guidance in secondary schools.

1.9 Assumptions of the Study

In the study following assumptions were made:

- i) All respondents would be cooperative and provide reliable information.
- ii) Career guidance was offered in all public secondary schools in Kenya.
- iii) All secondary schools have career counsellors.

1.10 Limitations of the Study

The results of this study were limited to the study areas and generalisation should therefore, be done with caution.

1.11 Definition of Terms

The following terms were operationally defined as follows:

Academic Achievement: The level of success a student has the potential to achieve in their studies. The scores attained in the exams for each subjects are computed to determine the grade of each student. The career counsellor can assist the students to monitor their academic achievement in order to identify the training programmes that suit them.

Career: A job, occupation or a profession that usually involves special training or formal education regarded as a long- term or lifelong activity. An individual undertakes a training programme that leads to a specific career.

Career Choice: Decision making on the job or profession that one intends to be involved in through life. The choice of training programme forms the base for the career choice.

Career Counsellor: A teacher in secondary school who is charged with the responsibility of offering career guidance to students (also referred to as Career Master). The career counsellor is a trained counsellor and well versed on career information necessary to assist students to select training programmes that will lead them to careers of their choice.

Career Guidance: The process of providing students with career information, administering career test, enhancing self-awareness and monitoring students' academic achievements. This is done in secondary school by the career counsellor who assists the students to choose the training programmes they will pursue in the institutions of higher learning. These training programmes equip the learners with skills required in specific careers.

Career Training Programme: The course selected by secondary school students on the skill they would like to learn after completion of secondary school education. This skill will determine the future career of the student. Training programmes are offered in Training Colleges and Universities.

County: A unit of local government and one of the administrative subdivisions of a state. There are forty seven (47) counties in Kenya.

Course: A programme of study or training that leads to a degree or a certificate from an educational institution.

Guidance and Counselling Programme: The plan of activities involved in helping students to discover and develop their potentialities, solve their problems as well as assisting students to accept and utilise their aptitudes, interests and attitudinal aspirations. In secondary schools, the programme is led by a head of department and has several committee members. Career Guidance is offered under the guidance and counselling programme.

Ministry of Education: The government department headed by a minister that is charged with the responsibility of overseeing all issues related to education, running schools and other institutions of learning, as well as controlling all educational activities in the country.

Perception: The understanding that students and career counsellors have towards the influence of career guidance on training programmes in public secondary schools. The perception is influenced by one's experience among other factors.

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

Subject: A branch of learning that forms a course of study in secondary school. Subjects form the bases for the selection of training programmes.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The study was carried out to establish the perceptions of students and career counsellors about the influence of career guidance on training programmes in public secondary schools in Kenya. This chapter reviewed and summarised the related literature on career guidance and choice of training programmes. Literature on career choice was also reviewed because the choice of training programmes is an indicator of career choice. This chapter highlights the following topics: meaning of career guidance, historical development of career guidance, types of training programmes, importance of career guidance in the choice of training programmes, importance of perception of career guidance and training programmes, role of career counsellor, factors that determine one's choice of career, theories of career development, theoretical framework and a conceptual framework.

2.2 Meaning of Career Guidance

The terms career, occupation and vocation have been used interchangeably and ambiguously, to indicate activities and positions of employment (Lukorito, 2007). However, there is no single definition of career because it is broader than this. Career refers to the activities and positions involved in vocations, occupations, and jobs as well as related activities associated with an individual's lifetime of work. Career is a journey through a lifetime, mostly from adolescence to retirement and it contains many components including occupation, community and social responsibility, enterprise activities, hobbies and interests, cultural activities, education training and life roles. Career is also an individual's sequence of attitudes and behaviours associated with work-related activities and experiences over a life time (Nthangi, 2007).

Career guidance is a process of helping an individual to choose an occupation, prepare for it, and progress in it (Mutie & Ndambuki, 2004). Thus career guidance is not a one-step activity but a process that runs through the entire process of learning. Career guidance enables students realise their potential and select the career that suits them. According to Athanason and Esbroeck (2008), guidance has been unstructured and informal, mostly involving

informal advice giving probably from parents, teachers and friends. It enables the student to understand the world of work and assemble information about many common careers from which they can make an informed choice (Kinai, 2007). Further, Makinde (1988) describes career guidance as a phase of education, which enables individuals to comprehend the world of work, essential human needs, dignity of labour and the value of work. Apart from disseminating information about careers, career guidance enables the students to comprehend their academic achievements, appreciate their abilities and increase their self-awareness by use of career test.

Career Guidance is necessary in secondary schools because students choose and prepare for training programmes that determine their future careers. The choice must be made cautiously due to the changes taking place in the world today. For example automation and recession have forced many people to early retirement and retrenchment, resulting to unemployment. The high rate of technological change has also created problems in occupational choices because most students have limited knowledge of the occupations and no exposure to them. This ignorance together with the society stereotypes about masculine and feminine jobs leads them to have unrealistic career aspirations. Therefore career guidance is vital to create awareness of these problems among students and enable them acquire more knowledge of their own aptitudes and interests (Mutie & Ndambuki, 2004). However if career guidance will influence the students choice of training programme depends on how the career counsellor and the student perceives it.

2.3 Historical Development of Career Guidance

Career guidance was established in U.S.A early in the 20th century. Frank Parsons set up the first vocational centre in Boston with a hope of assisting the clients to understand themselves as well as to understand the requirements of different occupations in order to fit in the most suitable jobs (Abubakar & Mwangi, 2008). Parsons emphasised the relationship between one's traits and his/her occupational choice. He used mental tests to discover the intelligence of a person for the purpose of guidance in U.S.A. The need for career placement lead to the development of many types of tests for example, Hull (1928) published Aptitude Tests. This publication was devoted to use of General Aptitude – Test Battery (GATB) in vocational

guidance which emphasised the concept of matching human traits with job requirements. Other publications include 'The Strong Vocational Interest Blank' published by Strong (1927) of Stanford University which was constructed from the response of individuals in certain occupations to provide a tool for linking assessment results with certain occupations. In 1940 'The Army General Classification Test' (AGCT) was produced to provide testing procedures to classify recruits. The growth of psychology and the advancement of technology have led to rapid scoring procedures which have made testing more attractive to career – guidance personnel. Consequently the theories of career counselling were advanced and published. They contributed a great deal to career guidance programmes by providing insights into developmental stages and tasks, associated with transitions between corresponding work environments and decision making techniques (Lokorito, 2007). The career guidance movement spread very fast in U.S.A because of the great support from the government. The psychological assessment tests have been improved and other ideas included the concept of child labour.

In Ireland the University College of Dublin is credited for developing the first course to train school counsellors in 1964. The service was supported by many publications contributing to the programme. The Department of Education felt that there was need to link up with the Department of Labour, which was charged with the provision of career guidance literature. In order to provide the service to schools, the Department of Education initiated its own programme in 1968 as an in-service summer programme concentrating on preparation for work and career guidance among other issues. The institute of Vocational Guidance and Counselling was formed by the graduates and made important publications. By 1972 Vocational, Educational and Personal guidance was offered in second level schools and schools employed Guidance Counsellors (Casselors, 2009).

Other institutions were encouraged to establish career guidance services and more courses were added. The graduates of these courses went to play management roles as Principals in third level colleges. The Institute of Guidance Counsellors was founded in 1976 uniting all the associations and organisations which empowered the Guidance movement. The Institute of Guidance Counsellors became firmly established countrywide through its local branches.

Members were kept up to date with the field of guidance and counselling, through in-service initiatives, and well organised Annual General Meetings. Career Guidance services are intensively offered in all schools up to date although there have been changes in the approaches used from time to time (Casselors, 2009).

Guidance and counselling was practised in Africa from time immemorial although it was informal. The older members of the society guided the younger members and the elders counselled the people with problems in the society as well as resolving conflicts (Mbiti, 1969). According to Makinde (1988), modern counselling in Africa started in Nigeria in 1959. At this time Catholic sisters at St. Theresa College in Ibadan began organising formal career guidance services for upper class students, a few days before school certificate examinations. During these activities, emphasis was laid on vocational information, awareness about the world of work, location of employment, and reduction of anxiety when taking examinations. Gradually guidance and counselling developed and was integrated into the education system crossing over to other African countries. Likewise, in Ghana, demand for vocational guidance increased due to limited job opportunities and the need to use manpower as efficiently as possible. Students in secondary schools are forced into a partial decision by the third form when they make a preference between Arts and Science streams. By the fourth form the students must have decided on their area of specialisation and the subjects to further on. Although at this level the exact career need not be determined, the selection process has drastically narrowed the individuals' range of possible choices. Ironically despite the youth having already made such an important decision in life at this level they have very little occupational information and practically no work experience (Kinai, 2007).

In Kenya, the need for career guidance arose just before independence, due to the great need for the preparation of different categories of manpower to fill up various positions that would soon become vacant after independence both in the public and private sectors (Amunga, 1984). The years following independence saw expansion in both thought and action on guidance particularly in schools. Kilonzo (1989) observed that at the end of 1962 the Ministry of Labour (M.O.L) in collaboration with Ministry of Education (M.O.E) had come

up with a Career Guide Book for career counsellors. Then the Ford Report on high levels manpower between 1964 and 1970 recommended that all career counsellors and school libraries be supplied with comprehensive career guide books. The Kenya Education Commission recommended the Guidance and Counselling Programme in the education system in Kenya (G.O.K, 1964). In 1965 the Employment Service Department in the M.O.L. produced a booklet called 'Choosing Careers' in which advice on career selection could be obtained. The information was to be passed to secondary school students by the career advisers. The booklet both outlined the guidance programme and requested the individual employees to submit the description of the available jobs and how new recruits could be introduced into the industry. The booklet also introduced career counsellors and employers to a method of compiling and using the school report and description in a way that would facilitate the giving of career advice and the recruitment of secondary school leavers into employment.

Following the careers conference of 1967 the M.O.L produced another booklet entitled, 'Helping You to Choose a Career'. The booklet aimed at finding out what careers were available in the government commerce and industry and also arranged for school leavers to get started on the careers they could mostly succeed. In 1970 a career guide handbook for secondary school leavers was launched by the Ford Foundation. A revised edition was published in 1971 bearing the title 'Careers Guide of Kenya', which was a manual for career counsellors and reference for secondary school students. In 1971, the M.O.E introduced a unit of Educational Vocational Guidance and Counselling and charged it with the responsibility of introducing and promoting guidance and counselling in schools. The aim of guidance and counselling was to ensure that each individual is put in a place where he or she can contribute intellectually and constructively towards nation building and development (Karugu, 1989).

Career guidance was categorised as one of the functions of the guidance and counselling programme in schools in the Kenya Development plan of 1979-1983. The policy was put in action and the chief inspector of schools issued guidelines for guidance and counselling in secondary schools. Every secondary school head teacher was required to assign a member of

staff the responsibility of seeing that information on career guidance was provided to all students among other functions of guidance and counselling programme (G.O.K, 1976). The Report of the Commission of Inquiry into Education System of Kenya recognised the contribution of guidance and counselling in the M.O.E. which was initiated in 1970s. The unit was providing effective services to secondary schools and teachers training colleges as well as being able to conduct in service courses for primary school head teachers in various districts. In addition, the unit developed a useful career guidance booklet for use by secondary school students when filling in career application forms (G.O.K, 1999).

Today career guidance has been established in secondary schools and each school has a career counsellor who guides the students on subject choices and consequently the choice of courses they want to pursue. Students are also enlightened on the career opportunities after school and the requirements for each career. The M.O.E updates the career information on yearly bases recognising the upcoming colleges and universities where students can proceed for appropriate training programmes after secondary school education (G.O.K, 2004). Despite all this effort, students have found it difficult to choose careers because they have limited knowledge about careers or they cannot get relevant data about them (Nthangi, 2007). Many students seek to change the courses immediately after admission in the university which indicates a dissatisfying choice. This brings the question of whether career guidance influences the choice of training programmes made by the secondary school students.

2.4 Training Programmes in Kenya

A training programme is a set of activities or a system of procedures aimed at imparting information and/or other instructions to improve the students' performance and help them to attain a required level of knowledge and skill in preparation for a specific job (G.O.K. 2011). In Kenya, training programmes are offered in colleges and universities. The secondary school students select the training programmes they wish to engage in before they sit for the Kenya Certificate of Secondary Examination (KCSE). Their performance in the exam determines if they will be admitted for the selected programmes or not by the Joint Admissions Board (JAB). Each programme has specific academic requirements that all students must be aware of before the selection. Degree programmes take between four to seven years, depending on

the career requirements (Ndegwa, 2011). Students who do not manage to be admitted in the universities can pursue diploma or certificate courses in their areas of interest. Colleges and universities introduce new programmes occasionally to meet the demands in the labour market (Ndegwa, 2011).

2.5 Importance of Career Guidance on the Choice of Training Programmes

Career guidance introduces students to the world of work awaiting them after secondary school education, and helps them to prepare for it (Kinai, 2007). They are informed about the relationship between their subjects of study, training programmes and the future careers. This enables them to select the subjects that will lead them to the desired careers. To realise this task, career guidance transmits career information to the students, administers career tests, creates self-awareness and enhances the highest academic achievement among the students.

2.5.1 Importance of Career Information in the Choice of Training Programmes

For the students to make appropriate choice of training programmes, they require plenty of information about the programme requirements, institutions offering the programmes and the future careers or employment opportunities (Mutie & Ndambuki, 2004). This information is published in career booklets and career guides which are reviewed annually (G.O.K, 2011). It is vital for every student to study the career booklet before selecting training programmes because it broadens the perspective of the students about the choices they make (Weber, 2010). Career information assists the students to assemble information about many common occupations and to guide them in finding information about less familiar jobs. This may help them to recognise the occupations in which they may find satisfaction and develop to their fullest potential. In addition to print media, career information is also disseminated on-line.

Career counsellors are key providers of career information to the students in secondary schools. They should be up-to-date with the upcoming training programmes and advise the students accordingly. Career counsellors organise for the alumni and specialists from the occupational sector to give students occupational and educational advice based on their areas of specialisation (OECD, 2002). They reveal to the students the actual expectations regarding different careers including information on occupation, industrial and labour structure of the

country, requirements, entrance procedures, training opportunities and employment opportunities. The students gather the information about the availability of jobs in relation to the number of applicants, as well as ascertaining the time and cost required for additional essential training focusing on the future importance of the occupations. The remuneration and practicability of various occupations is also an important factor to consider in choosing training programmes. This is due to the dramatic shifts in employment structures, high levels of unemployment and changes in the composition of the labour force demand (Kinai, 2007). Students are further enlightened on why they should work and the importance of work in the society in relation to the societal needs. They are also assisted to identify their work values and understand themselves in relation to the world of work in terms of the working environment they would enjoy (Osoro *et al*, 2000). The students require all this information in order to make appropriate choice of training programmes and careers.

Parents are an important source of career information for students. However previous studies reveal that parents encourage their children to select careers that they think are favourable regardless of the children's interest (Kochung & Migunde, 2011). In fact some parents insist that their children pursue courses they would have desired to pursue but were unsuccessful. It is important for the parental advice to be taken critically to avoid the possible bias. Kinai (2007) suggests that parents should consult with the career counsellors in guiding their children on career matters.

2.5.2 Importance of Career Tests and Self-awareness in the Choice of Training Programmes

Career tests are assessment tools and quizzes based on psychology and personality. They are based on the theory that different personality types respond to questions in a different way. A person's personality type can be a predictor of a career choice that is a good fit for her/his personality (Jones, 2009). The tests consist of a series of questions that match the individual's personality with a career as well as revealing the interests and aptitude of the person. It helps to identify and classify various attributes of the individual and to match the same to a suitable area of opportunity. Career tests help an individual identify various careers that may be suitable for them, and assist them in narrowing down to one (Feldman, 2000). Career tests

enhance the student's level of self-awareness by revealing the potentials that one possesses. Self-awareness enables students to appreciate their individual personality, value systems, beliefs, natural inclination and tendencies. Better understanding of self-empowers an individual to build on one's areas of strength and identify areas that require improvement. Students can increase their self-awareness by gathering feedback from parents, peers, teachers and career counsellors. Involving students in activities that require self-reflection and meditation can also boost self-awareness (Amy, 2005). According to Mutie and Ndambuki (2004), self-analysis is a key component in career guidance. This involves helping the students to appraise themselves by collecting data on the home background, school progress, personality, health, values, interests, aptitudes and achievements, then analyse it with the help of the career counsellor. This will help the students to understand themselves better and to be able to make appropriate choices of training programmes and careers decisions. The students must perceive the results of career tests useful and apply them when selecting training programmes.

2.5.3 Significance of Academic Achievement on the Choice of Training Programmes

The academic achievement is the level of success a student has or the potential to achieve in his/her studies. The scores attained in the exams for each subject are computed to determine the grade of each student. Students sit for exams on termly basis; enabling them to know their levels of achievement. This encourages them to keep on improving. However, some students do not achieve grades equivalent to their potential because they do not work hard enough. Other students perceive themselves as average performers, therefore feeling contented with their level of performance (Mundia, 2006). Students' admission in the university is totally based on the academic achievement. Therefore, it is imperative that the students must score the minimum grades required for the programmes of their choice in order to be admitted (G.O.K., 2011; Ndegwa, 2011). It is the responsibility of the career counsellor to avail the information about the academic requirements for all training programmes in universities and colleges to aid the students in selecting appropriate programmes based on their performance. Some training programmes demand that students must have passed in specific subjects which pose a challenge to students who want to pursue them. The students can utilise their full potential if they are fully motivated by their teachers and parents. Above

all the student must have self-confidence and study hard for optimal academic achievement. According to Gacohi *et al*, (2011) fellow students, through peer pressure, have a great influence on academic self-concept of a learner. Wrong academic self-concept can lead to selection of inappropriate training programmes. Career counsellors should assist students to have the right concept of self which is paramount in the identification of programmes within ones qualification.

In conclusion the aim of the career guidance is to educate the students so that they can make appropriate choice of training programmes that will lead them to suitable careers. Further, career guidance creates awareness of the educational and occupational realities, since the student's experiences are often so narrow to perceive the opportunities which actually exist. Therefore, the programmes must provide a clear picture of occupational needs of the nation and how these needs are reflected in actual educational openings and the present job market. It is necessary to communicate this information effectively otherwise to do less is to deter the individual's ability to make choices, and in a sense, helps to direct them into a narrow perception of possible alternatives (Kinai, 2007). Career guidance offered in secondary schools should ideally be able to serve this purpose. Previous studies report an inadequacy of career counsellors in secondary schools (Mwirigi, 2007). The government has responded to this problem by appointing more career counsellors and facilitating their training. According to the study by Boit and Chepchieng (2011) majority of the teacher counsellors are trained in guidance and counselling. However, it is important to find out if they have adequate information to guide students on career matters.

2.6 Importance of Perception of Career Guidance on the Choice of Training Programmes

Perception is the process of using the senses to acquire information about the surrounding environment, in this case career guidance and career training programmes. Myers (2000) explains that the manner in which individuals perceive the phenomena depends on many factors, including the characteristics of the person, the characteristics of the target and the situation. The characteristics of the perceiver include the self-concept, interests, cognitive structure and attitudes which are instrumental in the choice of training programmes. Career

counsellors' perceptions of career guidance influence how they guide the students. Students choose programmes that interest them and towards which they have positive attitudes. Perception is influenced by the characteristics of training programmes and consequent career. Therefore, students may choose careers they are familiar with. The career information given to students influences their perception towards various careers. Zondi (1999) argues that, students perceive career guidance essential in the choice of training programmes, though some students will take their parents' guidance while others prefer guidance from career counsellors.

Coetze and Oberholzer, (2010) observed that the career counsellors and teachers influence the students perception of career guidance and career choices. The students are inclined to select the careers approved by their career counsellors and teachers. Therefore it is important that career counsellors and teachers be equipped with appropriate information about careers and pass it to students in a neutral manner to avoid influencing the students with their beliefs. Gender plays a big role in the perception of careers (Dorata & Mustafa, 2008). This is well supported by the study by Ogutu and Odera (2011) on the influence of gender role stereotyping on careers, who found out that gender role stereotyping strongly influences pupils' career aspirations. There are careers stereotyped as masculine and others feminine, therefore students are interested in careers associated with their gender and choose training programmes in the same. The perception of masculine and feminine careers must be dealt with among the students to enable them select careers that are appropriate despite their gender.

2.7 Role of a Career Counsellor in Career Decision Making

According to Kinai (2007), the role of a career counsellor is to facilitate career decision making process through provision of career information and creating self-awareness among students. Knowledge of career information enhances clarity of personal values, interests, skills and abilities which boosts self-confidence and ability to make sound career decisions.

The career counsellor helps the students to examine their interests, and their abilities, and to find and enter professions that best suit them. The career counsellor also assists students in learning new skills and abilities relating to managing and directing their careers and work life

(Parrot & Parrot, 1999). They try to dispel the mystery of career decision-making and assisting students in career discovery. The career counsellor should consult with the school administrators to avail programmes into the school which will aid in the future careers and goals of the students.

A career counsellor should also be able to answer questions relating to financial aid. Due to the fact that many students do not have the money to attend colleges or universities, they need to be aware of their financial aid options which make pursuing these educational goals possible. The career counsellor should know all about financial aid issues and know the procedure for applying for financial aid so they can adequately explain it to the students. The career counsellor will frequently need to make contact with financial aid officers from other institutions to see if they can provide documents and information to the students regarding their financial aid policies (Parrot & Parrot, 1999).

Career counsellors help students to identify potential role models with whom they might develop with supportive high quality relationships. The career counsellor may invite professionals to enlighten the students on various careers and motivate them. A career counsellor may also serve as a role model through the use of self-disclosure or by demonstrating appropriate career exploration and decision making behaviours. Since the same-gender parent is often an important role model, career counsellors may focus on parent-child relationships as well. The career counsellor can enhance self-awareness among the students by submitting them to a personality test to establish the category of careers that suit them. The career counsellors can also consult the specialists who can administer the career tests (Njoroge, 2001).

2.8 Factors that Determine the Individual's Career Choice

Studies show that a wide variety of factors determine the career one chooses. Some of these factors exert a positive influence while others are negative, but all are determined by one's context or environment (G.O.K, 2011). These factors include available information, prestigious titles, peer pressure, mentors, salary and benefits, gifts and socio-economic environment.

2.8.1 Available Information

The students select careers depending on available information. The more relevant and exciting the information available on a given career the more likely the students are to choose that career. This is not only due to the fact that they will be impressed and even inspired, but particularly because they will have the comfort and certainty of an informed decision. The students do not select the course they have limited knowledge about that is why young people growing in a secluded environment with few role models and limited information are likely to have very limited choice of career. They are therefore likely to end up in a career not because it is ideal for them, but because they are not aware of any other options including those that they may have been better suited for (G.O.K, 2011). Students acquire career information from different sources especially parents, guardians, teachers, professionals and the media (Kinai, 2007). In secondary schools, most common sources of career information to students include career booklets, newspapers, library books, journals, posters and resource persons/professionals (Gacohi *et al*, 2011).

2.8.2 Prestigious Titles

Students are enticed to select careers with outstanding titles, because they are prestigious. Different careers vary in prestige from time to time and it is reinforced by peer pressure. The career counsellor must demystify the professional and employment opportunities that lie behind impressive titles, thus ensuring students do not make a choice purely on this (Griffin, 1994). They must be informed on what underlies the title, in terms of the nature of work done on the ground, required skills and personal traits (Pandey, 2008).

2.8.3 Peer Pressure

According to Arudo (2008), peer pressure is probably the single biggest determinant of a career choice in any group of young people with a shared sub-culture. Every generation of students in a given school, and probably even several generations will adopt certain careers as the ideal or ultimate choice. As a result, many of them, including those with no aptitude for admired career will aspire to it, often at the expense of equally substantive options that they would be better suited for. However, peer pressure is not necessarily a negative force, and can indeed be managed and channelled to ensure the group collectively, develops

positive values and aspirations. It could be a powerful tool in the career counsellor's arsenal. The career counsellor must however ensure that the choice they guide their students to make is ultimately the students' own choice, made in their best interest (G.O.K, 2011).

2.8.4 Mentors

Many students are influenced into careers by mentors mainly by parents, teachers, guardians and other persons in positions of moral superiority over them. For parents, they may wish their children to follow in their footsteps or attain the career they themselves aspired to but did not achieve (Kaibiria, 2010). The young people may therefore find themselves pushed into re-living their parents' life, or attempting to live a life that their parents may have wished for but never had. The mentor may also be wishing that the mentee achieves more than they themselves did in their time. Career guidance should be offered to help the students to resist this pressure. Self-awareness enables the student to accept themselves and avoid copying others blindly. Sometimes intervention may need to include sessions with the mentor (G.O.K, 2011).

2.8.5 Salary and Benefits

Lack of employment is a great challenge in Kenya today and everybody is targeting careers with job opportunities. Young people will only aspire to careers that they view as available and attainable. Apart from the availability of jobs the monetary and material reward is of prime importance. This is an important determinant of career choice especially in Kenya where individuals and families are still struggling with the fundamental issues of survival such as food, shelter, education and healthcare. Most young people will aspire to a career that will bring a handsome salary (Kinai, 2007). The career counsellor must endeavour to expose the students to all career possibilities that are immediately available and as well as those that are not locally available. Students must be informed that to attain careers that are not locally available, much more will be demanded of them. In any case with the advancing globalisation and the great need in the world for specialised skills, any career is now attainable for those willing to put in the requisite planning and effort (G.O.K.2011).

2.8.6 Talents

A talent is an unusual inborn ability to do something well. Certain careers require specific talented individuals. Therefore, individuals who display such unique and exceptional talents will go for them. This calls for self-awareness on the part of the student and enough information on the requirements of various careers. For purposes of ensuring that talents are matched with appropriate careers, the career counsellor must encourage their students to explore all their potentials. A talent not explored is a talent not discovered, and therefore a talent wasted. Students should also actively explore their interests because these are indicators of possible gifts (G.O.K, 2011).

2.8.7 Socio- economic Environment

The choice of training programmes and career path of a person is influenced the social-economic environment where one lives (Natalie, 2006). Individuals with socially and economically disadvantaged groups tend to have humble aspirations. Gender, race, ethnicity, social status or wealth may determine such groups (G.O.K, 2011).The career counsellor needs to convince the students that they can be what they want to be. They should not be oppressed by the heavy burden of their gender, racial, ethnic, social or economic circumstances to such an extent that they fail to achieve a career for which they have the potential(G.O.K, 2011).Despite the influence of these factors the students with career guidance make a more appropriate career choice. This calls for vigilance in career guidance to avoid unnecessary changes in future. Appropriate career choices enhance the workers' morale, satisfaction and production.

2.9 Theories of Career Development

A theory is a series of general principles applying to something. These general principles explain a particular set of phenomena. Career development theories are instrumental in providing the foundation for research in vocational behaviour. They try to explain how a career is initiated and developed within the life of an individual. Although they have been criticised for overlooking important aspects in real and especially modern life, they attract diverse perspectives that are essential in career guidance (Abubakar & Mwangi, 2008). The career developmental theories have different approaches as will be elaborated in each theory.

The approaches include the trait-factor, the personality, developmental, and need theory approach.

2.9.1 Frank Parsons' Trait-Factor Theory

The trait- factor theory was espoused by Frank Parsons (1909). It is labelled as trait and factor approach due to its two fundamental tenets. First the theory asserts that the individual is organised in terms of unique patterns of capabilities and potentials (traits). Secondly, occupations can be described in terms of homogeneous qualities (factors) (Abubakar & Mwangi, 2008). This approach is based on the assumption that optimal career outcomes for the individual and the organisation can best be facilitated through ensuring a match between the individual's characteristics and the demands, requirements and rewards of the organisational environment (Pandey, 2008; Mellisa, 2011).

Parsons formulated the following three steps that can be followed in career selection.

- i. Individual analysis: This involves a careful study of one's abilities, aptitudes, interests, resources, limitations and other qualities. Self-awareness is essential in career decision making.
- ii. Job analysis: This requires a study of occupational opportunities, requirements and employment prospects in various lines of work. Job analysis equips the individual with knowledge details of available career alternatives enabling an informed choice.
- iii. True reasoning based on the relationships between the two sets of data: The interaction between the individual and occupation is essential for optimum productivity and job satisfaction.

Parsons proposed that the career counsellor should understand the personality traits of the client, and then get to know the requirements of different occupations and fit the person to the most suitable job. Parsons further developed counselling interviews and psychometric tests, which collected information that could guide the individual on the appropriate line of work. The interviews and tests served to discriminate individuals in terms of their values, interests, abilities, aptitude and personality. The individual could then be assisted in exploring various careers and make an informed decision about the intended career. In combining the knowledge of self and information process, Parsons advocated for the

engagement of cognitive processes and analytical skills to bring out the true reasoning on relationship between the two groups of facts. The process of matching an individual to a suitable career was then not a mechanical exercise, but rather a cognitive and intellectual one (Ngumi, 2008). Trait and factor theory is instrumental in career guidance in secondary schools as students select the training programmes that lead to future careers. The career counsellor should assist students to select training programmes that will enable them to acquire careers that match their traits.

2.9.2 Holland's Theory of Career Choice

According to John Holland's (1959) theory of career choice, as cited by Lokorito (2007), individuals are attracted to a given career by their particular personalities and numerous variables that constitute their backgrounds. Career choice is an expression of, or an extension of personality into the world of work followed by subsequent identification of occupational stereotypes. The key concept behind Holland's environmental models and environmental influences is that individuals are attracted to particular role demand of an occupational environment that meets their personal needs and provides them with satisfaction. The personality types can be arranged in a coded system following his modal- personal orientation themes. There are six personality types namely; realistic, investigative, artistic, social, enterprising and conventional as shown in figure 2.1.

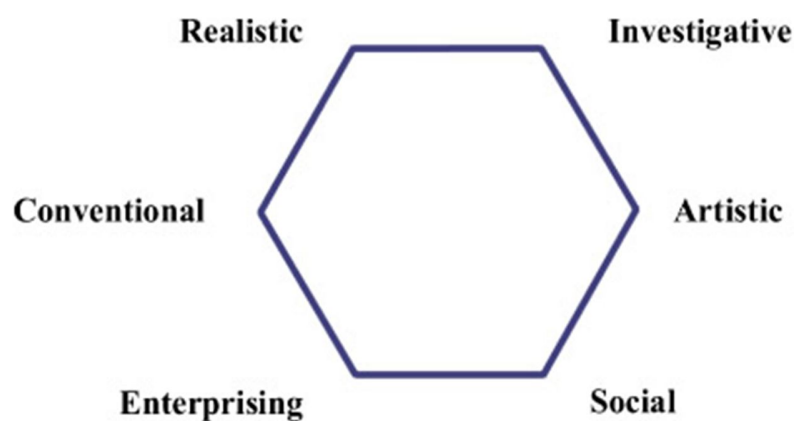


Figure 2.1: Holland's Hexagon showing the Relationship between the Personality Type and Environment.

Source: Jones (2009)

In the model, the personality types closest to each other are more alike than those farther away. The personalities opposite each other in the hexagon have a totally contradicting description. For example, realistic and social are opposite personalities requiring different work environments. Therefore it is easier for one to identify where he/she fits. Jones (2009) summarises Holland's theory in the following six statements:

- i. Most people belong to one of the six personality types: Realistic, Investigative, Artistic, Social, Enterprising and Convectional.
- ii. People of the same personality type working together in a job create a work environment that fits their type. For example, when Artistic persons are together on a job, they create a work environment that rewards creative thinking and behaviour that is an Artistic environment.
- iii. There are six basic types of work environments: Realistic, Investigative, Artistic, Social, Enterprising, and Convectional.
- iv. People search for environments where they can use their skills and abilities and express their values and attitudes. For example, investigative types search for investigative environments; artistic types look for artistic environments.
- v. People who choose to work in an environment similar to their personality type are more comfortable and are more likely to be successful and satisfied. For example, artistic persons are more likely to be successful and satisfied if they choose a job that has an artistic environment, like choosing to be a dancing teacher in a dancing school. This is an environment "dominated" by artistic people where creative abilities and expression are highly valued. This relationship is illustrated in the diagram below.

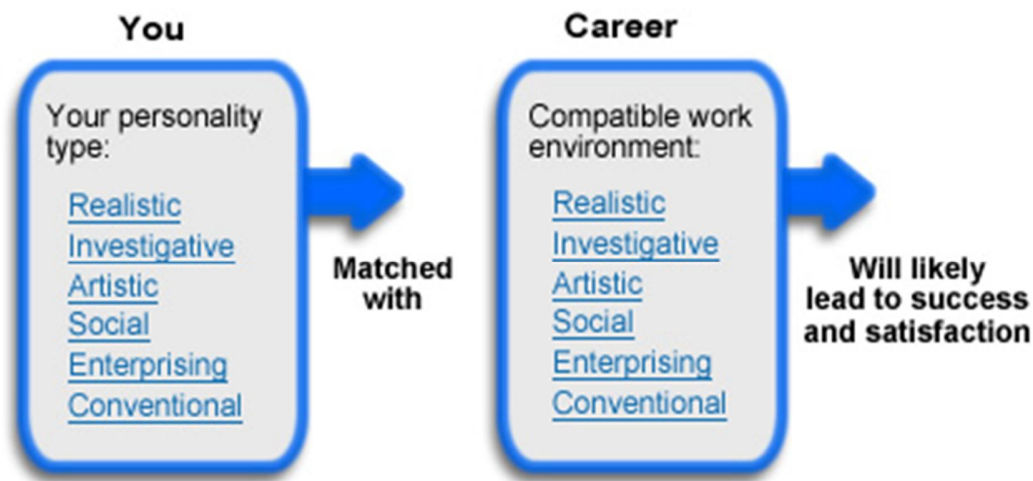


Figure 2.2: Relationship between Personality and Career Environment

Source: Jones (2009)

- vi. An individual's behaviour and feeling at work depends, to a large extent, on the workplace environment. If one works with people with a similar personality type, they do many things the same way thus feel comfortable.

Holland's theory emphasises on the importance and accuracy of self-knowledge and career information in career decision making. This is due to the fact that the personality types are related to major needs and hence their nature of work environments that are compatible with the individuals' attitudes, interests and values allows them to use their skills and abilities to their full potential.

2.9.3 Career Types and Personality Assessment

From the above theory personality types can be well matched with work environment that suits them (Holland, 1959) as cited by (Njoroge, 2001).Based on this combination careers can be classified as follows:

i. Realistic Careers

These are mainly skilled trades or technical jobs commonly referred to as blue colour jobs. These jobs involve tangible and practical skills. They require working with tools, machines, plants and animals. People who set goals along realistic careers are highly practical,

physically strong and have good physical co-ordination (Njoroge, 2001). People who do well in these jobs enjoy dealing with things more than with people. Outdoor jobs that involve large powerful machines give them a lot of satisfaction. These people are highly materialistic and at times have problems expressing themselves, which makes it difficult to deal with people. The realists can comfortably fit in careers as electrical engineering, mechanical and motor engineering, architecture, animal technology, wildlife management, agriculture; engineering and wood science and technology, the navy or the armed forces among others (Jones, 2009).

ii. Investigative Careers

Investigative careers are highly scientific and laboratory oriented. The tasks involve solving great puzzles, dealing with charts, numbers, formulas, graphs and data processing (Ndegwa, 2011). Such careers call for high intellectual input, curiosity and empirical approaches. Analysis and synthesis of facts is central in these jobs. People who excel in these jobs enjoy observing, studying, analysing, interpreting and solving problems through scientific approaches. They call for personalities who are task oriented, independent and have a high intellectual acumen. They find fun in solving complex puzzles and ambiguous challenges. They enjoy questioning and do not tend to do well in leadership positions, social gatherings and activities. Although in their occupations they might have contact with machines, their job satisfaction is derived from freedom and opportunities to explore and investigate. They work in environments like hospitals, food industries, laboratories, departments of criminal investigation, survey, military strategising, statistical analysis, economic strategising or in a money/financial control atmosphere (G.O.K., 2011).

iii. Artistic Careers

Careers categorised under this umbrella are art oriented, creative, expressive aesthetically conscious. Artistic Careers require people who are imaginative, highly original, emotional, non-conforming/unconventional, independent, idealistic and introspective. Artists, authors, composers, painters, poets, fabric designers, photographers, singers and cartoonists are all vocational artists. Artistic people find fulfilment in seeing the product of their work (Njoroge, 2001).

iv. Social Careers

Social careers involve working with people. Persons inclined to this career category have an inner urge for helping, caring, training, informing/enlightening, arbitrating and organising other people. They are sociable, friendly, understanding, empathetic, generous, helpful, co-operative, responsible, diligent and hardworking. They are welfare minded, sober and articulate. They are at their best when championing human dignity and welfare and in philosophical discussions. They work as administrators, educationists, lawyers, counsellors, psychologists, journalists, broadcasters, nurses, tour guides, receptionists, hotel managers, and the like (Njoroge, 2001).

v. Enterprising Careers

These careers involve influencing, persuading and performing for other people. These jobs involve a lot of goal and profit orientation and organising others to produce desired results (Njoroge, 2001). The persons who fit in these careers are enterprising, adventurous, ambitious, talkative, argumentative, domineering, energetic, self-confident, optimistic, sociable, impulsive, competitive and persuasive. The vocational interests are in fields like business, administration, sales and marketing, hotel management, politics, industrial consultancy and related fields. Such persons find fulfilment when they have opportunities to compete aggressively (Jones, 2009).

vi. Conventional Careers

Careers in this field are characterised by high order routine, practical and inflexible activities. Personalities that are best for this job category are obedient, practical, calm, orderly, efficient, conforming and persistent. They take up jobs as accountants, bookkeeping, statisticians, and inventory control, store-keeping, secretarial, typing, office management and computer operation (Ndegwa, 2011).

This information is very essential for the secondary school students in making career choices. They should be assisted to identify their personality types and match them with the career requirements before selecting training programmes. Most of this information is available in

secondary schools therefore students should be in a position to access it and make informed choices (Ndegwa, 2011).

2.9.4 Ginzberg's Developmental Process Theory

Ginzberg and his associates were the first to approach the occupational choice from a developmental point of view. This theory called the attention to the fact that career choice is a process and not a one day event. The process generally covers a period of six to ten years that is from early childhood to early adulthood. This period is critical because it involves an individual's understanding of his/her role in the career world through various experiences (Ngumi, 2008). The process takes place in three stages as summarised in Table 1.

Table 1:

Developmental Stages of Career Choice in Ginzberg Theory

| Period | Age | Characteristics |
|-----------|---|--|
| Fantasy | Childhood (before age 11) | Purely play orientation in the initial stage, near end of this stage, play becomes work oriented. |
| Tentative | Early Adolescence(ages 11-17) | Transitional process marked by gradual recognition of work requirements, recognition of interests, abilities, values and time perspectives. |
| Realistic | Middle adolescence (ages 17 to young adult) | Integration of capacities and interests, further development of values, specification of occupational choice, crystallization of occupational pattern. |

Source: Ginzberg *et al*, (1951)

During the fantasy stage, career decision is based on the adults' role identification of an individual. The younger person thinks of a job in terms of what he/she would like to be as an adult. He/she does not assess factors involved like his capabilities, opportunities and limitations of reality. Fantasy at this point does not refer to the occupation rather to the process involved in choosing an occupation which is unrealistic. In the tentative stage the adolescent is more developed cognitively and intellectually which leads to a sense of self identity. The adolescent gains insight into factors that are essential in occupational choice and can make decisions that ultimately impact on their career choice. For example the

adolescent in secondary school make choices of subjects and training programme. The young adult at this stage undergoes a transition in which career decisions and choices are made after a thorough career exploration and putting into account the various opportunities available as well as limitations (Ngumi, 2008).

The realistic stage is arrived at when an individual is fully-grown up and matures. The realistic period can be divided into three stages:

- i. Exploration stage- during this stage the person wants to discover as much as possible about him/herself and the world of work. An individual tries to face the fact that he/she cannot postpone the decision making anymore and the career decision they will make is a permanent commitment. At this stage, one has developed the ability to integrate likes, dislikes and capabilities and can narrow the career choice to two or three possibilities.
- ii. Crystallisation stage- crystallisation is a process where the individual is finally able to synthesize the many forces, internal and external, that have relevance for his decision. An individual ends exploration and starts to make definite firm plans towards the future though some of these decisions can be changed later.
- iii. Specification stage-this is the period when one makes the final commitment. The idea is that one must be willing to specialise and to resist from being deflected from one's chosen actions (Zunker, 2002).

Ginzberg's developmental process theory provides a framework for the study of career development. Career choice is not a single choice but a process that goes through stages and the final choice is usually a compromise between personal needs and societal demands. The secondary school students are in the tentative period where they are going through a transition process marked by gradual recognition of work requirements, recognition of interests, abilities, values and time perspectives. Through career guidance they are assisted to recognise their interests and abilities as well as work requirements. This awareness is essential in selecting training programmes that will lead them to suitable careers in future.

2.9.5 Anne Roe's Theory of Needs

Roe's theory of needs has a personality perspective and looks at career choice as an expression of personality. The theory is based on the psychoanalytic approach and the Maslow's theory of human needs. She viewed ones early experiences and needs as influential forces that shape the career development. Roe explains that there is a link between early child-parent relationships and career. She identifies three types of parent-child interactions (emotional climate in the home):

- i. Emotional concentration on the child- either in this environment the child is over protected or the parents are over demanding.
- ii. Avoidance of the child- in this environment, the parents are either neglecting or rejecting towards the child.
- iii. Acceptance of child- in this environment, the parents love and are warm towards the child (Briddick, 2008).

Roe proposes that the dominant emotional climate in the home influences an individual's occupational situation. The emotional deficiencies that occur during the childhood years can be compensated for in one's occupation. Roe argues that work is the only human activity that can meet all levels of the basic needs in Maslow's hierarchy of needs. Hence, one's career is the most important determinant of one's psychological fulfilment. Based on this argument, an individual who lacked sufficient recognition from parents as a child may find recognition from fellow colleagues and his/her performance at work (Abubakar & Mwangi, 2008). Depending on the climate in the home, individuals will develop attitudes, interests and capabilities that find expression in the adult's way of life and in career choice. For example individuals who are brought up in warm, overprotective homes manifest a major orientation towards people and consequently, towards occupations that involve interacting with people.

2.10 Theoretical Framework

This study was based on a synthesis of the following four theories of career development which have a great impact on career guidance and selection of training programmes. These are Frank Parson's Traits-Factor Theory, Ginzberg's developmental process theory, Anne Roe's Theory of Needs and Holland's Theory of Career Choice which are discussed earlier.

These theories offer very significant information relevant in making a choice of training programme which leads to a future career and acts as a base for career guidance.

Parsons proposed three phases of approach in career choice that must be taken into account by the career counsellor and the student. First there must be understanding of the self that is the individual traits. Secondly the individual must study the requirements of the occupations and lastly relate the individual traits and the occupations that have similar requirements. Career guidance is instrumental in assisting students understand self and occupational requirements enhancing an appropriate choice of training programme after relating the two factors.

Ginzberg's developmental process theory reflects career choice as a process that covers a period of six to ten years from early childhood to early adulthood. The secondary school students are in the stage referred to as the tentative early adolescence characterised by gradual recognition of work requirements, recognition of interests, abilities and values. This background information provides a base for career guidance. The students should be assisted to recognise work requirements, personal interests, abilities and values in order to select appropriate training programmes that will consequently to a career in future.

Roe's theory of needs asserts that there is a relationship between the individual's early life experience and later occupational situations (Abubakar & Mwangi, 2008). The emotional climate in the home experience may either cause emotional deficiencies or facilitate development of attitudes, interests and capabilities that find expression in the adult way of life and in career choice. Therefore the process of career choice is an attempt to fill the deficits and satisfy the unmet needs. The individuals' attitudes, interests and capabilities can be understood if the students seek self-awareness and select training programmes that will lead to careers which will provide for their emotional deficiencies.

Holland viewed career choice as an expression of personality and vocational interests reflected in the individuals' personalities. Likewise different working environments satisfy different types of personalities and attract people sharing the specific personality. Therefore

vocational satisfaction, stability, and achievement will depend on the congruence between one's personality and the environment. Through career guidance students are informed on the working environment of various careers and they can decide if it interests them before choosing training programmes designed for specific careers.

These four theories are complementary in understanding the process of career choice. They emphasise the attributes of the self and the occupational requirements as most crucial factors in career choice. In career guidance, the career counsellors should assist the students to understand the self in terms of aptitudes, abilities, interests, resources and limitations, and also equip them with knowledge on available careers. This will enable the students to choose training programmes which will lead them to careers that are within their ability as well as satisfy their needs if the students perceive this information useful and apply it in decision making. The study attempted to establish the perception of students and career counsellors about the influence of career guidance on the choice of training programmes in public secondary schools in Kenya.

2.11 Conceptual Framework

The perception of career guidance is the independent variable which directly influences the choice of training programmes (dependent variable). The perception of career information, career tests, self-awareness and academic achievement are indicators of career guidance which were studied. However there were intervening variables like the family background, cultural values, societal appraisal and job availability which also may influence the choice of training programmes. The intervening variables were dealt with in the data collecting instrument where items were included to check for their influence. The model below summarizes this relationship. The design chosen for this study aided in the establishment of the relationship. The study was intended to establish the perceptions of career counsellors and students about the influence of career guidance on the choice of training programmes. Therefore the research instrument was designed to ensure that the relevant data was collected.

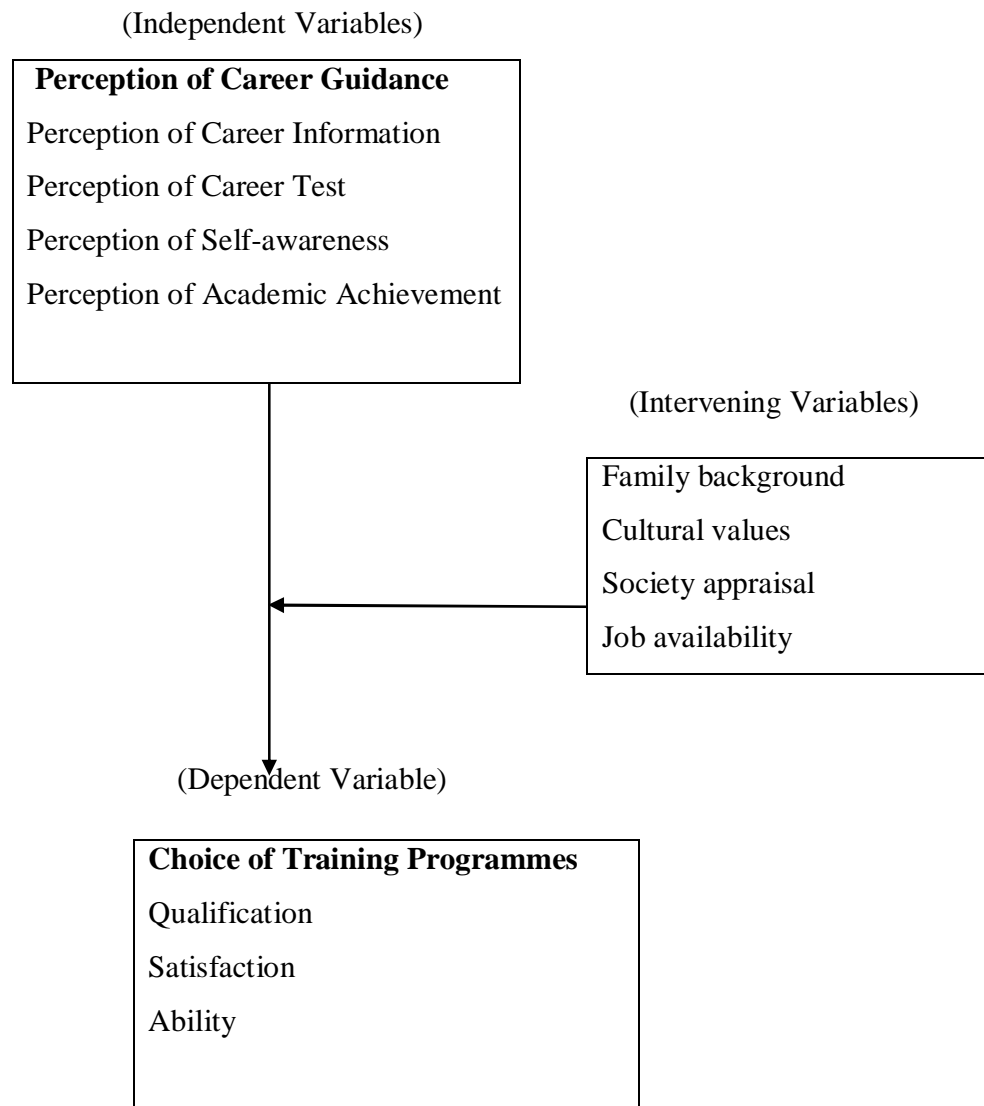


Figure 2.3: Relationships among Factors in Choice of Training Programmes

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes specific procedures applied in the research process identifying the research design, study location, population of the study, sampling procedures, instrumentation, data collection and data analysis. It has been organised to reveal the various procedures and their appropriateness to the study.

3.2 Research Design

The study adopted a descriptive survey research design. This design is appropriate in a study where the independent variable cannot be directly manipulated since its manifestations have already occurred (Kerlinger, 2004; Kasomo, 2006). The purpose of a descriptive survey research is to explore the opinions, attitudes, preferences and perceptions of groups of people of interest to the researcher at a given time (Kathuri & Pals, 1993). This design was appropriate for this study since the researcher intended to determine the perceptions of career counsellors and students about the influence of career guidance on the choice of training programmes at the time of study.

3.3 Location of the Study

The study was carried out in public secondary schools in Mombasa, Meru and Kiambu counties of Kenya. These counties were purposively selected because of their geographical, cultural and socio-economic diversities offering a good representation of public secondary schools in Kenya. Mombasa is an urban county located at the coast of Kenya. The residents are involved in business activities and fishing for a livelihood. Kiambu county borders Nairobi the capital city, thus shares both rural and urban characteristics. Some residents are involved in business while others engage in agriculture since the area has high potential in agriculture. Meru County is an agricultural region with most people engaged in growing cash crops, subsistence crops and keeping livestock. The counties have a high concentration of public secondary schools with students coming from a diverse geographical, cultural and social-economic background which were required for the study.

3.4 Population of the Study

The population of the study was all form four students and career counsellors in public secondary schools in Mombasa, Meru and Kiambu counties of Kenya. The study targeted form four students because they had already received adequate career guidance and selected the training programmes they wished to pursue for higher education. Career counsellors were also involved in the study because they are responsible for career guidance in public secondary schools. There were 394 public secondary schools and 31,145 form four students in the three counties. Each secondary school had one career counsellor therefore there were 394 career counsellors. Table 2 shows the distribution of public secondary schools by category and county, while Table 3 shows the distribution of form four students per county.

Table 2:

Distribution of Schools by Category and County

| County | Boys | Girls | Mixed | Total |
|---------------|-------------|--------------|--------------|--------------|
| Mombasa | 8 | 7 | 9 | 24 |
| Meru | 47 | 45 | 72 | 164 |
| Kiambu | 54 | 51 | 101 | 206 |
| Total | 108 | 104 | 182 | 394 |

Source: Ministry of Education, (May, 2012).

Table 3:

Distribution of Students by Category in the Study Area

| County | Boys | Girls | Mixed | Total |
|---------------|--------------|--------------|--------------|--------------|
| Mombasa | 1101 | 976 | 926 | 3003 |
| Meru | 5532 | 5189 | 3760 | 14481 |
| Kiambu | 5137 | 4616 | 3908 | 13661 |
| Total | 11770 | 10781 | 8594 | 31145 |

Source: Ministry of Education, (May, 2012)

3.5 Sampling Procedures and Sample Size

The sample size of students was determined by the use of the formula indicated by Nassiuma (2000). The formula is useful in obtaining samples from populations whose underlying

probability distributions are unknown. It utilises the coefficient of variation and the error margin, which are a measure of the sample obtained, and the measures taken on the sample. The lesser the coefficient of variation and the error, the more reliable the sample will be. Conventionally, the coefficient of variation should be less than or equal to 30%, while the error margin should be less than or equal to 5%. The formula is as follows:

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

Where

N- Population size

n- Sample size

C- Coefficient of Variation

e- Error margin

The sizes were obtained as follows:

Number of students, n = 395

Number of schools, n = 33

Multistage sampling procedure was used to select the sample of study. The schools were stratified according to counties and categories. The proportion of the schools studied was determined by the population of schools in each county and category as shown in Table 4. Random selection of 33 schools was done by putting pieces of paper with names of schools in a bag and drawing without replacing. The students' sample was picked from the 33 sample schools and the proportion of students studied in each school was based on the population of students in each county and category of school as shown on Table 5. The students were selected randomly by putting pieces of paper with the registration numbers of students in a bag and drawing without replacing. Lastly one career counsellor was purposively selected from each school in the sample. The sample therefore comprised of three hundred and ninety five (395) form four students and thirty three (33) career counsellors.

Table 4:

Distribution of Sample Schools by Category per County in the Study Area

| County | Boys | Girls | Mixed | Total |
|---------------|-------------|--------------|--------------|--------------|
| Mombasa | 1 | 1 | 1 | 3 |
| Meru | 4 | 4 | 6 | 14 |
| Kiambu | 5 | 4 | 7 | 16 |
| Total | 10 | 9 | 14 | 33 |

Table 5:

Distribution of Sample Students by Category of School per County in the Study Area

| County | Boys | Girls | Mixed | Total |
|---------------|-------------|--------------|--------------|--------------|
| Mombasa | 14 | 11 | 10 | 35 |
| Meru | 72 | 66 | 48 | 186 |
| Kiambu | 65 | 60 | 49 | 174 |
| Total | 151 | 137 | 107 | 395 |

3.6 Instrumentation

Data was collected using two questionnaires. The first questionnaire (Appendix A) was administered to career counsellors to obtain information on their perception about career guidance and its influence on the choice of training programmes. The second questionnaire (Appendix B) was administered to form four students to obtain information on their perception about the influence of career guidance on the choice of training programmes.

3.6.1 Validity

Validity is the degree to which a test actually measures the variables it claims to measure (Kathuri & Pals, 1993). To achieve this, the researcher adopted the instruments from Ngumi, (2008) and in consultation with the supervisors modified it to suit the current study. Further, a pilot study was conducted before the main study. For this purpose three schools were selected from Embu County which has similar characteristics to the target population. Ten students and a career counsellor from each school were involved in the exercise. This was

done not only to determine the validity of the data collection instrument, but also to enable the researcher understand logistical issues of the study.

3.6.2 Reliability

Reliability was determined using the Cronbach alpha method, and the instrument was to be considered sufficiently reliable if $\alpha \geq 0.7$ (Mugenda & Mugenda, 2003). This method was appropriate because it involves a single test. A score obtained from one item was correlated with scores obtained from other items in the instrument and Cronbach Coefficient Alpha was then computed to determine how items correlate among themselves. The questionnaires had reliability coefficient of 0.71. Therefore the instruments were considered reliable enough for the study.

3.7 Data Collection Procedure

The researcher, after satisfying the requirements of the Board of Postgraduate Studies of Egerton University, obtained a research permit from the National Council of Science and Technology for data collection. The researcher further received permission to collect data from the county Directors of Education of Meru, Mombasa and Kiambu counties, before proceeding to individual schools. With the permission of the school principals the researcher administered the questionnaires to the respondents and collected them after they were filled.

3.8 Data Analysis Procedure

The data obtained was organised and coded, then processed using SPSS. The instruments were scored on a five point Likert scale, and the responses were assigned rating scores ranging from 1 to 5, which were used to determine the measure of the attributes. Both descriptive and inferential statistics were used in data analysis. Descriptive statistics; frequency tables, mean and percentages were generated to explain various attributes of variables under study. Inferential statistics; Chi Square was used to test the hypothesis. The information obtained from the qualitative data was coded according to various themes, categories and patterns then applied in answering the research questions.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The chapter presents findings, interpretation of data and discussion. The data was analysed using SPSS version 17.0 of windows. Both descriptive and inferential statistics were used. There were four research questions and one hypothesis emanating from the objectives. The results of each question were presented and discussed. The hypothesis was tested by application of a Chi-Square test at a significance level of $\alpha = 0.05$. The null hypothesis was accepted if the $p \geq 0.05$ and was rejected if $p < 0.05$. The results were presented in form of frequency tables and percentages. Qualitative data were categorised into themes and major views reported.

The results have been presented in the following eight sections:

- i) Response
- ii) Demographic characteristics of the respondents.
- iii) Career counsellors' and students' perceptions about the influence of career information on the choice of training programmes.
- iv) Career counsellors' and students' perceptions about the influence of career tests on the choice of training programmes.
- v) Career counsellors' and students' perceptions about the influence of self-awareness on the choice of training programmes.
- vi) Career counsellors' and students' perceptions about the influence of academic achievement on choice of training programmes.
- vii) Demographic characteristics and perceptions of the influence of career guidance on choice of training programmes.
- viii) Career counsellors' recommendations on how to improve career guidance in secondary schools.

4.2 Response

A total of 395 student questionnaires were administered out of which 386 were adequately filled and received back amounting to a response rate of 98%. Among the 33 career

counsellor questionnaires administered, 30 were adequately filled and received back amounting to a response rate of 91%.

4.3 Demographic Characteristics of Students and Career Counsellors

The sample constituted of two groups/sets. The first group constituted of 386 students from boys, girls and mixed public secondary schools as shown in Table 6. The second group consisted of 30 career counsellors of varying gender and academic qualifications as shown on Table 7.

Table 6:

Demographic Characteristics of the Student Respondents

| Student's Gender | Location of School | Category of School | Frequency | Percentage |
|-------------------------|---------------------------|---------------------------|------------------|-------------------|
| Boys | Mombasa | Boys | 14 | 3.6% |
| | | Mixed | 5 | 1.3% |
| | Meru | Boys | 69 | 17.6% |
| | | Mixed | 36 | 9.1% |
| | Kiambu | Boys | 62 | 15.8% |
| | | Mixed | 22 | 5.4% |
| Girls | Mombasa | Girls | 11 | 2.8% |
| | | Mixed | 5 | 1.3% |
| | Meru | Girls | 65 | 17.2% |
| | | Mixed | 22 | 6.0% |
| | Kiambu | Girls | 59 | 15.5% |
| | | Mixed | 16 | 4.4% |
| Total | | | 386 | 100.0% |

The information on Table 6 shows that there were more boys 208 (53.9%) respondents than girls 178 (46.1%) which indicates that there are more boys enrolled in secondary schools than girls since the sample of respondents was selected based on the proportion of population of students in the counties. The cause of low enrolment of girls should be established because it might have an implication on countries workforce in future.

Table 7:

Distribution of Career Counsellor Respondents According to Gender

| Gender | Frequency | Percent |
|---------------|------------------|----------------|
| Male | 12 | 40.0 |
| Female | 18 | 60.0 |
| Total | 30 | 100.0 |

The findings in Table 7 indicate that there are fewer male career counsellors 12(40%) compared to the female career counsellors 18 (60%) in secondary schools. Since there is a higher percentage of boys 208(53.9%) as compared to girls 178(46.1%) students in secondary schools there is need to have more male career counsellors in secondary schools for the purpose of mentoring the students of both gender. The findings of a study by Dorata and Mustafa (2008) acknowledge the significance of gender in career decision making. Students are more likely to identify with career information provided by career counsellors of their gender.

Table 8:

Career Counsellors' Level of Training in Guidance and Counselling

| Certificate | Frequency | Percent |
|---------------------|------------------|----------------|
| No training | 7 | 23.3 |
| Workshop or Seminar | 7 | 23.3 |
| Diploma | 4 | 13.3 |
| Degree | 8 | 26.7 |
| Masters | 4 | 13.3 |
| Total | 30 | 100.0 |

The information on table 8 indicate that 7 (23.3%) of the career counsellors have not been trained, and 7(23.3%) have only been trained in workshops and Seminars. These findings agree with a study by Mwirigi (2007) who found out that some of the career counsellors do not have adequate training in career guidance. However since 16 (53.4%) of the career counsellors have been trained up to diploma, degree or masters level they must be in a position to provide sufficient career guidance to the students. Training of career counsellors is important for the efficiency of offering career guidance in secondary schools.

4.4 Career Counsellors' and Students' Perceptions about the Influence of Career Information on the Choice of Training Programmes

The first objective of this study sought to establish the perception of students and career counsellors about the influence of career information on the choice of training programmes in public secondary schools in Kenya. This objective was based on the fact that career information in secondary schools is intended to enable students make informed career decisions through adequate career awareness and preparation. However, the effectiveness of this will depend on the way students and school career counsellors perceive the career information given. In this study, the students and school career counsellors were presented with 10 statements depicting various sources of career information and how they influenced the choice of training programmes. They were requested to rate the extent of influence of each of these sources on a five-point likert scale ranging from 1 to 5 (where, 1= Strongly Disagree - SD, 2 = Disagree - D, 3 = Undecided - U, 4 = Agree - A and 5 = Strongly Agree - SA). The higher the score, the more useful the source of the information was in influencing the choice of training programme, and vice versa. Tables 9 and 10 depict the distribution of the rating of the career counsellors and students, respectively.

Table 9 indicates that the school career counsellors rated 9 out of 10 sources of career information as useful in influencing choice of training programmes (above average 3.00). Most career counsellors 28 (93.3%) rated the information they give to the students as having the most influence on the choice of training programmes. This could be due to the fact that they are well versed with the career information necessary for the students to make appropriate choice of training programmes as supported by Kinai (2006), therefore expecting it to influence the students' decision on training programmes. This is in agreement with the findings by Gacohi *et al* (2011) that majority of the students relied on career counsellors because they are significant in their lives. The career booklets contain information about the programme requirements and the institutions offering various programmes (G.O.K, 2011).

Table 9:

Career Counsellors' Ratings of the Influence of Career Information on Choice of Training Programmes

| Item | Response | | | | | Means |
|--|--------------|--------------|-------------|---------------|---------------|-------|
| | SD | D | U | A | SA | |
| Influence of ... | | | | | | |
| Career information from career counsellors on choice of training programme | 0 (0.0%) | 2 (6.7%) | 0 (0.0%) | 8 (26.7%) | 20 (66.7%) | 4.53 |
| Career information from career booklets on choice of training programme | 2 (6.7%) | 1 (3.3%) | 0 (0.0%) | 5 (16.7%) | 22 (73.3%) | 4.47 |
| Career information from guest speakers on choice of training programme | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) | 17 (56.7%) | 23 (43.3%) | 4.43 |
| Career information from parents on choice of training programme | 1 (3.3%) | 2 (6.7%) | 0 (0.0%) | 12 (40.0%) | 15 (50.0%) | 4.27 |
| Information on availability of jobs on choice of training programme | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) | 23 (76.7%) | 7 (23.3%) | 4.23 |
| Job remuneration on choice of training programme | 0 (0.0%) | 0 (0.0%) | 1 (3.3%) | 21 (70.0%) | 8 (26.7%) | 4.23 |
| Students' exposure to working environment on choice of training programme | 0 (0.0%) | 2 (6.7%) | 1 (3.3%) | 22 (73.3%) | 5 (16.7%) | 4.00 |
| Family background on choice of training programme | 1 (3.3%) | 4 (13.3%) | 0 (0.0%) | 16 (53.3%) | 9 (30.0%) | 3.93 |
| Societal appraisal on choice of training programme | 5 (16.7%) | 6 (20.0%) | 2 (6.7%) | 15 (50.0%) | 2 (6.7%) | 3.10 |
| Cultural values on choice of training programme | 6 (20.0%) | 8 (26.7%) | 2 (6.7%) | 14 (46.7%) | 0 (0.0%) | 2.80 |

SD- Strongly Disagree, D-Disagree, U- Undecided, A- Agree, SA- Strongly Agree

Majority of the career counsellors 27 (90%) rated them second most probably because they know how important this information is in deciding on training programmes, and due to the fact that career booklets are basic reference material of career information. All the career counsellors agreed that the information from guest speakers influenced the students' choice of training programmes. Guest speakers inspire the students about their professions and they are invited by the career counsellors after a careful consideration of their background. The

career counsellors therefore perceive the information from the speakers as having influence on the students' choice of training programmes. 25 (90%) of the career counsellors indicated that the information given by the parents influences the students' choice of training programmes. This agrees with Njagi (2002) who argues that parents normally have a lot of influence on their children in all aspects of life, including future careers.

All career counsellors agreed that the information about job availability and remuneration influences the students' choice of training programmes. G.O.K (2011) in support articulated that the economic difficulties in Kenya prompt the students to select training programmes that will enable them to acquire well-paying jobs in future. The career counsellors having some experience in the world of work totally agree with this. The career counsellors ranked influence from the cultural values lowly as compared to other sources of information. This contradicts Natalie (2006) who argues that the students' cultural background influences their career path. However the perception of the teachers could be based on the fact that the traditional culture does not have much influence on the students' decision due to the changes occurring in the society. In conclusion, the career counsellors perceived career information as having influence on the students' choice of training programmes.

The findings on Table 10 indicate that the students rated 7 out of 10 sources of career information as being useful in influencing choice of training programmes (above average 3.00). Majority of the students 291 (74.1%) indicated that the information from career booklets influence their choice of training programmes. This suggests that career booklets are available in most schools and students gather information about career requirements before selecting training programmes. 246 (63.7%) of student respondents agreed while 45 (11.7%) strongly agreed that the information from career counsellors influenced their choice of training programmes. This suggests that most career counsellors take time to discuss career issues with their students and offer important career information that enhances the students' choice of training programmes. However 89 (23.1%) students indicated that the information from career counsellors had no influence on their choice of programmes. This could be due to the fact that the information given by some career counsellors was not valid indicating lack of proper training. This supports the observation by Mwirigi (2007) that some career

counsellors are not trained and lacked information essential for career guidance. Majority of the students 282 (73.1%) agreed that the information from guest speakers influenced their choice of career programmes. This indicates that majority of the schools utilise the guest speakers in guiding students on career matters. The guest speakers help the career counsellor to demystify the professional and employment opportunities that lie behind impressive titles ensuring that students' make appropriate choices (Griffin, 1994).

Table 10:

Students' Ratings of the Influence of Career Information on Choice of Training Programmes

| Item | Response | | | | | Means |
|--|----------------|----------------|----------------|----------------|---------------|-------|
| | SD | D | U | A | SA | |
| Career information from career booklets on choice of training programme | 62 (16.1%) | 32 (8.3%) | 6 (1.6%) | 207 (53.6%) | 79 (20.5%) | 3.54 |
| Career information from career counsellors on choice of training programme | 50 (13%) | 39 (10.1%) | 6 (1.6%) | 246 (63.7%) | 45 (11.7%) | 3.51 |
| Career information from guest speakers on choice of training programme | 66 (16.8%) | 30 (7.8%) | 11 (2.8%) | 238 (61.7%) | 44 (11.4%) | 3.43 |
| Exposure to working environment on choice of training programme | 71 (18.4%) | 31 (8.0%) | 10 (2.8%) | 240 (62.2%) | 32 (8.5%) | 3.34 |
| Information on availability of jobs on choice of training programme | 74 (19.2%) | 32 (8.3%) | 20 (5.2%) | 233 (60.4%) | 27 (7.0%) | 3.28 |
| Career information from parents on choice of training programme | 71 (18.1%) | 55 (14.2%) | 5 (1.3%) | 215 (55.7%) | 41 (10.6%) | 3.26 |
| Job remuneration on choice of training programme | 34 (8.8%) | 41 (10.6%) | 150 (38.9%) | 134 (34.7%) | 27 (7.0%) | 3.20 |
| Family background on choice of training programme | 164 (42.2%) | 36 (9.3%) | 6 (1.6%) | 157 (40.7%) | 24 (6.2%) | 2.59 |
| Cultural values on choice of training programme | 206 (53.4%) | 59 (15.3%) | 14 (3.6%) | 88 (22.8%) | 19 (4.9%) | 2.11 |
| Societal appraisal on choice of training programme | 216 (56.0%) | 100 (25.9%) | 12 (3.1%) | 52 (13.5%) | 6 (1.6%) | 1.79 |

SD- Strongly Disagree, D-Disagree, U- Undecided, A- Agree, SA- Strongly Agree

Majority of the guest speakers achieve this goal by influencing the students' choice of training programmes. However, 97 (25%) of the students indicated that guest speakers have no influence on their choice of training programmes most probably because they have not had an encounter with them. Majority of the students 272 (70.7%) indicated that exposure to working environment influenced their choice of training programmes. When the students are exposed to various working environments, they stand a better position to decide on the working environment they would enjoy and select appropriate training programmes for the same. This is well supported by Holland's theory of career choice as cited by Jones (2009) which states that individuals enjoy working in environments that match with their personality. Minority of the students 102 (26.4%) indicated that the exposure to working environments did not influence their choice of training programmes which reflects minimal exposure to working environment. This is supported by the argument by G.O.K (2011) that students do not choose courses they have limited knowledge about.

Majority of the students 256(67.1%) perceived the information from parents as useful in influencing their choice of training programmes. Most parents often spoke with bias about the careers of their choice (Kochung & Migunde, 2011). The information from parents must be taken with caution to enable students to select training programmes with an open mind. Despite the fact that, 161 (41.7%) agreed that job remuneration influenced their choice of training programmes, 150 (38.9%) of the students were not decided, while 75 (19.4%) disagreed or strongly disagreed. This suggests that most students are not well versed with the information on job remuneration because the career counsellors might have overlooked it. The family background, cultural values and society appraisal were rated as not useful in influencing the choice of training programmes by most of the students 206 (54.1%), 279 (72.3%) and 328 (85%) respectively. This suggests that the students have a broader outlook to careers and are independent of their family background, culture and societal influence. This could probably be due to their exposure to the global expectations and career information availed to them.

However, the students and career counsellors varied in their individual rating of each source of career information. The career counsellors rated the information they give to the students

as most useful in influencing the choice of training programmes. While the students rated the information from career booklets as the most useful. The career counsellors, being well versed with career information, could be conceited to believe that they influence the students' choice of training programmes significantly. However the students rated the information from career booklets as most useful, most probably because they found them more helpful. The career counsellors rated all the sources of information apart from culture as useful in influencing the choice of students' training programmes because according to their experience that is the way it should be. Majority of the students indicated the family background, cultural background and societal appraisal as not having much influence in their choice of training programmes. This indicates that students have access to more variable sources of career information that influence their choice of training programmes like career booklets, career counsellors and parents. The findings also agree with the observation by Zondi (1999) who argued that students perceive career guidance as essential in the choice of training programmes, though some students will take their parents guidance while others prefer guidance from career counsellors.

The overall perception of the students and career counsellors about the influence of career information on the choice of training programmes was determined by the cumulative interaction of all the six statements reflecting the important sources of career information. Therefore, the responses to each constituent statement were scored on a scale of 1, indicating least/not useful perception, to 5, indicating high/most useful perception. The overall perception of the influence of career information on the choice of training programmes was obtained by summing up the individual scores to form a career information index score for each respondent. The index score varied between 6, indicating the least level of perception, and 30, indicating the highest level of perception of the influence of career information on the choice of training programmes. The higher the score, the more useful was the perception of the influence of career information on the choice of training programmes, and vice versa. The index score was later collapsed into three ordinal categories in order to differentiate the levels of perception of the influence of career information on the choice of training programmes among the sampled respondents. This included a score of 6-13 meaning low/not useful perception, a score of 14-22 (neutral perception) and a score of 23-30 indicating

high/useful perception of career information on the choice of training programmes. Table 11 depicts the overall perception of students and school counsellors about the influence of career information on the choice of training programmes.

Table 11:

Career Counsellors' and Students' Perceptions of the Influence of Career Information on the Choice of Training Programmes

| Perception | Counsellors | | Students | |
|-------------------|--------------------|----------------|------------------|----------------|
| | Frequency | Percent | Frequency | Percent |
| Not useful | 0 | 0.0 | 53 | 13.7 |
| Neutral | 4 | 13.3 | 158 | 45.3 |
| Useful | 26 | 86.7 | 175 | 41.0 |
| Total | 30 | 100.0 | 386 | 100.0 |

Table 11 indicates that 26 (86.7%) of the school career counsellors perceived the career information useful in influencing the choice of training programmes as compared to 175 (41%) students. This suggests that career counsellors are well versed with career information and know how important it is in choosing training programmes. This could lead to their assumption that career information significantly influences the students' choice of training programmes. 53 (13.7%) and 158 (45.3%) of the students indicated the influence of career information on the choice of training programmes as not useful and neutral respectively. This suggests that some students may not be having access to important sources of career information like career booklets, exposure to working environment and job remuneration, which offer important guidance in selecting training programmes. Their perception is influenced by their limited exposure to important career information just like Myers (2000) states that the situation of an individual influences his/her perception towards a given phenomenon.

4.5 Career Counsellors' and Students' Perceptions about the Influence of Career Test on Choice of Training Programmes

The second objective of this study sought to determine the perceptions of students and career counsellors about the influence of career test on the choice of training programmes in public secondary schools in Kenya. This objective was based on the fact that a career test is a critical evaluation mechanism of assisting students to determine their career choices. It is

therefore important that both the students and counsellors should be aware of the career test and its importance. However, before establishing the perception of the influence of career test on choice of training programme, the school counsellors and students were asked about their personal engagement in the career test. The counsellors were asked whether they had ever personally facilitated the administration of career test to students in their schools. Table 12 summarises their responses.

Table 12:

Career Counsellors' Personal Involvement in the Administration of Career Tests to Students

| Administration of career test | Frequency | Percent |
|--------------------------------------|------------------|----------------|
| Yes | 14 | 46.7 |
| No | 16 | 53.3 |
| Total | 30 | 100.0 |

Table 12 indicates that 14 (46.7%) of the career counsellors had participated in facilitating administration of career tests to students in their respective schools. This suggests that most career counsellors have no access to career tests; therefore they lack an important tool in career guidance. In connection with this, the sampled students were asked whether they had ever sat for a career test. They varied in their response as illustrated in Table 13.

Table 13:

Number of Students who Sat for a Career Test

| Sat for a career test | Frequency | Percent |
|------------------------------|------------------|----------------|
| Yes | 158 | 40.9 |
| No | 228 | 59.1 |
| Total | 386 | 100.0 |

Table 13 indicates that 158 (40.9%) of the sampled students had ever sat for a career test, while 228 (59.1%) did not. This suggests that majority of the students have no access to career tests and may not be aware of essential attributes of their personality essential in selecting training programmes.

After establishing students and career counsellors' engagement in the career test, the students and school career counsellors were presented with six statements depicting various aspects of

career tests and how they influence the choice of training programmes. They were requested to rate the extent of influence of each of these aspects on a five-point likert scale ranging from 1 to 5 (where, 1= Strongly disagree - SD, 2 = Disagree - D, 3 = Undecided - U, 4 = Agree - A and 5 = Strongly Agree - SA). A higher score reflects a higher level of influence of the various aspects of career tests on the choice of training programme, and vice versa. Tables 14 and 15 depict the distribution of the rating of the counsellors and students, respectively.

Table 14:

Career Counsellors' Ratings of the Influence of Aspects of Career Test on Choice of Training Programmes

| Statements | SD | D | U | A | SA | Means |
|---|-------------|--------------|--------------|---------------|---------------|--------------|
| Career test enable the students' to choose subjects that are within their ability | 1 (3.3%) | 4 (13.3%) | 2 (6.7%) | 14 (46.7%) | 9 (30.0%) | 3.87 |
| Career test enable students to associate the subjects with training programmes | 2 (6.7%) | 3 (10.0%) | 2 (6.7%) | 13 (43.3%) | 10 (33.3%) | 3.87 |
| Career test enable students to associate their personal traits with training programmes | 1 (3.3%) | 3 (10.0%) | 4 (13.3%) | 15 (50.0%) | 7 (23.3%) | 3.80 |
| Career test reveals the personality of the students | 1 (3.3%) | 3 (10.0%) | 8 (26.7%) | 8 (26.7%) | 10 (33.3%) | 3.77 |
| The career test reveal students' strengths and weaknesses | 2 (6.7%) | 3 (10.0%) | 3 (10.0%) | 17 (56.7%) | 5 (16.7%) | 3.67 |
| The career test influences the students' choice of training programmes | 2 (6.7%) | 2 (6.7%) | 7 (23.3%) | 12 (40.0%) | 7 (23.3%) | 3.67 |

SD- Strongly Disagree, D-Disagree, U- Undecided, A- Agree, SA- Strongly Agree

Table14 indicates that the school career counsellors rated all the six aspects of career test as useful in influencing the choice of training programmes (above 3.00). This suggests that career counsellors are aware that the career test has the potential of influencing the students' choice of training programmes. For example 23 (76.7%) of the career counsellors stated that career tests enabled the students to choose subjects that are within their ability. The subjects

selected by the students in secondary schools form the base for the training programmes (Ndegwa, 2011). Majority of career counsellors 23 (73.3%) indicated that career tests enabled students to associate their personal traits with training programmes. This is in agreement with Mellisa (2011) who argues that it is possible to connect the personality types and career by doing a career test. This is essential because for an appropriate choice of career, there must be a proper match between the individual's traits and occupational factors (Frank Parsons, 1909; as cited by Abubakar & Mwangi, 2008). Despite the fact that 18 (60% of the career counsellors agreed that a career test reveals the personality of the students, 8 (26%) were not decided on this, meaning that some career counsellors may not have seen a career test at all.

Table 15:

Students' Ratings of the Influence of Aspects of Career Test on Choice of Training Programmes

| Statements | SD | D | U | A | SA | Means |
|---|----------------|---------------|---------------|----------------|----------------|-------|
| Career test enable the students' to choose subjects that are within their ability | 76 (19.7%) | 50 (13.0%) | 25 (6.5%) | 99 (25.6%) | 136 (35.2%) | 3.44 |
| Career test enable students to associate the subjects with training programmes | 76 (19.7%) | 48 (12.4%) | 40 (10.4%) | 115 (29.5%) | 108 (28.0%) | 3.34 |
| Career test reveals the personality of the students | 84 (21.8%) | 59 (15.3%) | 32 (8.3%) | 93 (24.1%) | 118 (30.6%) | 3.26 |
| Career test enable students to associate their personal traits with training programmes | 80 (20.7%) | 51 (13.2%) | 54 (14.0%) | 123 (31.9%) | 78 (20.2%) | 3.18 |
| The career test influences the students' choice of training programmes | 88 (22.8%) | 65 (16.8%) | 39 (10.1%) | 100 (25.9%) | 94 (24.4%) | 3.12 |
| The career test reveal students' strengths and weaknesses | 103 (26.7%) | 66 (17.1%) | 35 (9.1%) | 88 (22.8%) | 94 (24.4%) | 3.01 |

SD- Strongly Disagree, D-Disagree, U- Undecided, A- Agree, SA- Strongly Agree

Findings on Table 15 indicate that the students similarly rated all the aspects of career test as useful in influencing choice of training programme (above average 3.00). This suggests that although some students had not sat for a career test, they thought that career tests could be helpful in deciding on the training programmes. Majority of the students 235 (60%) indicated that the career test could help students to choose subjects that are within their ability, while

223 (57.5%) agreed that career tests have the ability to enable students to associate the subjects with the training programmes. This suggests that career tests have the potential to enable students to make appropriate career decisions in the initial stages. This supports the assertion by G.O.K (2011) that the student must have done the prerequisite subjects for the programmes they want to study in colleges and University. Approximately half of the students indicated that the career test could help students to know their personality 201 (52.1%), associate them with training programmes 192 (50%) and reveal their strength and weaknesses 182 (47%) which is an expectation of a career test (Njoroge, 2001). This response shows that many students do not know what is entailed in a career test, obviously because they have never seen it. Career tests enable students to identify their strengths and areas that require improvement (Amy, 2005).

However, the students and school counsellors varied in their individual rating of each aspect of career test. The career counsellors rated all aspects of career test as useful compared to students who perceived them otherwise. An average of 97 (25%) of the students strongly disagreed with the influence of all aspects of career test on the choice of training programmes; most probably because they have no idea of the content in a career test having not engaged in it.

The overall perception of the students and career counsellors about the influence of career tests on the choice of training programmes was determined by the cumulative interaction of all the six statements. Therefore, the responses to each constituent statement were scored on a scale of 1, indicating least/not useful perception, to 5, indicating high/useful perception. The overall perception of the influence of career test on the choice of training programmes was obtained by summing up the individual scores to form a career test index score for each respondent. The index score varied between 6, indicating the least level of perception, and 30, indicating the highest level of perception about the influence of career test on the choice of training programmes. The higher the score, the more useful was the perception of the influence of career test on the choice of training programmes, and vice versa. The index score was later collapsed into three ordinal categories in order to differentiate the levels of perception of the influence of career test on the choice of training programmes among the

sampled respondents. This included a score of 6-13 meaning low/not useful perception, a score of 14-22 (neutral perception) and a score of 23-30 indicating high/useful perception of the influence of career test on the choice of training programmes. Table 16 depicts the overall perception of students and school counsellors about the influence of career test on the choice of training programmes.

Table 16:

Career Counsellors' and Students' Perceptions about the Influence of Career Test on the Choice of Training Programmes

| Perception | Counsellors | | Students | |
|--------------|-------------|--------------|------------|--------------|
| | Frequency | Percent | Frequency | Percent |
| Not Useful | 2 | 6.7 | 108 | 28.0 |
| Neutral | 10 | 33.3 | 113 | 29.3 |
| Useful | 18 | 60.0 | 165 | 42.7 |
| Total | 30 | 100.0 | 386 | 100.0 |

Table 16 indicates that 18 (60.0%) of the school career counsellors and 165 (42.7%) students had perceived career tests useful in influencing the choice of training programmes. This suggests that the career counsellors being more informed than students about career test expects them to influence the choice of training programmes intensively. 165 (42.7%) of the students perceived career tests useful, indicating that some students have an exposure to career tests. However majority of the students 113 (29.3) and 108 (28.0%) indicated the influence of career tests on the choice of training programmes as neutral and not useful respectively. This is an indication that career tests are not available in most public secondary schools despite the significant role they play in increasing students' levels of self-awareness. According to Feldman (2000), career tests help to identify and classify various attributes of an individual, and to match the same to appropriate training programme and subsequent career. Therefore students should not miss this important component in career guidance.

4.6 Career Counsellors' and Students' Perceptions about the Influence of Self-awareness on the Choice of Training Programmes

The third objective of this study sought to determine the perception of the students and career counsellors about the influence of self-awareness on the choice of training programmes in public secondary schools in Kenya. This objective was based on the fact that career choice

depends on the students' awareness of their own ability and requirements of the training programmes. In this study, the students and career counsellors were presented with eight statements depicting various aspects of self-awareness and how they influence choice of training programmes. They were requested to rate the extent of influence of each of these aspects on a five-point likert scale ranging from 1 to 5 (where, 1= Strongly disagree - SD, 2 = Disagree - D, 3 = Undecided - U, 4 = Agree - A and 5 = Strongly Agree - SA). The higher the score, the higher was the level of influence of the various aspects of self-awareness on the choice of training programme, and vice versa. Tables 17 and 18 depict the distribution of the rating of the career counsellors and students, respectively.

Table 17:

Career Counsellors' Ratings of the Influence of Aspects of Self-Awareness on the Choice of Training Programmes

| Statements | Response (%) | | | | | Means |
|--|---------------------|---------------|--------------|---------------|---------------|--------------|
| | SD | D | U | A | SA | |
| Career guidance increases students' level of self-awareness | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) | 12 (40.0%) | 18 (60.0%) | 4.60 |
| Students know their abilities in terms of career involvement | 2 (6.7%) | 3 (10.0%) | 2 (6.7%) | 14 (46.7%) | 9 (30.0%) | 3.83 |
| Students know their career interests | 1 (3.3%) | 4 (13.3%) | 5 (16.7%) | 11 (36.7%) | 9 (30.0%) | 3.77 |
| Students choose the training programmes that suit their abilities and interest | 1 (3.3%) | 8 (26.7%) | 3 (10.0%) | 9 (30.0%) | 9 (30.0%) | 3.57 |
| Students know careers that would give them optimum satisfaction | 1 (3.3%) | 4 (13.3%) | 9 (30.0%) | 10 (33.3%) | 6 (20.0%) | 3.53 |
| Students know careers that suit their personalities | 1 (3.3%) | 9 (30.0%) | 5 (16.7%) | 8 (26.7%) | 7 (23.3%) | 3.37 |
| Students know the career environment in which they can work best | 1 (3.3%) | 8 (26.7%) | 8 (26.7%) | 6 (20.0%) | 7 (23.3%) | 3.33 |
| Students know their career capabilities and limitations | 2 (6.7%) | 10 (33.3%) | 5 (16.7%) | 6 (20.0%) | 7 (23.3%) | 3.20 |

SD- Strongly Disagree, D-Disagree, U- Undecided, A- Agree, SA- Strongly Agree

As shown in Table 17, career counsellors rated all the eight aspects of student self-awareness influencing choice of training programme as useful (above average 3.00). This suggests that career counsellors are confident that career guidance has the potential to enlighten the students on their self-awareness which is paramount in choosing training programmes. Mellisa (2011) states that individuals are different and can fit in different careers. All the career counsellors agreed that career guidance increases students' level of self-awareness. Myers (2000) argues that perception is influenced by the individuals' attitude. Therefore, the career counsellors may have a positive attitude towards their work. Majority of career counsellors indicated that students are aware of their abilities in terms of careers and training programmes. This is most probably because the information on career requirements is available in schools thus making it possible for students to identify careers that match their abilities. However 9 (30%) of the career counsellors were not decided if students know careers that would give them optimum satisfaction, while only 13 (43.3%) agreed or strongly agreed that students knew the career environment in which they can work best. This suggests that the career counsellors may be aware that the students do not have the information that would enable them to know careers that would give them optimum satisfaction. The career counsellors might have not emphasised on this in career guidance although it is crucial. Osoro *et al*, (2000) argues that through career guidance, the students are assisted to identify their work values and understand themselves in relation to the world of work in terms of the working environment they would enjoy.

Table 18 indicates that the students rated all the eight aspects of student self-awareness influencing choice of training programme as useful (above average 3.00). This suggests that students have a clear understanding of themselves. Majority of the students 329 (82.7%) claimed to know their abilities and careers that suit them. However, the students and school counsellors varied in their individual ratings of each aspect of self-awareness. Career counsellors rated the aspect that career guidance increased the level of self-awareness most useful probably from the knowledge that career guidance has this potential. While the students rated the claim to know their career interest highest, and the influence of career guidance on their self-awareness was rated second. This suggests that both career counsellors and students agree that career guidance increases the students' level of self-awareness but the

students could have more information about themselves from other sources. Both career counsellors and students rated the aspect of students' knowledge about their capabilities and limitations lower than other aspects indicating that capabilities and limitations may have not been addressed together in career guidance. The career counsellors should incorporate this in career guidance.

Table 18:

Students' Ratings of the Influence of Aspects of Self-Awareness on Choice of Training Programmes

| Statements | Response (%) | | | | | Means |
|--|--------------|--------------|---------------|----------------|----------------|-------|
| | SD | D | U | A | SA | |
| I know my career interests | 9 (2.3%) | 3 (0.8%) | 43 (11.1%) | 128 (33.2%) | 204 (52.6%) | 4.33 |
| Career guidance has increased my level of self-awareness | 17 (4.4%) | 14 (3.6%) | 27 (7.0%) | 136 (35.2%) | 192 (49.7%) | 4.22 |
| I choose the training programmes that suit my abilities and interest | 9 (2.3%) | 14 (3.6%) | 44 (11.4%) | 135 (35.0%) | 184 (47.7%) | 4.22 |
| I know the career that would give me optimum satisfaction | 10 (2.6%) | 11 (2.8%) | 63 (16.3%) | 108 (28.0%) | 194 (50.3%) | 4.20 |
| I know the career environment in which I can work best | 13 (3.4%) | 10 (2.6%) | 59 (15.3%) | 127 (32.9%) | 177 (45.9%) | 4.15 |
| I am aware of careers that suit my personality | 10 (2.6%) | 11 (2.8%) | 64 (16.6%) | 136 (35.2%) | 165 (42.7%) | 4.13 |
| I know my abilities in terms of career involvement | 14 (3.6%) | 17 (4.4%) | 44 (11.4%) | 143 (37.0%) | 168 (43.5%) | 4.12 |
| I know my career capabilities and limitations | 17 (4.4%) | 15 (3.9%) | 75 (19.4%) | 129 (33.4%) | 150 (38.9%) | 3.98 |

SD- Strongly Disagree, D-Disagree, U- Undecided, A- Agree, SA- Strongly Agree

The overall perception of the students and career counsellors about the influence of students' self-awareness on the choice of training programmes was determined by the cumulative interaction of all the eight statements. Therefore, the responses to each constituent statement were scored on a scale of 1, indicating least/not useful perception, to 5, indicating high/useful perception. The overall perception of the influence of self-awareness on the choice of

training programmes was obtained by summing up the individual scores to form a self-awareness index score for each respondent. The index score varied between 8, indicating the (least) not useful perception, and 40, indicating the (highest) most useful perception of the influence of self-awareness on the choice of training programmes. The higher the score, the more useful the self-awareness was perceived to influence the choice of training programmes, and vice versa. The index score was later collapsed into three ordinal categories in order to differentiate the levels of perception of the influence of self-awareness on the choice of training programmes among the sampled respondents. This included a score of 8-18, meaning low/not useful perception, a score of 19-29 (neutral) and a score of 30-40 indicating useful perception of the influence of self-awareness on the choice of training programmes. Table 19 depicts the overall perception of students and career counsellors about the influence of self-awareness on the choice of training programmes.

Table 19:

Career Counsellors' and Students' Perceptions about the Influence of Self-awareness on the Choice of Training Programmes

| Perception | Counsellors | | Students | |
|--------------|-------------|--------------|------------|--------------|
| | Frequency | Percent | Frequency | Percent |
| Not Useful | 2 | 6.7 | 10 | 2.6 |
| Neutral | 11 | 36.7 | 78 | 20.2 |
| Useful | 17 | 56.7 | 298 | 77.2 |
| Total | 30 | 100.0 | 386 | 100.0 |

Table 19 indicates that 17 (56.7%) of the career counsellors and 298 (77.2%) of the students perceived self-awareness to be useful in influencing the choice of training programmes. This suggests that the career counsellors rated the aspects of self-awareness from the way they knew the students, yet the students seem to have a better understanding of themselves. The students' perception could have been influenced by their self-concept. An individual's self-concept is a key determinant of perception (Myers, 2000). The fact that 11 (36.7%) of the career counsellors and 78 (20.2%) students were neutral regarding the influence of self-awareness on the choice of training programmes may be an indication that the significance of self-awareness in the choice of training programmes was not addressed in career guidance in some secondary schools. The career counsellors should assist students to increase their levels of self-awareness because with a better understanding of themselves students are empowered

to make decisions and build on their strengths (Amy, 2005). Further, self-awareness is the first step in goal setting based on the choice of training programmes made by students.

4.7 Career Counsellors' and Students' Perceptions about the Influence of Academic Achievement on Choice of Training Programmes

The fourth objective of this study sought to determine the perception of students and career counsellors about the influence of academic achievement on the choice of training programmes in public secondary schools in Kenya. This objective was based on the fact that academic achievement of a student influences his/her career choice and ultimate choice of training programme. In this study, the students and career counsellors were presented with eight statements depicting various aspects of academic achievement and how they influence choice of training programmes. They were requested to rate the extent of influence of each of these aspects on a five-point likert scale ranging from 1 to 5 (where, 1= Strongly disagree - SD, 2 = Disagree - D, 3 = Undecided - U, 4 = Agree - A and 5 = Strongly Agree - SA). The higher the score, the higher was the level of influence of the various aspects of academic achievement on the choice of training programme, and vice versa. Tables 20 and 21 depict the distribution of the ratings of the counsellors and students, respectively.

Table 20 indicates that the school career counsellors rated all the eight aspects of students' academic achievement influencing choice of training programme as useful (above average 3.00). Majority of the career counsellors 21 (70%) indicated that students select the training programmes that require subjects they are good in and qualify for. This means that the students are aware of their academic performance which is an indicator of effective career guidance. Majority of the career counsellors 22 (73.3%) also indicated that students were aware of their academic capabilities and the academic requirements for the training programmes and careers of interest. This indicates that the career counsellors must have dealt with the aspect of academic performance and career requirements at length. Also this information is readily available in the career booklets that students indicated earlier are helpful to them (G.O.K, 2011). However the career counsellors' ratings of students' knowledge about the subjects requirements for careers and training programmes were slightly lower 17 (56.6%) compared to other responses. 2 (6.7%) of the career counsellors

strongly disagreed, 7 (23.3%) disagreed while 4 (13.3%) were not decided on whether the students knew the subject requirements for the training programmes they were interested in. This reflects that career counsellors might not have interacted with the students on individual subject requirements in relation to careers and training programmes. Some career counsellors might have left out linking the subject requirements and training programmes which is essential in career guidance.

Table 20:

Career Counsellors' Ratings of the Influence of Aspects of Academic Achievement on Choice of Training Programmes

| Statements | Response (%) | | | | | Means |
|--|--------------|--------------|--------------|---------------|---------------|-------|
| | SD | D | U | A | SA | |
| Students choose the training programmes that require the subjects they are good in | 0 (0.0%) | 2 (6.7%) | 7 (23.3%) | 12 (40.0%) | 9 (30.0%) | 3.93 |
| Students choose training programmes that they qualify for in terms of academic achievements | 1 (3.3%) | 3 (10.0%) | 4 (13.3%) | 13 (43.3%) | 9 (30.0%) | 3.87 |
| Students choose the subjects in which they have the ability to perform better | 0 (0.0%) | 7 (23.3%) | 2 (6.7%) | 13 (43.3%) | 14 (13.3%) | 3.73 |
| Students know the training programmes that will lead to their careers of interest | 0 (0.0%) | 8 (26.7%) | 3 (10.0%) | 13 (43.3%) | 6 (20.0%) | 3.57 |
| Students know their academic capabilities | 0 (0.0%) | 7 (23.3%) | 6 (20.0%) | 11 (36.7%) | 6 (20.0%) | 3.53 |
| Students are aware of the level of academic achievement required for the training programmes of their interest | 1 (3.3%) | 6 (20.0%) | 5 (16.7%) | 12 (40.0%) | 6 (20.0%) | 3.53 |
| Students know the subject requirements for their careers of interest | 0 (0.0%) | 8 (26.7%) | 5 (16.7%) | 13 (43.3%) | 4 (13.3%) | 3.43 |
| Students know the subject requirements for the training programmes of their interest | 2 (6.7%) | 7 (23.3%) | 4 (13.3%) | 13 (43.3%) | 4 (13.3%) | 3.33 |

SD- Strongly Disagree, D- Disagree, U- Undecided, A- Agree, SA- Strongly Agree

Table 21 indicates that the students rated all the eight aspects of student academic achievement influencing choice of training programme as useful (above average 3.00). This

suggests that most of the students are aware of their academic achievements and their choice of training programmes and careers is based on this knowledge. This is possible because students sit for examinations frequently in the school. Moreover, school administrations put a lot of emphasis on academic performance. However, they rated the aspects on the relationship of subjects, training programmes and careers slightly lower compared to others. This indicates that some students do not have sufficient knowledge on the relationship between subjects, training programmes and careers which is basic in career guidance.

Table 21:

Students' Ratings of the Influence of Aspects of Academic Achievement on Choice of Training Programmes

| Statements | Response (%) | | | | | Means |
|--|---------------------|--------------|---------------|----------------|-----------------|--------------|
| | SD | D | U | A | SA | |
| I know my academic capabilities | 7 (1.8%) | 7 (1.8%) | 27 (7.0%) | 139 (36.0%) | 206 (53.4%) | 4.37 |
| I chose subjects in which I have the ability to perform better | 15 (3.9%) | 10 (2.6%) | 23 (6.0%) | 140 (36.3%) | 187 (51.3%) | 4.28 |
| I know the subject requirements of the training programmes of my interest | 9 (2.3%) | 12 (3.1%) | 49 (11.1%) | 135 (35.0%) | 187 (48.4%) | 4.24 |
| I know the level of academic achievement required for the training programmes I am interested in | 8 (2.1%) | 18 (4.7%) | 52 (13.5%) | 141 (36.5%) | 167 (43.3%) | 4.14 |
| I know the training programmes that will lead to my careers of interest | 10 (2.6%) | 15 (3.9%) | 65 (16.8%) | 136 (35.2%) | 160 (41.5%) | 4.09 |
| I chose training programmes that I qualify for in terms of academic achievements | 14 (3.6%) | 20 (5.2%) | 45 (11.7%) | 153 (39.6%) | 1254 (39.9%) | 4.07 |
| I chose training programmes that require the subjects that am good in | 19 (4.9%) | 24 (6.2%) | 39 (10.1%) | 144 (37.3%) | 160 (41.5%) | 4.04 |
| I know the training programme that will lead to my career of interest | 12 (3.1%) | 19 (4.9%) | 70 (18.1%) | 126 (32.6%) | 159 (41.2%) | 4.04 |

SD- Strongly Disagree, D-Disagree, U- Undecided, A- Agree, SA- Strongly Agree

However, the students and school counsellors varied in their individual rating of each aspect of academic achievement. The students' ratings were higher than the career counsellors.

This is most probably because the career counsellors responded from the knowledge they had about the students and what they have done in career guidance, while the students responded according to their self-awareness. The students rated the fact that they knew their academic achievements highest, as opposed to the career counsellors who rank this aspect fifth. This clearly shows that students are conceited about their academic performance and career counsellors feel that they can do better. This indicates that although majority of the students may know their academic achievements, some need more guidance to know their ability and perform better.

The overall perception of the students and career counsellors about the influence of student academic achievement on the choice of training programmes was determined by the cumulative interaction of all the eleven statements. Therefore, the responses to each constituent statement were scored on a scale of 1, indicating least/not useful perception, to 5, indicating high/useful perception. The overall perception of the influence of academic achievement on the choice of training programmes was obtained by summing up the individual scores to form academic achievement index score for each respondent. The index score varied between 8, indicating the (least) not useful perception, and 40, indicating the most useful perception of the influence of academic achievement on the choice of training programmes. The higher the score, the more useful the academic achievement on the choice of training programmes was perceived, and vice versa. The index score was later collapsed into three ordinal categories in order to differentiate the levels of perception of the influence of academic achievement on the choice of training programmes among the sampled respondents. This included a score of 8-18 meaning low/not useful perception, a score of 19-29 (neutral perception) and a score of 30-40 indicating high/useful perception of the influence of academic achievement on the choice of training programmes. Table 22 depicts the overall perception of students and school counsellors about the influence of academic achievement on the choice of training programmes.

Table 22 indicates that 301 (78.0%) of the students perceived the students' academic achievement as useful in influencing the choice of training programmes. On the other hand, only 14 (46.7%) of the school counsellors perceived it useful. This suggests that most

students are aware of their academic achievements and can relate with training programmes and careers appropriately indicating that career guidance assists students to select training programmes. However the percentage of career counsellors who perceived the influence of the academic achievements on the choice of training programmes useful was slightly lower than the students. Also 15 (50%) of the career counsellors were neutral regarding the influence of academic achievement on the choice of training programmes. Most probably the career counsellors being aware of the potential of the students they were not certain if the students' choice of training programmes was influenced by their academic achievement since in most cases students do not exploit their full potential in their academic work. The career counsellors may also be responding according to the level of career guidance they have given the students.

Table 22:

Career Counsellors' and Students' Perceptions about the Influence of Academic Achievement on the Choice of Training Programmes

| Perception | Counsellors | | Students | |
|--------------|-------------|--------------|------------|--------------|
| | Frequency | Percent | Frequency | Percent |
| Not Useful | 1 | 3.3 | 5 | 1.3 |
| Neutral | 15 | 50.0 | 80 | 20.7 |
| Useful | 14 | 46.7 | 301 | 78.0 |
| Total | 30 | 100.0 | 386 | 100.0 |

4.8 Demographic Characteristics and Perceptions of Career Counsellors and Students about the Influence of Career Guidance on Choice of Training Programmes

The fifth objective of this study sought to establish the relationship between students' and career counsellors' perceptions about the influence of career guidance on the choice of training programmes and the following demographic characteristics; Gender, Category of school and Location of the school. The objective was premised on the fact that certain key background characteristics determine the level of perception of the students and school counsellors about career guidance on choice of training programmes. This study identified gender, category of school and location of the school to be important characteristics that influence the perception of the students and counsellors.

Chi-square test was used to establish the relationship of these characteristics with the perceptions of the students and career counsellors. In this case, Chi-square was used to compare the frequency of cases found in one variable (e.g. gender, school category and location) in two or more unrelated samples or categories of another variable (levels of perception). It was preferred when dealing with variables that have been categorised, for example gender (male and female) and level of perception (not useful, neutral and useful). In order to calculate the Chi-square statistic, the demographic characteristics were cross tabulated by levels of perception about career guidance. The χ^2 tests were carried out at $\alpha = 0.05$ significance level.

4.8.1 Relationship between Gender and Perceptions of Career Counsellors and Students about the Influence of Career Information on Choice of Training Programmes

Gender has been identified as one of the factors that may influence individual perception on career matters (Dorata & Mustafa, 2008). This study sought to verify if there was a relationship between gender and perceptions of career counsellors and students about the influence of career guidance on choice of training programmes. A cross tabulation of the findings is shown on Table 23.

Table 23:

Relationship between Gender and the Perceptions of Career Counsellors about the Influence of Career Information on Choice of Training Programmes

| | | | Counsellors | | | Students | | |
|---------------------|---------|-------|------------------|-------------|-----------|------------------|-------------|------------|
| | | | Gender | | | Gender | | |
| | | | Male | Female | Total | Male | Female | Total |
| Level of perception | Not | Count | 0 | 0 | 0 | 26 | 27 | 53 |
| | Useful | % | 0% | 0% | 0% | 12.5% | 15.2% | 13.7% |
| | Neutral | Count | 1 | 3 | 4 | 151 | 124 | 275 |
| | | % | 8.3% | 16.7% | 13.3% | 72.6% | 69.7% | 71.2% |
| | Useful | Count | 11 | 15 | 26 | 31 | 27 | 58 |
| | | % | 91.7% | 83.3% | 86.7% | 14.9% | 15.2% | 15.0% |
| Total | | | 12 | 18 | 30 | 208 | 178 | 386 |
| | | | $\chi^2 = 0.433$ | $p = 0.511$ | | $\chi^2 = 0.618$ | $p = 0.734$ | |

Findings on Table 23 suggest that there was no significant relationship between the levels of perception of the influence of career information on choice of training programmes and gender. It was observed that even though majority of the male and female counsellors had perceived the career information useful in influencing the choice of training programmes, there was no particular significant pattern in the distribution across gender. A Chi-square test was carried out to confirm this relationship and it yielded the following results; ($\chi^2 = 0.433$ for counsellors and $\chi^2 = 0.618$ for students). These values were not significant at 0.05 significance level. This means that gender did not influence the level of perception about the influence of career information on choice of training programmes. Therefore, all students regarded career information independently and are not influenced by gender as suggested by Dorata and Mustafa (2008). The findings of the study also differ from a study by Ogutu and Odera (2011) which revealed that gender influences the pupils' career aspirations. Also it indicates that all students have the same sources of career information.

4.8.2 Relationship between Gender and the Perceptions of Career Counsellors and the Students about the Influence of Self- awareness on Choice of Training Programmes

The study sought to find out if there was a relationship between gender and the perceptions of career counsellors and students about the influence of self-awareness on the choice of training programmes. A cross tabulation of the findings is shown on Table 24.

Table 24:

Relationship between Gender and Perceptions of Career Counsellors and Students about the Influence of Self- awareness on choice of Training Programmes

| | | Counsellors | | | Students | | | |
|---------------------|------------|-------------|------------------|-------------|-----------|------------------|-------------|------------|
| | | Gender | | Total | Gender | | Total | |
| | | Male | Female | | Male | Female | | |
| Level of perception | Not Useful | Count | 0 | 2 | 2 | 4 | 6 | 10 |
| | | % | 0.0% | 11.1% | 6.7% | 1.9% | 3.4% | 2.6% |
| | Average | Count | 3 | 8 | 11 | 38 | 40 | 78 |
| | | % | 25.0% | 44.4% | 36.7% | 18.3% | 22.5% | 20.2% |
| | Useful | Count | 9 | 8 | 17 | 166 | 132 | 298 |
| | | % | 75.0% | 44.4% | 56.7% | 79.8% | 74.2% | 77.2% |
| Total | | | 12 | 18 | 30 | 208 | 178 | 386 |
| | | | $\chi^2 = 3.264$ | $p = 0.196$ | | $\chi^2 = 2.011$ | $p = 0.366$ | |

Findings on Table 24 suggest that there was no significant relationship between the levels of perception of the influence of self-awareness on choice of training programmes and gender. It was observed that even though majority of the male counsellors and male students perceived self-awareness as useful in influencing the choice of training programmes, there was no particular significant pattern in the distribution across gender. A Chi-square test was carried out to confirm this relationship and yielded these results ($\chi^2 = 3.264$ for counsellors and $\chi^2 = 2.011$ for students). These values were not significant at 0.05 significance level. This means that gender did not influence the level of perception about the influence of self-awareness on choice of training programmes. Therefore, both girls and boys have high levels of self-awareness and this influences their choice of training programmes. This indicates a uniform level of self-awareness across all students; therefore career counsellors must put more effort to enhance self-awareness among the students.

4.8.3 Relationship between Gender and the Perceptions about the Influence of Career Tests on Choice of Training Programmes

The study sought to establish if there is a relationship between gender and the perceptions of career counsellors and students about the influence of career tests on the choice of training programmes. A cross tabulation of the findings is shown on Table 25.

Table 25:

Relationship between Gender and the Perceptions of Career Counsellors and students about the Influence of Career Tests on Choice of Training Programmes

| | | | Counsellors | | | Students | | |
|---------------------|------------|-------|------------------|-------------|-----------|------------------|-------------|------------|
| | | | Gender | | | Gender | | |
| | | | Male | Female | Total | Male | Female | Total |
| Level of perception | Not Useful | Count | 2 | 0 | 2 | 52 | 56 | 108 |
| | | % | 16.7% | 0.0% | 6.7% | 25.0% | 31.5% | 28.0% |
| | Average | Count | 4 | 6 | 10 | 62 | 51 | 113 |
| | | % | 33.3% | 33.3% | 33.3% | 29.8% | 28.7% | 29.3% |
| | Useful | Count | 6 | 12 | 18 | 94 | 71 | 165 |
| | | % | 50.0% | 66.7% | 60.0% | 45.2% | 39.9% | 42.7% |
| Total | | | 12 | 18 | 30 | 208 | 178 | 386 |
| | | | $\chi^2 = 3.333$ | $p = 0.189$ | | $\chi^2 = 2.108$ | $p = 0.349$ | |

Table 25 suggests that there was no significant relationship between the levels of perception of the influence of career test on choice of training programmes and gender. It was observed that even though majority of the career counsellors and students had perceived career tests as useful in influencing the choice of training programme, there was no particular significant pattern in the distribution across gender. A Chi-square test was carried out to confirm this relationship and it yielded these results; ($\chi^2 = 3.333$ for career counsellors and $\chi^2 = 2.108$ for students). These values were not significant at 0.05 significance level. This suggests that gender did not influence the level of perception about the influence of career tests on choice of training programmes. It is an indication of uniform exposure to career tests across gender calling for more intensified application of career tests in career guidance.

4.8.4 Relationship between Gender and the Perceptions about the Influence of Academic Achievement on the Choice of Training Programmes

Gender has been identified as one of the factors that influence the students' academic achievement and also their choice of training programmes. The study sought to find if there was a relationship between gender and the perceptions of career counsellors and students about the influence of academic achievement and the choice of training programmes. A cross tabulation of the findings is shown on Table 26.

Table 26:

Relationship between the Perceptions of Career Counsellors and Students about Influence of Academic Achievement on Choice of Training Programmes across Gender

| | | | Counsellors | | | Students | | |
|---------------------|---------|-------|------------------|-------------|-----------|------------------|-------------|------------|
| | | | Gender | | | Gender | | |
| | | | Male | Female | Total | Male | Female | Total |
| Level of perception | Not | Count | 1 | 0 | 1 | 2 | 3 | 5 |
| | Useful | % | 8.3% | 0.0% | 3.3% | 1.0% | 1.7% | 1.3% |
| | Average | Count | 3 | 12 | 15 | 36 | 44 | 80 |
| | | % | 25.0% | 66.7% | 50.0% | 17.3% | 24.7% | 20.7% |
| | Useful | Count | 8 | 6 | 14 | 170 | 131 | 301 |
| | | % | 66.7% | 33.3% | 46.7% | 81.7% | 73.6% | 78.0% |
| Total | | | 12 | 18 | 30 | 208 | 178 | 386 |
| | | | $\chi^2 = 5.714$ | $p = 0.057$ | | $\chi^2 = 3.744$ | $p = 0.154$ | |

Table 26 suggests that there was no significant relationship between the levels of perception about the influence of academic achievement on choice of training programmes and gender. It was observed that even though majority of the male counsellors and both female and male students perceived academic achievement useful in influencing the choice of training programmes, there was no particular significant pattern in the distribution across gender. A Chi-square test was carried out to confirm this relationship and yielded the following results; ($\chi^2 = 5.714$ for counsellors and $\chi^2 = 3.744$ for students). These values were not significant at 0.05 significance level. This confirms that gender did not influence the level of perception about the influence of academic achievement on the choice of training programmes. This means that girls, just like boys, appreciate their academic potential and equate it to future training programmes and career unlike the previous assumption that there are different careers for men and women. They all base their choices of training programmes on academic achievements. These findings are well supported by Ndegwa (2011) who argues that there are no masculine and feminine careers since both girls and boys are capable of the meeting the academic requirements for various training programmes.

4.8.5 Relationship between School Category and the Perception of Students about the Influence of Career Information on Choice of Training Programmes

Findings on Table 27 suggest that there was no significant relationship between the levels of perception about the influence of career information on choice of training programmes and the category of school. It was observed that almost half of the students in the three categories of schools perceived the influence of career information on the choice of training programmes as useful 68 (48%), 59 (43.1%) 48 (45.3%) for Boys, Girls and Mixed schools respectively. There was no particular significant pattern in the distribution across the category of schools. A Chi-square test was carried out to confirm this relationship and yielded a value of ($\chi^2 = 3.917$), which was not significant at 0.05 significance level. This confirms that the category of the school did not influence the level of perception about the influence of career information on the choice of training programmes. This means that all students regard for the available career information is not influenced by the category of the school. It further indicates similarity of career information available in all categories of schools and there is nothing outstanding among them. This is expected because the schools

are all ran according to the instructions from the Ministry of Education. The findings agree with the literature reviewed which emphasises the importance of career information in the choice of training programmes and career (Kinai, 2007; G.O.K. 2011). The fact that 53 (13.7%) of the students perceived the career information not useful in influencing the choice of training programmes indicates that some schools lack important information required in career guidance. The career counsellors need to source out for more information.

Table 27:

Relationship between the School Category and the Perceptions of Students about the Influence of Career Information on Choice of Training Programmes

| | | | Category of the School | | | |
|---------------------|------------|-------|------------------------|------------|------------|------------|
| | | | Boys | Girls | Mixed | Total |
| Level of perception | Not Useful | Count | 19 | 24 | 10 | 53 |
| | | % | 13.3% | 17.5% | 9.4% | 13.7% |
| | Neutral | Count | 56 | 54 | 48 | 158 |
| | | % | 39% | 39.4% | 45.3% | 40.9% |
| | Useful | Count | 68 | 59 | 48 | 175 |
| | | % | 48% | 43.1% | 45.3% | 45.4% |
| Total | | | 143 | 137 | 106 | 386 |

$$\chi^2 = 3.917 \quad df = 4 \quad p = 0.417$$

4.8.6 Relationship between School Category and Perception of Students about the Influence of Career Tests on the Choice of Training Programmes

Career tests are important tools that enhance self-awareness among students which is vital in career decision making. However if the career tests will influence the choice of the training programmes depends on how the students perceives it. The perception of career tests could also be influenced by the peers pressure (Arudo, 2008) and exposure which differs in different categories of schools. The study sought to establish if there is a relationship between the school category and the perceptions of students about the influence of career tests on the choice of training Programmes. A cross tabulation of the findings is shown on Table 28.

According to the results shown on Table 28 there was no significant relationship between the levels of perception of students about the influence of career tests on choice of training

programmes and category of school. It was observed that even though majority of the students had perceived the career tests as useful in influencing the choice of training programmes, there was no particular significant pattern in the distribution across the category of schools. A Chi-square test was carried out to confirm this relationship and yielded these results; ($\chi^2 = 2.134$). This value is not significant at 0.05 significance level. This confirms that the category of school did not influence the level of perception about the influence of career test on choice of training programmes. This indicates uniform exposure to career tests across gender calling for more intensified application of career tests in career guidance.

Table 28:

Relationship between School Category and the Perception of Students about the Influence of Career Tests on Choice of Training Programmes

| | | | Category of the School | | | |
|---------------------|------------|-------------|------------------------|------------|------------|------------|
| | | | Boys | Girls | Mixed | Total |
| level of perception | Not Useful | Count | 38 | 43 | 27 | 108 |
| | | % | 26.6% | 31.4% | 25.5% | 28.0% |
| | Neutral | Count | 39 | 40 | 34 | 113 |
| | | % | 27.3% | 29.2% | 32.1% | 29.3% |
| | Useful | Count | 66 | 54 | 45 | 165 |
| | | % | 46.2% | 39.4% | 42.5% | 42.7% |
| Total | | | 143 | 137 | 106 | 386 |
| $\chi^2 = 2.134$ | df = 4 | $p = 0.711$ | | | | |

4.8.7 Relationship between the School Category and the Perception of Students about the Influence of Self-awareness on the Choice of Training Programmes

Findings on Table 29 suggest that there was no significant relationship between the levels of perception of the influence of self-awareness on choice of training programmes and the category of schools. It was observed that majority of the students 116 (81.1%), 104 (75.9%) and 78 (73.6%) for Boys, Girls and Mixed schools respectively perceived self-awareness to be useful in influencing the choice of training programmes. Minority of the students perceived self-awareness as not useful in influencing the choice of training programmes in all the categories of schools. A Chi-Square test was carried out to confirm this relationship and yielded these results ($\chi^2 = 3.022$). This value was not significant at 0.05 significance level. This means that students in all categories of schools have high levels of self-awareness and

this influences their choice of training programmes. The career counsellors in all categories of schools should emphasise more on the importance of self-awareness to assist all students to select career programmes that suit their personality. Self-awareness reveals individuals' unique patterns of capabilities and potentials necessary to match with career requirements based on the Frank Parson's trait and factor theory (Abubakar & Mwangi, 2008).

Table 29:

Relationship between the School Category and Perception of Students about the Influence of Self-Awareness on Choice of Training Programmes

| | | Category of the School | | | | |
|---------------------|------------|------------------------|------------|------------|------------|-------|
| | | Boys | Girls | Mixed | Total | |
| level of perception | Not Useful | Count | 2 | 5 | 3 | 10 |
| | | % | 1.4% | 3.6% | 2.8% | 2.6% |
| | Neutral | Count | 25 | 28 | 25 | 78 |
| | | % | 17.5% | 20.4% | 23.6% | 20.2% |
| | Useful | Count | 116 | 104 | 78 | 298 |
| | | % | 81.1% | 75.9% | 73.6% | 77.2% |
| Total | | 143 | 137 | 106 | 386 | |
| $\chi^2 = 3.022$ | df = 4 | $p = 0.554$ | | | | |

4.8.8 Relationship between the School Category and the Perception of Students about the Influence of Academic Achievement on the Choice of Training Programmes

Students' academic performance differs across the different school categories and it is expected to influence the choice of training programmes. The study sought to confirm if there is relationship between the school category and the perception of students about the influence of academic achievement on the choice of training programmes. A cross tabulation of the findings are shown on Table 30.

Findings on table 30 indicate that there is no significant relationship between the perceptions of the influence of academic achievement on choice of training programmes across school categories. Majority of the students 301 (78%) perceived academic achievement to be useful in influencing the choice of training programmes in all categories of schools. There is no pattern in distribution across the school category. A Chi-square test was carried out to confirm this relationship and yielded the following results; ($\chi^2 = 1.730$). This value is not significant at 0.05 significance level. This confirms that the category of the school did not

influence the perception of academic achievement on the choice of training programmes. The students are aware that their academic achievements are critical in qualifying for the various training programmes. According to Ndegwa (2011), a student cannot be admitted to a programme without the minimum grade requirements.

Table 30:

Relationship between the School category and the Perception of Students about the Influence of Academic Achievement on Choice of Training Programmes

| | | Category of the School | | | | |
|---------------------|------------|------------------------|-------------|------------|------------|------------|
| | | Boys | Girls | Mixed | Total | |
| level of perception | Not Useful | Count | 1 | 2 | 2 | 5 |
| | | % | 0.7% | 1.5% | 1.9% | 1.3% |
| | Neutral | Count | 26 | 31 | 23 | 80 |
| | | % | 18.2% | 22.6% | 21.7% | 20.7% |
| | Useful | Count | 116 | 104 | 81 | 301 |
| | | % | 81.1% | 75.9% | 76.4% | 78.0% |
| Total | | | 143 | 137 | 106 | 386 |
| $\chi^2 = 1.730$ | | df = 4 | $p = 0.785$ | | | |

The findings of the study further indicated that there is no significant relationship between the perception of career counsellors and students about career guidance on choice of training programmes and the location of the schools. This indicates uniformity in the delivery of career guidance across the schools and counties. The null hypothesis that there is no significant relationship between students' and career counsellors' perceptions about the influence of career guidance on choice of training programmes and the following demographic characteristics; Gender, Category of the school, Location of the school was accepted. This shows implementation of career guidance in all secondary schools by the Ministry of Education as recommended (G.O.K, 1976). Despite their geographical location, the schools have the same calibre of career counsellors and this should provide a base to improve career guidance in secondary schools.

4.9 Career Counsellors Recommendations on how to Improve Career Guidance in Secondary Schools

Career counsellors were asked to recommend various ways in which career guidance can be improved in schools. They made the following recommendations:

- i) More and frequent training of the career counsellors.
- ii) Organise for regular guest speakers.
- iii) Organise students to visit potential workplaces.
- iv) Start career guidance right from form one.
- v) Provide more career information and create more time for career guidance.
- vi) The Ministry of Education to come up with a standard programme for career guidance in secondary schools.
- vii) Involve parents and other teachers in career guidance.
- viii) Set up a distinct department for career guidance.

Most career counsellors recommended more and frequent training of career counsellors. This indicates that the career counsellors felt inadequate in terms of knowledge necessary for career guidance and this could affect their performance. Other recommendations included organising regular guest speakers and visits to workplaces. This would expose the students to the world of work which is essential in choosing training programmes. Career counsellors also felt that if career guidance was implemented right from form one, it would be more effective. This could enlighten the students on selection of subjects which is an important determinant of training programmes they would choose. Provision of more career booklets and other career information was also recommended most probably because some schools do not have enough. They also recommended the Ministry of Education to set up standard programmes for the career guidance in secondary schools, creating uniformity on the activities involved. Involving parents and other teachers, allocating more time for career guidance, and setting up a distinct department for career guidance from the guidance and counselling department were also recommended. The career counsellors might be finding the task quite overwhelming together with their teaching load. The career counsellors also suggested that parents and teachers be involved in career guidance because they are important stakeholders in this crucial venture in a students' life.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study made an assessment of the perception of career counsellors and students about the influence of career guidance on the choice of training programmes in public secondary schools in Kenya. The objectives of study were:-

- i) To establish the perceptions of students and career counsellors about the influence of career information on the choice of training programmes in public secondary schools in Kenya.
- ii) To determine the perceptions of students and career counsellors about the influence of career tests on the choice of training programmes in public secondary schools in Kenya.
- iii) To determine the perceptions of the students and career counsellors about the influence of self-awareness on the choice of training programmes in public secondary schools in Kenya.
- iv) To determine the perceptions of students and career counsellors about the influence of academic achievement on the choice of training programmes in public secondary schools in Kenya.
- v) To establish the relationship between students' and career counsellors' perceptions about the influence of career guidance on the choice of training programmes and the following demographic characteristics; Gender, Category of school and Location of the school.

The study was conducted in Meru, Kiambu and Mombasa counties of Kenya. Multistage sampling procedure was applied to select the sample of study. The population of study was stratified according to the demographic characteristics; gender, category of school and the county. Further the allocation of the sample was based on the proportions of the population and stratified random sampling was employed in selection of schools and students. The career counsellors of each selected school were purposively included in the sample. Statistical analysis was employed to draw inferences according to the stated questions and

hypothesis. After the analysis and interpretation of the results, the study came up with the following findings based on the objectives:-

- i) Adequate career information is available in public secondary schools and it influences the students' choice of training programmes. However, students are not exposed enough to the working environment which is essential in the selection of training programmes.
- ii) Career tests are not available in most of the studied public secondary schools but in the schools where they were administered they influence the students' choice of training programmes.
- iii) The students have high levels of self-awareness and this was perceived to influence the choice of training programmes by the students.
- iv) Most of the students are aware of their academic achievements and this influences their choice of training programmes in public secondary schools in Kenya.
- v) There is no significant relationship between students and career counsellors' perceptions about the influence of career guidance on the choice of training programmes and the following demographic characteristics; Gender, Category of school, and Location of school.

5.2 Conclusions

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

- i) Information from career booklets and career counsellors was perceived to have the most influence in selecting training programmes by students and career counsellors.
- ii) Students who sat for career test perceived it significant in choosing training programmes.
- iii) Career guidance enhances students' self-awareness and it was perceived to influence the choice of training programmes.
- iv) Most of the students are aware of the academic achievements but are not informed on the subjects required for the training programmes and careers of interest.
- v) Demographic characteristics of the career counsellors and students do not influence their perception of career guidance on choice of training programmes.

5.3 Recommendations

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

- i) Career guidance should be improved in secondary schools by starting right from form one to enable students to select subjects suitable for future training programmes and careers.
- ii) Career tests should be availed for all the students before they select training programmes.
- iii) Career counsellors should focus on assisting the students to relate the subjects, training programmes and careers. This will enable the students to make appropriate career choices.
- iv) Information on nature of work linked to various training programmes and remuneration in relation to training programmes should be availed to the students.
- v) Career guidance should be focused more on enhancing students' self-awareness.
- vi) The school administration should come up with programmes that will expose the students more to the working environment.
- vii) Ministry of Education should incorporate career guidance in the regular learning programme.

5.4 Suggestions for Further Research

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

- i) Influence of career guidance on the choice of career.
- ii) The prevalence and causes of students' changes of training programmes in Kenyan Universities.
- iii) Perceptions of parents and school administrators about career guidance.

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APPENDIX A: CAREER COUNSELLOR QUESTIONNAIRE

Dear Respondent,

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

Yours Sincerely

Mercy Nkatha Thurania

Section One: Preliminary Information of the Career Counsellor

(Please Tick Where Appropriate)

1. What is your gender? Male ()
Female ()
2. Certificate attained in guidance and counselling. Masters ()
Degree ()
Diploma ()
Workshop or seminar ()
Not trained ()
3. In what category is your school? Boys ()
Girls ()
Mixed ()
4. In which of the following counties does your school fall?
Mombasa ()
Meru ()
Kiambu ()

Section Two–Career Cousellor’s Perception about the influence of Career Information on the Choice of Training Programmes (Please tick the answer that best describes your opinion of the stated fact. The choices are as follows: SA- Strongly Agree, A-Agree, U-Uncertain, D- Disagree, SD- Strongly disagree).

4. Information from career booklets influences the students’ choice of training programmes. SA () A () U () D () SD ()
5. The career information I give to the students influences their choice of training programmes. SA () A () U () D () SD ()
6. The career information given by parents influence the students’ choice of training programmes. SA () A () U () D () SD ()
7. The career information given by speakers influences the students’ choice of training programmes. SA () A () U () D () SD ()
8. The information about various working environments influences the students’ choice of training programmes. SA () A () U () D () SD ()
9. The students’ family background influences their choice of training programmes. SA () A () U () D () SD ()
10. The students choose training programmes that are approved by their cultural values. SA () A () U () D () SD ()
11. Students choose training programmes because they are praised by the society. SA () A () U () D () SD ()
12. Information about availability of jobs influences the students choose of training programmes SA () A () U () D () SD ()
13. Information about the job remuneration influences the students’ choice of training programmes. SA () A () U () D () SD ()

Section Three: Career Counsellor's Perception about the Influence of Career Test on Choice of Training Programmes

(Please tick the answer that best describes your opinion of the stated fact. The choices are as follows: SA- Strongly Agree, A-Agree, U- Uncertain, D- Disagree, SD- Strongly Disagree).

14. I facilitate the administration of career tests to the students. Yes () No ()
15. The career test reveals students' strengths and weaknesses. SA () A () U () D () SD ()
16. Career test reveals the personality of the students. SA () A () U () D () SD ()
17. Career test enable the students' to choose subjects that are within their ability. SA () A () U () D () SD ()
18. Career test enable students to associate the subjects with training programmes. SA () A () U () D () SD ()
19. Career test enables students to associate their personal traits with training programmes. SA () A () U () D () SD ()
20. The career test influences the students' choice of training programmes. SA () A () U () D () SD ()

Section Four: Career Counselor's Perception about the Influence of Self-Awareness on the Choice of Training programmes

21. Career guidance increases students' level of self-awareness. SA () A () U () D () SD ()
22. Students know their abilities in terms of career involvement. SA () A () U () D () SD ()
23. Students know their career interests. SA () A () U () D () SD ()
24. Students know careers that would give them optimum satisfaction. SA () A () U () D () SD ()
25. Students know the career environment in which they can work best. SA () A () U () D () SD ()
26. Students know careers that suit their personalities. SA () A () U () D () SD ()
27. Students know their career capabilities and limitations. SA () A () U () D () SD ()
28. Students choose the training programmes that suit their abilities and interest. SA () A () U () D () SD ()

Section Five: Career Counsellor's Perception about the Influence of Academic Achievement on Choice of Training Programmes

(Please tick the answer that best describes your opinion of the stated fact. The choices are as follows: SA - Strongly Agree, A-Agree, U- Uncertain, D- Disagree, SD - Strongly Disagree).

29. Students know their academic capabilities. SA () A () U () D () SD ()

30. Students choose the subjects in which they have the ability to perform better.
SA () A () U () D () SD ()

31. Students know the subject requirements for their careers of interest.
SA () A () U () D () SD ()

32. Students know the subject requirements for the training programmes of their interest.
SA () A () U () D () SD ()

33. Students choose the training programmes that require the subjects they are good in.
SA () A () U () D () SD ()

34. Students know the training programmes that will lead to their careers of interest.
SA () A () U () D () SD ()

35. Students are aware of the level of academic achievement required for the training programmes of their interest. SA () A () U () D () SD ()

36. Students choose training programmes that they qualify for in terms of academic achievements. SA () A () U () D () SD ()

37. What recommendations would you make towards the improvement of career guidance in secondary schools?

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APPENDIX B: STUDENT QUESTIONNAIRE

Dear Respondent,

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

Yours Sincerely

Mercy Nkatha Thuranira

Section One –Preliminary Information

(Please tick where appropriate)

1. What is your gender?
Male () Female ()
2. In what category is your school?
Boys () Girls () Mixed ()
3. In which of the following areas does your school fall?
Mombasa () Meru () Kiambu ()

Section Two: Student's Perception about the Influence of Career Information on Choice of Training Programmes(Please tick where appropriate).

4. The information from career booklets influenced my choice of training programmes?
SA () A () U () D () SD ()
5. The career information given by my career counsellor influenced my choice of training programmes.
SA () A () U () D () SD ()
6. The career information given by my parents influenced my choice of training programmes.
SA () A () U () D () SD ()
7. The career information given by speakers influenced my choice of training programmes.
SA () A () U () D () SD ()

8. The information about various working environments influenced my choice of training programmes. SA () A () U () D () SD ()

9. My family background influenced my choice of training programmes. SA () A () U () D () SD ()

10. My cultural values influenced my choice of training programmes. SA () A () U () D () SD ()

11. I choose training programmes that are praised in the society. SA () A () U () D () SD ()

12. I choose training programmes that will enable me to get a job. SA () A () U () D () SD ()

13. The job remuneration (amount of salary) influenced my choice of training programmes. SA () A () U () D () SD ()

Section Three: Student's Perception about the Influence of Career Tests on Choice of Training Programmes

(Please tick the answer that best describes your opinion of the stated fact. The choices are as follows: SA - Strongly Agree, A-Agree, U- Uncertain, D- Disagree, SD - Strongly Disagree).

14. I have sat for a career test. Yes () No ()

15. The career test reveals students' strengths and weaknesses. SA () A () U () D () SD ()

16. Career tests reveal the personality of the students. SA () A () U () D () SD ()

17. Career tests enable the students' to choose subjects that are within their ability. SA () A () U () D () SD ()

18. Career tests enable students to associate the subjects with training programmes. SA () A () U () D () SD ()

19. Career tests enable students to associate their personal traits with training programmes. SA () A () U () D () SD ()

20. The career tests influences the students' choice of training programmes. SA () A () U () D () SD ()

Section Four: Student's Perception about the Influence of Self-Awareness on the Choice of Training Programmes

21. Career guidance has increased my level of self-awareness. SA () A () U () D () SD ()
22. I know my abilities in terms of career involvement. SA () A () U () D () SD ()
23. I know my career interests. SA () A () U () D () SD ()
24. I know the career that would give me optimum satisfaction. SA () A () U () D () SD ()
25. I know the career environment in which I can work best. SA () A () U () D () SD ()
26. I am aware of careers that suit my personality. SA () A () U () D () SD ()
27. I know my career capabilities and limitations. SA () A () U () D () SD ()
28. I choose the training programmes that suit my abilities and interest. SA () A () U () D () SD ()

Section Five: Student's Perception about the influence of Academic Achievement on Choice of Training Programmes

(Please tick the answer that best describes your opinion of the stated fact. The choices are as follows: SA - Strongly Agree, A-Agree, U- Uncertain, D- Disagree, SD- Strongly Disagree).

29. I know my academic capabilities. SA () A () U () D () SD ()
30. I know the subject requirements of the training programmes of my interest. SA () A () U () D () SD ()
31. I chose the subjects in which I have the ability to perform better. SA () A () U () D () SD ()
32. I know the training programmes that will lead to my careers of interest. SA () A () U () D () SD ()
33. I chose training programmes that require the subjects that am good in. SA () A () U () D () SD ()
34. I know the training programme that will lead to my career of interest. SA () A () U () D () SD ()
35. I know the level of academic achievement required for the training programmes I am interested in. SA () A () U () D () SD ()

36. I chose training programmes that I qualify for in terms of academic achievements.

SA () A () U () D () SD ()

APPENDIX C: INTRODUCTORY LETTER

EGERTON

Tel. Pilot: 254-51-2217620
254-51-2217877
254-51-2217631
Dir. line/Fax: 254-51-2217847
Cell Phone



UNIVERSITY

P.O. Box 536 - 20115
Egerton, Njoro, Kenya
Email: bpgs@egerton.ac.ke
www.egerton.ac.ke

OFFICE OF THE DIRECTOR, GRADUATE SCHOOL

Ref: ED16/0262/10

20th November, 2012
Date:

The Secretary,
National Council of Science and Technology,
P. O. Box 30623-00100,
NAIROBI.

Dear Sir,

**RE: REQUEST FOR RESEARCH PERMIT – MS. MERCY NKATHA
THURANIRA REG. NO. ED16/0262/10**

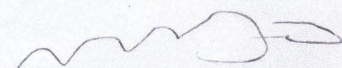
This is to introduce and confirm to you that the above named student is in the Department of Psychology, Counseling & Educational Foundations, Faculty of Education & Community Studies, Egerton University.

She is a bonafide registered Ph.D student in this University. Her research topic is entitled **“The Perception of Students and Career Counselors About The Influence of Career Guidance on the Choice of Training Programmes: A Case of Public Secondary Schools in Selected Counties of Kenya”.**

She is at the stage of collecting field data. Please issue her with a research permit to enable her undertake the studies.

We have enclosed all the **necessary documentation** required and a Bankers Cheque No. **273478** for your necessary action.

Yours faithfully,


Prof. M.A. Okiror
DIRECTOR, BOARD OF POSTGRADUATE STUDIES

MAO/cwk




Egerton University is ISO 9001:2008 Certified

APPENDIX D: RESEARCH PERMIT

CONDITIONS

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/ four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

(CONDITIONS—see back page)

GPK6055t3mt10/2011

PAGE 2 **PAGE 3**

Research Permit No. NCST/RCD/14/012/1600


THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution
Mercy Nkatha Thurairar
of (Address) Egerton University
P. O. Box 536-20115, Egerton,
has been permitted to conduct research in

Location
District
Meru, Kiambu &
Mombasa
Counties

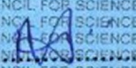

Date of issue **28th November, 2012**

Fee received **KSH. 2,000**



on the topic: The perception of students and career counselors about the influence of career guidance on the choice of training programmes: A case of public secondary schools in selected Counties in Kenya

for a period ending 31st March, 2013

 **Applicant's Signature**
 **Secretary National Council for Science & Technology**

APPENDIX E: RESEARCH AUTHORISATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/1600**

Date:
28th November 2012

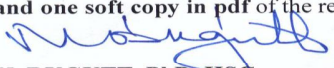
Mercy Nkatha Thurania
Egerton University
P.O.Box 536-20115
Egerton.

RE: RESEARCH AUTHORIZATION

Following your application dated **21st November, 2012** for authority to carry out research on ***“The perception of students and career counselors about the influence of career guidance on the choice of training programmes: A case of public secondary schools in selected Counties in Kenya.”*** I am pleased to inform you that you have been authorized to undertake research in **Selected Counties** for a period ending **31st March, 2013**.

You are advised to report to **the County Commissioners and the County Directors of Education, Meru, Kiambu and Mombasa Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The County Commissioner
County Director of Education
Meru County

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.

The County Commissioner
County Director of Education
Kiambu County

The County Commissioner
County Director of Education
Mombasa County



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

Telegrams: "ELIMU" Meru County Education Office
Telephone 32372 Meru
When Replying please quote

COUNTY EDUC. OFFICE,
MERU COUNTY,
P.O. BOX 61,
MERU

MRU/C/EDC/11/1/10

Monday, January 07, 2013

THE PRINCIPAL

RE: AUTHORITY TO CARRY OUT RESEARCH
MERCY NKATHA THURANIRA

The bearer of this letter above has been granted authority to conduct research on the perception of students and career councilors about the influence of career guidance on the choice of training programmes in selected public secondary schools within the county.

Kindly accord her the necessary assistance.

C. BURURIA (CGASO)
For: COUNTY DIRECTOR OF EDUCATION
MERU COUNTY

MINISTRY OF EDUCATION

Telephone: Kiambu (office) 020-2044696
FAX NO. 020-2090948
Email: directoreducationkiambu@yahoo.com
When replying please quote



COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU

KBU/CDE/CIR 9/Vol. I/(32)

15th January 2013

All Principals
Secondary Schools
KIAMBU COUNTY

RE: RESEARCH AUTHORIZATION
MERCY NKATHA THURANIRA

This is to inform you that the above cited person has been given authority to carry out research on *"The perception of students and career counselors about the influence of career guidance on the choice of training programmes in our secondary schools"*.

Give her the necessary assistance that she may request from you.

BONIFACE GITAU
COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY

MINISTRY OF EDUCATION

Telegrams: "SCHOOLING",
Mombasa
Telephone: Mombasa 2315327 / 2230052
When replying please quote



COUNTY DIRECTOR OF EDUCATION
MOMBASA COUNTY,
P.O. BOX 90204 – 80100,
MOMBASA.

REF.CP/GA29/17/Vol.II

14th January, 2013

The Principal, Secondary Schools,
MOMBASA COUNTY

RESEARCH AUTHORIZATION

Authority has been granted to **Mercy Nkatha Thurania**, Phd. Student at Egerton University, to carry out research in our Secondary Schools on the topic "The perception of students and career counsellors about the influence of career guidance on the choice of training programmes: A case of Public Secondary Schools in selected Counties in Kenya".

She is advised to carry out the research with the professionalism that it deserves. On completion of the research, she is expected to submit a copy of the research report to our office.

Kindly accord her the necessary assistance.

A handwritten signature in purple ink, appearing to read 'N. Okwatsa'.

Newton E. Okwatsa
For: **COUNTY DIRECTOR OF EDUCATION**
MOMBASA COUNTY

cc.

The Council Secretary, NCST, **NAIROBI**.

The County Commissioner, **MOMBASA**

All the DEO's, **MOMBASA COUNTY**

Mercy Nkatha Thurania, **EGERTON UNIVERSITY**

FOR:-
COUNTY DIRECTOR OF EDUCATION
P. O. Box 90204 - 80100
MOMBASA

APPENDIX F: DISTRIBUTION OF SCHOOLS AND STUDENTS

POPULATION

| MERU | COUNTY | | |
|-------------|------------------------------|----------------------------|------------------------|
| | Schools | Category of Schools | No. of Students |
| | Buuri District | | |
| 1 | Angaine Mixed Day | Mixed | 49 |
| 2 | Kangaita Mixed | Mixed | 47 |
| 3 | Kiirua Boys | Boys | 65 |
| 4 | Kisima Sec | Boys | 96 |
| 5 | Kithithina Day | Mixed | 47 |
| 6 | Naari Sec | Mixed | 38 |
| 7 | Ntirimiti Mixed | Mixed | 33 |
| 8 | Ontulili Boys | Boys | 192 |
| 9 | Rugetene Day Sec | Mixed | 29 |
| 10 | Ruri Girls Sec | Girls | 181 |
| 11 | ST James Tutua Sec | Boys | 56 |
| | | | |
| | Igembe North District | | |
| 12 | Akirangondu Boys | Boys | 222 |
| 13 | Antuambui Sec | Boys | 86 |
| 14 | Antubetwe Kiongo | Mixed | 82 |
| 15 | Kathanga Sec | Mixed | 86 |
| 16 | Kathelwa Sec | Girls | 62 |
| 17 | Kawiru Sec | Boys | 64 |
| 18 | Kirindara Sec | Mixed | 50 |
| 19 | Kithetu Day | Mixed | 75 |
| 20 | Machungulu Sec | Mixed | 60 |
| 21 | Mariri Mixed | Mixed | 75 |
| 22 | Mutuati Sec | Boys | 58 |
| 23 | Mwerongudu | Girls | 142 |
| 24 | Naathu Sec | Mixed | 92 |
| 25 | Nkamathi Sec | Mixed | 140 |
| 26 | Nkanda Sec | Mixed | 47 |
| 27 | Ntunene Girls Sec | Girls | 33 |
| | | | |
| | Igembe South District | | |
| 28 | Njia Boys | Boys | 213 |
| 29 | Amwamba Mixed | Mixed | 70 |
| 30 | Antubochiu Sec | Mixed | 57 |
| 31 | Athiru Gaiti Sec | Mixed | 76 |

| | | | |
|----|---------------------|-------|-----|
| 32 | Auki Day | Mixed | 51 |
| 33 | Burieruri Sec | Boys | 155 |
| 34 | Igembe Boys | Boys | 138 |
| 35 | Kangeta Girls | Girls | 205 |
| 36 | Kangeta Mixed Day | Mixed | 40 |
| 37 | Karumaru Sec | Boys | 72 |
| 38 | Kiegoi Mixed | Mixed | 37 |
| 39 | Kilalai Sec | Mixed | 94 |
| 40 | Kilimamungu Sec | Girls | 79 |
| 41 | Kirindine Sec | Mixed | 96 |
| 42 | Maua Girls | Girls | 212 |
| 43 | Ntuene Sec | Girls | 109 |
| 44 | Nturuba Sec | Mixed | 133 |
| 45 | St Francis Nthare | Boys | 62 |
| | | | |
| | Imenti North | | |
| 46 | Bishop Lawi Imathiu | Mixed | 65 |
| 47 | CCM Meru Township | Mixed | 23 |
| 48 | Chugu Boys | Boys | 98 |
| 49 | Giaki Girls | Girls | 102 |
| 50 | Gikumene Girls | Girls | 218 |
| 51 | Kaaga Boys | Boys | 210 |
| 52 | Kaaga Girls High | Girls | 258 |
| 53 | Kithirune Girls | Girls | 62 |
| 54 | Kiburine Sec | Mixed | 23 |
| 55 | Kinoru Day | Mixed | 29 |
| 56 | Kirige High | Boys | 86 |
| 57 | Meru Muslim Day | Mixed | 31 |
| 58 | Meru School | Boys | 265 |
| 59 | Mulathankari Girls | Girls | 90 |
| 60 | Munithu Day | Girls | 85 |
| 61 | Mwiteria Mixed | Mixed | 35 |
| 62 | Mwithimwiru Sec | Mixed | 46 |
| 63 | Ngonyi Boys | Boys | 92 |
| 64 | Nkabune Boys | Boys | 42 |
| 65 | Nkabune Girls | Boys | 72 |
| 66 | Ntakira Girls | Girls | 62 |
| 67 | Nthimbiri Sec | Mixed | 43 |
| 68 | Thuura Sec | Boys | 29 |
| | | | |

Imenti South

| | | | |
|-----|------------------------|-------|-----|
| 69 | ACK Mitunguu Mixed Day | Mixed | 36 |
| 70 | Blessed J Gerals | Mixed | 19 |
| 71 | Gakuuni Girls | Girls | 22 |
| 72 | Gankondi Day Sec | Mixed | 22 |
| 73 | Gikurune Boys | Boys | 162 |
| 74 | Igandene Sec | Boys | 82 |
| 75 | Igoki Sec | Mixed | 68 |
| 76 | Kagwampungu Mixed | Mixed | 25 |
| 77 | Kanyakine High | Boys | 265 |
| 78 | Karoe Sec | Girls | 74 |
| 79 | Kathanthatu Day | Mixed | 45 |
| 80 | Kathera Girls | Girls | 48 |
| 81 | Kathigu Sec | Girls | 43 |
| 82 | Kiangua Sec | Mixed | 30 |
| 83 | Kinoro Sec | Girls | 41 |
| 84 | Kionyo Day | Mixed | 32 |
| 85 | Kithangari Girls | Girls | 93 |
| 86 | Kithatu Girls | Girls | 78 |
| 87 | Mbaine Sec | Girls | 56 |
| 88 | Menwe Mixed | Mixed | 28 |
| 89 | Mikumbune Boys | Boys | 85 |
| 90 | Miruriiri Girls | Girls | 59 |
| 91 | Mutiokiana Sec | Boys | 67 |
| 92 | Mweru Mixed | Mixed | 29 |
| 93 | Ndagene Sec | Boys | 110 |
| 94 | Nkubu High | Boys | 282 |
| 95 | Nkuene Boys | Boys | 145 |
| 96 | Nkuene Girls | Girls | 85 |
| 97 | Ntharene Mixed | Mixed | 73 |
| 98 | Nyagene Girls | Girls | 139 |
| 99 | Rwompo Mixed | Mixed | 45 |
| 100 | St A Gaukene Girls | Girls | 62 |
| 101 | St Eugene Giankiro Sec | Mixed | 64 |
| 102 | St Joseph's Ntergrated | Mixed | 64 |
| 103 | St Marys Girls | Girls | 202 |
| 104 | Ukuu High Sch | Boys | 45 |
| 105 | Uruku Girls | Girls | 79 |
| 106 | Yururu Girls | Girls | 201 |
| | | | |

Meru Central

| | | | |
|-----|---------------------|-------|-----|
| 107 | Abothunguchi Sec | Boys | 77 |
| 108 | Gaitu Sec | Mixed | 98 |
| 109 | Gakando Girls | Girls | 59 |
| 110 | Githongo Sec | Boys | 122 |
| 111 | Kaguma | Mixed | 37 |
| 112 | Kaongo Girls | Girls | 80 |
| 113 | Karugwa Girls | Girls | 59 |
| 114 | Katheri High | Boys | 182 |
| 115 | Keeru Sec School | Boys | 98 |
| 116 | Kianthumbi Day | Mixed | 49 |
| 117 | Kibirichia Boys | Boys | 118 |
| 118 | Kibirichia Girls | Girls | 181 |
| 119 | Kinjo Girls | Girls | 123 |
| 120 | Kirigara Girls | Girls | 172 |
| 121 | Kirirwa Sec | Girls | 65 |
| 122 | Kithirune Girls | Girls | 109 |
| 123 | Kithirune Mixed | Mixed | 58 |
| 124 | Mariene Sec | Boys | 65 |
| 125 | Mbwinjeru Mixed day | Mixed | 25 |
| 126 | Mucheene | Boys | 55 |
| 127 | Mugambone Sec | Girls | 65 |
| 128 | Mukuume Sec | Boys | 85 |
| 129 | Muthangene Day | Girls | 95 |
| 130 | Mwanganthia Sec | Boys | 71 |
| 131 | Nkando | Boys | 120 |
| 132 | Ntugi Day Sec | Mixed | 61 |
| 133 | Nyweri Day | Mixed | 36 |
| 134 | Ruibi Mxed Day | Mixed | 42 |
| 135 | Ruiga Girls | Girls | 105 |
| | | | |
| | Tigania East | | |
| 136 | Akaiga Mixed | Mixed | 65 |
| 137 | Ametho Mixed | Mixed | 52 |
| 138 | Ankamia Mixed Day | Mixed | 36 |
| 139 | Antuanduru Day | Mixed | 69 |
| 140 | Irindiro Sec | Boys | 34 |
| 141 | Kaliene Sec | Mixed | 36 |
| 142 | Karama Boys | Boys | 82 |
| 143 | Kiguchwa Mixed Day | Mixed | 37 |
| 144 | Lubuathirua Sec | Mixed | 52 |

| | | | |
|-----|---------------------------|-------|-------|
| 145 | Luuma Sec | Mixed | 33 |
| 146 | Mikinduri High | Girls | 187 |
| 147 | Mucimukuru Mixed | Mixed | 33 |
| 148 | Muthara Mixed | Mixed | 38 |
| 149 | St Angelas Nguthiru Girls | Girls | 187 |
| 150 | St Cyprian Boys | Boys | 220 |
| 151 | St Marys Mbaraga | Mixed | 71 |
| 152 | St Massimo Mixed Day | Mixed | 36 |
| | | | |
| | Tigania West | | |
| 153 | Akithi Girls | Girls | 168 |
| 154 | Athwana Sec | Boys | 88 |
| 155 | Kianjai Girls Sec | Girls | 74 |
| 156 | Kanjalu Girls Sec | Girls | 172 |
| 157 | Kibuline Sec | Mixed | 102 |
| 158 | Kimachia Sec | Boys | 82 |
| 159 | Kitheo Sec | Mixed | 98 |
| 160 | Kunene Mixed Day | Mixed | 56 |
| 161 | Miathene Boys High | Boys | 219 |
| 162 | Miathene Mixed Day | Mixed | 42 |
| 163 | St Francis of Asisi | Mixed | 52 |
| 164 | St Lukes Sec | Boys | 212 |
| | | | 14481 |

MOMBASA COUNTY

| | School | Category of School | No. of Students |
|---|---------------------------|--------------------|-----------------|
| | | | |
| | Changamwe District | | |
| 1 | Changamwe Sec | Boys | 253 |
| 2 | Kajembe Sec | Mixed | 106 |
| 3 | Miritini Sec | Mixed | 85 |
| 4 | St Charles Lwanga | Mixed | 148 |
| | | | |
| | Likoni District | | |
| 5 | Likoni Sec | Mixed | 143 |
| 6 | Moi Forces Academy | Mixed | 144 |
| 7 | Mtongwe Girls | Girls | 87 |
| 8 | Shika Adabu | Mixed | 64 |

| Mombasa District | | | |
|-------------------------|----------------------|-------|------|
| 9 | Allidina Visram High | Boys | 174 |
| 10 | Coast girls | Girls | 244 |
| 11 | Khamis High | Boys | 141 |
| 12 | Mama Ngina Sec | Girls | 136 |
| 13 | Maweni | Mixed | 36 |
| 14 | Mbaraki Girls Sec | Girls | 117 |
| 15 | Mvita Sec | Boys | 42 |
| 16 | Mwakirunge Sec | Mixed | 31 |
| 17 | Sacred Heart | Mixed | 169 |
| 18 | Serani Boys | Boys | 82 |
| 19 | Shariff Nassir Girls | Girls | 121 |
| 20 | Alfarsy Girls | Girls | 79 |
| 21 | Shimo la Tewa High | Boys | 156 |
| 22 | Star of the Sea | Girls | 192 |
| 23 | Tononoka boys | Boys | 102 |
| 24 | Tudor Day | Boys | 151 |
| | | | 3003 |

KIAMBU COUNTY

Gatundu District

| | School | Category of School | No of Students |
|----|-----------------|---------------------------|-----------------------|
| 1 | Muthurumbi Sec | Mixed | 35 |
| 2 | Gachika | Mixed | 40 |
| 3 | Gathiru | Mixed | 37 |
| 4 | Gathuri | Mixed | 38 |
| 5 | Gatitu Girls | Girls | 97 |
| 6 | Gikure Mixed | Mixed | 30 |
| 7 | Gitare Mixed | Mixed | 23 |
| 8 | Githaruru Mixed | Mixed | 33 |
| 9 | Icaciri mixed | Mixed | 31 |
| 10 | Ituru boys | Boys | 66 |
| 11 | Kagio Mixed | Mixed | 21 |
| 12 | Kahuguini Mixed | Mixed | 23 |
| 13 | Kamutua Mixed | Mixed | 18 |
| 14 | Karinga Girls | Girls | 85 |
| 15 | Kiamwangi mixed | Mixed | 35 |

| | | | |
|----|-------------------------------|-------|-----|
| 16 | Kiamworia mixed | Mixed | 34 |
| 17 | Kibiru Girls | Girls | 79 |
| 18 | Kiganjo Mixed | Mixed | 33 |
| 19 | Kimunyu Boys | Boys | 89 |
| 20 | Muhoho boys high | Boys | 122 |
| 21 | Munyuini | Boys | 37 |
| 22 | Mururia boys | Boys | 93 |
| 23 | Muthiga Girls | Girls | 80 |
| 24 | Mutunguru Mixed | Mixed | 31 |
| 25 | Ndarugu mixed | Mixed | 28 |
| 26 | Ndundu | Boys | 77 |
| 27 | Nembu Sec | Girls | 110 |
| 28 | Ngenda mixed | Mixed | 48 |
| 29 | Ucekeni | Girls | 83 |
| 30 | Wamwangi mixed | Mixed | 41 |
| | | | |
| | Gatundu North District | | |
| 31 | Gacege Sec | Boys | 61 |
| 32 | Gakoe Girls | Girls | 83 |
| 33 | Gatunguru Boys | Boys | 85 |
| 34 | Gikindu girls | Girls | 59 |
| 35 | Igegania mixed | Mixed | 45 |
| 36 | Kairi Boys | Boys | 98 |
| 37 | Kairi Rumwe mixed | Mixed | 38 |
| 38 | Kamwirigi sec | Mixed | 41 |
| 39 | Kanjuku mixed | Mixed | 29 |
| 40 | Kiangunu mixed | Mixed | 28 |
| 41 | Kiriko Girls | Girls | 84 |
| 42 | Makwa Sec | Mixed | 82 |
| 43 | Maria ini | Mixed | 22 |
| 44 | Mbichi Mixed | Mixed | 28 |
| 45 | Mukurwe Sec Sch | Mixed | 158 |
| 46 | Mutuma mixed | Mixed | 29 |
| 47 | Ndekei | Girls | 61 |
| 48 | Ngethu Mixed | Mixed | 31 |
| 49 | Nyamangara mixed | Mixed | 35 |
| 50 | Nyamathubi mixed | Mixed | 33 |
| 51 | PCEA Mukuyuini Sec | Mixed | 23 |
| 52 | St Francis girls Mangu | Girls | 154 |
| 53 | St Joseph the worker mixed | Mixed | 41 |
| 54 | St Stephen Ndiko | Girls | 57 |

| | | | |
|----|----------------------------|-------|-----|
| 55 | Mataara | Boys | 88 |
| 56 | Njahi | Boys | 57 |
| | | | |
| | Githunguri District | | |
| 57 | Kiambururu | Mixed | 32 |
| 58 | Ndireti Sec | Mixed | 29 |
| 59 | Gathaithi | Mixed | 32 |
| 60 | Gathanji | Mixed | 31 |
| 61 | Gathirimu Girls | Girls | 159 |
| 62 | Gathiruini Sec | Boys | 83 |
| 63 | Gathugu | Mixed | 42 |
| 64 | Gikanga Kageche | Mixed | 35 |
| 65 | Githiga | Boys | 171 |
| 66 | Githima | Mixed | 32 |
| 67 | Githunguri Tech - Sec | Boys | 85 |
| 68 | Gitwe Girls | Girls | 163 |
| 69 | J G Kiereini | Boys | 92 |
| 70 | Kahunira | Mixed | 38 |
| 71 | Kambui Girls | Girls | 190 |
| 72 | Kamondo Sec | Mixed | 28 |
| 73 | Kanjai | Mixed | 24 |
| 74 | Kiairia | Girls | 44 |
| 75 | Kigumo | Mixed | 37 |
| 76 | Komothai Boys | Boys | 158 |
| 77 | Komothai Tech Girls | Girls | 175 |
| 78 | Lioki | Girls | 56 |
| 79 | Miguta | Mixed | 45 |
| 80 | Mukua | Mixed | 28 |
| 81 | Mukuyu | Mixed | 33 |
| 82 | Nyaga | Girls | 54 |
| 83 | St Joseph's Githunguri | Boys | 115 |
| 84 | Thuita | Mixed | 24 |
| 85 | William N Gitau | Mixed | 44 |
| | | | |
| | Kiambu District | | |
| 86 | Cianda Sec | Boys | 50 |
| 87 | Gachie High | Mixed | 46 |
| 88 | Karuri | Boys | 123 |
| 89 | Kiambu high | Boys | 193 |
| 90 | Kiambu Township sec | Mixed | 46 |
| 91 | Muongoiya | Mixed | 42 |

| | | | |
|-----|------------------------|-------|-----|
| 92 | Muthurwa | Girls | 65 |
| 93 | Ndumberi | Girls | 75 |
| 94 | Riabai | Boys | 88 |
| 95 | Snr Chief Koinange | Girls | 138 |
| 96 | St Annes Lioki | Girls | 94 |
| 97 | St Joseph Gathanga | Boys | 55 |
| 98 | Wangunyu High | Boys | 75 |
| 99 | Gacharage | Boys | 76 |
| 100 | Kanunga High | Boys | 201 |
| 101 | Kihara | Mixed | 47 |
| 102 | Loreto Kiambu | Girls | 165 |
| 103 | Riara | Mixed | 41 |
| 104 | Tinganga | Mixed | 46 |
| | | | |
| | Kikuyu District | | |
| 105 | ACK Gikuni Sec | Mixed | 32 |
| 106 | ACK Nyathuna | Mixed | 35 |
| 107 | Alliance Girls | Girls | 168 |
| 108 | Alliance High | Boys | 243 |
| 109 | Gathiga | Boys | 67 |
| 110 | Gichuru Memorial | Mixed | 29 |
| 111 | Kabete High Sch | Mixed | 35 |
| 112 | Kahuho Uhuru Sec | Boys | 146 |
| 113 | Kanjeru Girls | Girls | 35 |
| 114 | Kanyariri | Mixed | 68 |
| 115 | Karai Mixed | Mixed | 41 |
| 116 | Kerwa Sec | Girls | 65 |
| 117 | Kibiciku | Mixed | 32 |
| 118 | Kikuyu Day | Boys | 117 |
| 119 | Kirangari Sec | Boys | 98 |
| 120 | Mary Leakey Girls | Girls | 162 |
| 121 | Moi Girls Kamangu | Girls | 98 |
| 122 | Muguga Gatonye | Mixed | 44 |
| 123 | Muhu Sec | Mixed | 36 |
| 124 | Nderi Sec | Boys | 36 |
| 125 | Renguti Sec | Mixed | 32 |
| 126 | Rev Musa Gitau | Mixed | 82 |
| 127 | Rungiri Sec | Girls | 62 |
| 128 | St Kevins Sec | Mixed | 30 |
| 129 | Uthiru Girls High | Girls | 86 |
| | | | |

| | | | |
|-----|------------------------|-------|-----|
| | Lari District | | |
| 130 | Bathi Sec | Mixed | 37 |
| 131 | Escarpment | Mixed | 20 |
| 132 | Gachoire | Girls | 53 |
| 133 | Gatamaiyu | Boys | 127 |
| 134 | Gitithia Girls | Girls | 28 |
| 135 | Gitithia Sec | Mixed | 43 |
| 136 | Gituamba | Mixed | 38 |
| 137 | Juvenals Gitau | Mixed | 30 |
| 138 | Kagaa | Mixed | 32 |
| 139 | Kagwe Girls | Girls | 65 |
| 140 | Kambaa Sec | Girls | 58 |
| 141 | Kamburu | Mixed | 33 |
| 142 | Kamuchege | Boys | 65 |
| 143 | Kiambogo | Boys | 40 |
| 144 | Kijabe Boys | Boys | 170 |
| 145 | Kijabe Girls | Girls | 83 |
| 146 | Kimende High Sec | Boys | 53 |
| 147 | Kinale Sec | Boys | 109 |
| 148 | Kirenga Girls | Girls | 65 |
| 149 | Lari High | Boys | 168 |
| 150 | Magina Mixed Sec | Mixed | 36 |
| 151 | Mbau ini | Mixed | 43 |
| 152 | Mugiko | Girls | 42 |
| 153 | Nduriri | Boys | 42 |
| 154 | Nyamweru | Mixed | 32 |
| 155 | Nyanduma High | Boys | 52 |
| 156 | St Patrick Nyanduma | Mixed | 29 |
| 157 | St. Joseph Kereita | Boys | 35 |
| 158 | Utugi | Boys | 65 |
| | | | |
| | Limuru District | | |
| 159 | Gichuru H Sec | Boys | 45 |
| 160 | Kamandura Girls Sec | Girls | 72 |
| 161 | Kinyogori High | Mixed | 42 |
| 162 | Limuru Girls | Girls | 203 |
| 163 | Loreto Limuru | Girls | 180 |
| 164 | Makutano Sec | Mixed | 29 |
| 165 | Manguo | Mixed | 35 |
| 166 | Mirithu Sec | Girls | 45 |
| 167 | Ndungu Girls | Girls | 45 |

| | | | |
|-----|--------------------------------|-------|-----|
| 168 | Ndungu Njenga | Boys | 49 |
| 169 | Ngarariga Girls | Girls | 83 |
| 170 | Ngenia Boys Sec | Boys | 60 |
| 171 | Ngiurubi Sec | Mixed | 43 |
| 172 | Rironi High | Boys | 65 |
| 173 | St Marys Thigio | Girls | 46 |
| 174 | Thigio Boys Sec | Boys | 135 |
| 175 | Tigoni Sec | Mixed | 38 |
| | | | |
| | Ruiru District | | |
| 176 | Githunguri High Sch | Mixed | 38 |
| 177 | Githurai Mixed | Mixed | 42 |
| 178 | Kitamaiyu Sec Sch | Boys | 51 |
| 179 | Kwihota Sec | Mixed | 35 |
| 180 | Matopeni Sec School | Mixed | 39 |
| 181 | Murera mixed Sec Shool | Mixed | 38 |
| 182 | Ruiru boys Sec Sch | Boys | 82 |
| 183 | Ruiru girls Sec Sch | Girls | 68 |
| | | | |
| | Thika East District | | |
| 184 | Gatuanyaga Sec | Mixed | 40 |
| 185 | Gititu Sec | Girls | 36 |
| 186 | Ithanga Sec | Mixed | 45 |
| 187 | Magogoni Sec Sch | Mixed | 42 |
| 188 | Matunda Sec | Boys | 43 |
| 189 | Munyu Girls | Girls | 65 |
| 190 | Munyu Mixed Sec Sch | Mixed | 42 |
| 191 | Ngelelya Sec | Mixed | 35 |
| 192 | Ngoliba Sec | Boys | 52 |
| 193 | St. Teresas Sec | Mixed | 38 |
| | | | |
| | Thika West District | | |
| 194 | Broadway Sec | Mixed | 37 |
| 195 | Chania Boys Sec | Boys | 164 |
| 196 | Chania Girls Sec | Girls | 88 |
| 197 | Gachororo | Mixed | 38 |
| 198 | High S for the Blind Juja Farm | Mixed | 18 |
| 199 | Joytown Sec | Mixed | 40 |
| 200 | Juja Secondary Sch | Mixed | 38 |
| 201 | Kenyatta Girls | Girls | 85 |
| 202 | Kimuchu Sec | Mixed | 34 |

| | | | |
|-----|--------------------------|-------------|-------|
| 203 | Mangu Sec | Boys | 168 |
| 204 | Mary Hill Sec | Girls | 120 |
| 205 | Thika High Sch For Blind | Mixed | 21 |
| 206 | Thika High Sec | Boys | 152 |
| | | | 13661 |
| | | Grand Total | 31145 |