



RESEARCH ARTICLE

IMPACT OF AVAILABILITY OF STRUCTURES FOR CAREER GUIDANCE IN HIGH SCHOOLS ON PERFORMANCE AND CAREER CHOICES OF GIRLS IN VIHIGA COUNTY, KENYA

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ARTICLE INFO

Article History:

Received 15th March, 2017

Received in revised form

10th April, 2017

Accepted 28th May, 2017

Published online 20th June, 2017

Key words:

Career guidance,
Structures for career guidance,
Performance,
Career choice.

ABSTRACT

Sustainable development goal number five aims to achieve gender equality and empower all women and girls. Kamunge report recommends that schools and universities provide guidance to university applicants to enable them make right choices. The purpose of the study was to explore the correlation between career guidance and career choice among girls in secondary schools in Vihiga County. For effective career guidance to take place, there ought to be adequate structures, facilities and personnel. Hence, the objective of the study was to assess the impact of availability of structures for career guidance on performance and career choices of girls in secondary schools in Vihiga County, Kenya. The study embraced a mixed methods approach. It targeted 4,628 form four girls of 2012 in mixed and girls' secondary schools in Vihiga County. 30 schools were selected by stratified sampling using the 4 constituencies as strata. Purposive sampling was used to select 30 principals, 30 career guidance teachers, 4 district quality assurance officers and one county director of education. Data was collected using questionnaires, content analysis and interview schedules. Quantitative data was analyzed using frequencies, means, standard deviations, Pearson's product moment correlation, t-test and Analysis of Variance (ANOVA) while qualitative data was analyzed thematically. For all statistical tests, the alpha (significance) level was set at .05. The result of the analysis indicated that there was a statistically significant correlation among the students' perception on structure for career guidance and counseling on academic performance and career choice, $r = 0.513$, $p < 0.05$, teachers' perception on guidance and counseling structures' effect on academic performance and subsequent career choice, $t(58) = 2.035$, $p < .05$. The study found out that schools that were better equipped and staffed for career guidance performed better and sent more students to public universities who got admission into a variety of careers than those that were not. The study concluded that career guidance is an essential component yet many schools are not adequately funded, equipped and staffed for it. It recommends that all schools be adequately funded, equipped with structures for a career guidance department separate from the guidance and counseling department. The study has practical implications for the ministry of education and school administrators to revamp career guidance and demystify careers for the girl child. The findings will help in achievement of SDG number five and consequently goals 1,2,3,4 and 8.

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Citation: Laban Peter Ayiro, Mabel Ambogo Mudulia and Emmy Kipsoi, 2017. "Impact of availability of structures for career guidance in high schools on performance and career choices of girls in Vihiga county, Kenya", *International Journal of Current Research*, 9, (06), 52250-52259.

INTRODUCTION

Horby et al, (2003) state that career guidance involves helping learners either individually or in groups to make personal, educational or vocational choices. A career counselor helps candidates to get into the career that suits their aptitude, personality, interests and skills (UNESCO 2002, MoE 2009, Wanjohi and Mwaura, (2010). The approach of career counseling varies but generally includes cognitive ability tests and personality assessments.

The most commonly used are Strong interest Inventory and Myers Briggs Type Indicator (MBTI). Different career development theories and models are available for use. Career guidance and counseling in institutions is traced back to America when it was introduced in the late 1890s and the early 1900s. Frank Parsons, who has been called the father of vocational guidance, was among the pioneers of the guidance and counseling movement. Through his efforts, guidance and counseling became an organized service and it gained recognition for its important contribution in society. Parsons established the first career institution in the USA, and set the pace for the development of psychological testing. Gradually, the guidance and counseling movement developed into an organized service, which has continued to make a significant contribution

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to the development of society (Makinde, 2004). In China its establishment begun in the 1990s. According to Weiyuan Zhang & Xiaolu Hu & Mark Pope (March 2002), career development in China was influenced and benefitted from its earlier development in the USA. Between 1990 and 1991, the State Education Commission of China commissioned several experts in career development to edit a series of career guidance and counseling books. The texts introduced career counseling theories and practice. In 1992, a series of practical career guidance programs for high schools were published as a textbook in Shanghai, sponsored by Shanghai Education Bureau (1992). Since 1993, a course on career guidance and counseling has been required in all secondary schools in Shanghai, and some schools in Beijing have similarly adopted career guidance courses in their curriculum. In 1993, the Guangdong Province College of Education formed a research team on career guidance and counseling with support from the State Education Commission of China. In the provinces of Hubei, Jiangsu, Shanxi, Liaoning, Heilongjiang, and in Tianjin city, many secondary schools have followed the career guidance and counseling courses model and have developed their own programs. Invited by the State Committee of Education and Beijing Normal University, Beijing, China, four U.S. career counseling experts: John Krumboltz (Stanford University), Sunny Hansen (University of Minnesota), Xiaolu Hu (San Jose State University), and a high school counselor, Betty Krumboltz (Palo Alto, CA) visited China in the summer of 1993 to attend and present at a conference sponsored by the State Labor Department and Beijing Normal University. At the conference, they spent nearly 2 weeks addressing career theories and practices in the United States (Hu, Krumboltz, & Hansen, 1997). On September 29, 1993, the Chinese Careers Guidance Association (CCGA), an affiliate of the National Vocational and Technical Education Association with support from the State Education Commission, was established in Beijing. This was the first national and professional career guidance and counseling association in China. The mission of the association (CCGA, 1994) was to help people choose careers, to assist employees to achieve satisfaction and fully use their abilities at the workplace, to help employers recruit qualified workers, and to promote everyone to become a contributor to Chinese society. The objectives of the CCGA included enhancement of research in the area of career guidance, promotion of career guidance practice, training for career guidance professionals, promote increased international exchange, and promote collaboration and communication in career counseling (CCGA, 1994).

Mitterdorff *et al.* (2011)-----on the students' perceptions of career conversations with their teachers revealed four different teacher guidance profiles. The most remarkable was that teachers spoke little about career issues and, school issues were mostly on the agenda. The results indicate that teachers struggle with the transition towards becoming a career guide. Hence aspects influencing the transition need to be considered. Rajinder (2010) in a study on post-secondary education in the Dominican Republic of California found out that schools in rural counties have only one counselor who must also attend to both educational and, disciplinary counseling. Hence much of the basic information about colleges and careers is not fully conveyed or understood by students. Plant (2001) and Rajinder (2010) describe what career guidance entails. The former says that guidance is much more than a face-to face interview and that it should involve the following:

informing, advising, assessing, teaching, enabling, advocating, networking, feedingback, managing, innovation/systems change, signposting, mentoring, sampling work experiences or learning tasters, and following up. He says that in most cases only some of the above 15 activities are carried out in the OECD countries. The same case applies in Kenyan schools (Ministry of Education, (2007). Ngumi (2000) quoting Makinde (1984) says that pre-occupational career guidance and counseling which is provided in educational institutions has the following components: awareness of work, which aims at developing an individual's sensitivity to work to create an understanding of the dignity and value of work; orientation, which entails availing information about available careers; exploration, which deals with enabling hands on experiences of occupations available (also known as job shadowing); and, preparation and placement, which involves the actual entry into an occupation. As important as this process is, its implementation is still fraught with problems in secondary schools as reported by Mukwana (2005). The study sought to find out factors that hinder effective implementation of career guidance programmes in schools in Vihiga district. The study found out that 49.9% of the teacher's assigned career guidance responsibilities were either indifferent or unwilling to conduct this duty. The reasons for this included lack of training and in-servicing, negative attitude, lack of remuneration for the extra responsibility and, heavy workload. He found out that 57.1% of teachers had not received any training. Teachers said career guidance was conducted in places that are not conducive. For instance, 61.9% reported lack of rooms and 66.7% cited lack of all the other necessary resources. Time allocation was also an area of concern as 33.3% said career guidance was not assigned any time at all, 33.% said it was allocated from 4to5 P. M while 9.5% had it allocated lunch break. The findings of Mukwana (2005) concur with those of Wotuku (2002) who said that designated career teachers/counselors perform the duties of a regular teacher in addition to teaching, therefore slighting the functions of career counseling. Ojenge, (2007) carried out a research among 314 professionals in Kenya to find out their level of job satisfaction. He found out that 66% were dissatisfied, a factor he attributed to lack of career guidance leading to job and personality mismatch. He recommended the use of Personality Analysis Expert System for college admissions.

Plant (2001) gives the competencies for the counselors. These are: insightful, honest, open-minded and results-oriented. They need to have certain skills, including documenting client interactions and progress, accommodating diversity, collecting, analyzing and using information and conveying the information clearly when speaking and writing. They need to have knowledge on: career development models and theories; the change process, transition stages and career cycles: career planning process; and, organizations and resources for career development. They also need to be guided by a code of ethical behavior. The question on when career counseling should start and the time span also needs to be addressed. Kiran (2006) focused on guidance as a process that starts from the birth of a child. Rajinder (2010) says it should start as soon as a student enters an institution and a record of the student's evolution from entry to exit kept using electronic portfolio. In Kenya, this may not be happening as reported by Wanjira (2007). Her study titled: "Guiding and counseling Pupils in Kenyan Public Primary Schools: Head teachers' and Teacher Counselors' Role perceptions and Experiences", cited many problems facing the department. The study found out that 95.8% of the teacher counselors sited lack of support from the government and NGOs

in terms of: not training guidance and counseling teachers; inadequate resources; guidance and counseling not being incorporated in the statutory curriculum so as to facilitate its timetabling; lack of financial support and motivation as the government does not recognize the multiple roles they play; and, lack of visiting resource persons. The study found out that 55.6% of the teacher counselors and 71.4% of head teachers had not received any basic training in guiding and counseling skills, 90.7% of the schools had not timetabled guidance and counseling, 93.3% had no offices and reference materials and, 79% had no training materials.

Enrolment of female students in public universities has been low over the years relative to enrolment of male students (GOK, 2013). In addition, enrolment of female students into specific careers, mainly those that are science and technology-oriented and those that require high cut-off points has equally been low. The scenario has been worse in Vihiga County where out of 1,283 students who secured direct entry grades (B plain and above) to public universities in 2012, only 581 were girls (Vihiga County Education Office, 2013, JAB admissions 2012). Besides, of these 581 girls who secured direct entry to public universities, very few girls were admitted into science and technology-based courses. A count from the JAB 2012 admission list showed less than 60 girls in this category. Majority were admitted into Arts-based courses, education and general courses like Bachelor of Arts and Bachelor of Science. Clearly, these statistics paint a grim picture on the future of female students from the County as far as university education attainment and training needs are concerned. If this is not checked, the gender disparity and female marginalization will continue. This will consequently derail the attainment of MDGs and Vision 2030. Earlier research findings in this area/subject indicate that inadequate career guidance is prevalent. These include Osoro (2002), Mukwana (2005).

MATERIALS AND METHODS

This study was conducted in secondary schools in Vihiga County in Western Kenya. It was based on the pragmatic philosophical worldview hence enabled use of mixed methods design. Thus the study was both qualitative and quantitative. The target population was form four girls. There were 15 girls' schools and 97 mixed secondary schools giving a total of 112 schools with a total of 4,628 form four girls (Vihiga District Enrolment Lists, 2013). Thirty schools were selected using stratified random sampling from the four constituencies. Purposive sampling was used to select 30 principals, 30 career guidance teachers, 4 district quality assurance officers and one county director of education. 180 students were randomly sampled. Data was collected using questionnaires and document analysis. Descriptive statistics were used to summarize data while inferential statistics was used for showing relationships between the variables.

RESULTS AND DISCUSSION

RESPONSE RATE

The response was----- as shown in table 1.

Existence of Structures, Materials and Competencies (Expertise) For Career Guidance

The head teachers were asked to state the resources their

schools had for career counseling. Their responses are as shown in table 2.

Existence of general guidance and counselling department

According to table 2, all (100%) of the head teachers indicated that their schools have general guidance and counseling departments.

Existence of an independent Career Guidance Department: - Principals' responses

The study sought to determine whether the schools had a career guidance department independent of the guidance and counseling department from the principals, the careers teachers and the student's. The results are depicted in the tables 3. Out of the 27 principals who responded, 18(66.67%) said their schools had career guidance departments separate from the general guidance and counseling department. On the other hand, 9(33.33%) answered in the negative.

Personnel in -charge of career guidance in schools without career guidance departments

The study sought to find out from the head teachers in schools where there was no guidance and counseling department, who takes care of career guidance issues in the school. The results were as table 4. As shown from the table above, the study established that the majority of the secondary schools accounting for 77.8% have a D.O.S who takes care of career guidance issues. Other secondary schools 1(11.1%) have guidance and counseling teachers while the same percentage of schools had the class teachers in charge of career guidance. The three categories of teachers have duties that occupy them fully hence may not give career guidance enough time. For instance, the DOS has the responsibility of coordinating studies and examinations right from timetabling, administering and analysis. On the other hand teachers in charge of the larger guidance and counseling tend to concentrate more on counseling related to life problems and social issues, an area that seems to demand more urgent attention than career guidance. Leaving career guidance to class teacher may not be the best option as individual teachers may choose to do it at their own discretion. The study deduced that there may not be enough career guidance going on in some schools. According to table 5, 4.20, majority (50 %) of the Head teachers indicated that they have books and stationery, 25% said they have career guidance and counseling office while 25 % said they have trained personnel for guidance and counseling departments in their schools

Career Guidance structures-Career Teachers responses

To the question of existence of a career guidance department, 17 teachers' response was yes while 11 said they did not. The data is as shown in the Table 6, The table 6 shows that out of the 28 career guidance teachers who responded, 17 (60.71%) said their schools had career guidance departments that were independent of the guidance and counseling department. The remaining 11(39.29%) said their schools did not have such a department. There was a degree of agreement between the principals' and career teachers' responses to this question as they did not differ by far, i.e. 66.67% versus 60.71% for yes and, 33.33% versus 39.29% for no. The career guidance teachers were asked to tick against a number of facilities that were available in their schools for career guidance. The table below

shows the responses. The table 7 shows that none of the facilities was available in all the schools as none of them had a score of 100%. Availability of the departmental office had the highest frequency of 12, (42%) while all the other facilities had percentages of below 50. Of great concern is the low percentage of internet (10%). In this era of knowledge explosion, availability of internet would be a great source of careers information for both students and teachers, considering that this is an area that has not been widely written about.

Career guidance Department-Students' Responses

The students were asked if their schools had structures and resources for career guidance. Their responses are shown in the table 8, The study sought to find out from the students whether there existed structures such as career guidance department, career guidance teachers, career guidance office, career guidance books, journals and magazines on career and internet services for career guidance. The results in the table 8 show that: 57.8% of the respondents indicated that the schools had career guidance department; 81% of the respondents indicated that the schools had career guidance teachers; 53.7% of the respondents indicated that the schools did not have career guidance office while 57.8% of the respondents indicated that the school had no career guidance books. As for journals and internet services, those who answered in the affirmative were 34.7% and 30.6% respectively. The response concerning existence of a careers department is in congruence with the principals' and career teachers' responses. The three groups indicate that slightly more than half of the schools had career guidance departments. Existence of careers' teachers scored the highest (81%) creating the impression that the department is sufficiently equipped. However, this is negated by the response to the question on existence of a careers' room whereby only 46.3% had such a room. This implies that majority of the schools had nowhere to keep their materials and conduct their careers' business. The findings also show inadequacy of reference materials as indicated by the 42.2% for books, 32.7% for journals and 30.6% for internet services. The study deduced that the many of the schools were not adequately equipped to efficiently and sufficiently carry out career guidance. The researcher observed that a few of the schools had rooms clearly marked and set aside for career guidance. The schools had separate office for general guidance and counseling and another one for career guidance, each with a different office holder.

Career Guidance Timetable

The study sought to find out if schools had career guidance time-tabled. The findings were that majority (75%) had no timetable, while 25% indicated that there was time allocated for career guidance. The study sought to find out what time the schools that did not have career guidance on the timetable carried out this activity. The findings are as shown below as per the responses of the head teachers. The study found out that out of the 28 schools, 18 schools did not have career guidance timetabled but they indicated that they offered career guidance at varied unspecified time. Four schools (22.2%) indicated that the career guidance teachers made the decision to have career guidance sessions for the students. Some of the responses such as during subject selection, some Thursday evenings, during guidance and counseling sessions accounted for 11.1% respectively were indicated by 6 schools. The study deduced that there is lack of seriousness attached to career guidance as shown table 9 by the responses such as career guidance is offered once in a while, when need arises and at the teachers own discretion.

Relationship between Career Guidance, Performance in KCSE and Career Choice

The study sought to find out the relationship between career guidance, performance in KCSE and career choice from the head teachers who provided information on the number of grades A to C+, number of female students admitted to public universities and the courses they are admitted to.

KCSE Performance of Secondary Girls 2006-2012

The study investigated the performance of the sampled schools in KCSE from 2006 up to 2012. Out of the 28 schools 26 schools provided the information on the number of girls who scored grade C+ and above from 2006 to 2012; the number of girls admitted to public universities in the course of the seven years and the courses the female students were admitted into. However, four out of the 28 did not provide information on those who scored C + and above. In addition the schools that had more than five students qualifying for public universities did not have data on the degree courses the students were admitted into. This was attributed to the fact that JAB communicates directly to the students about courses they are selected for and the schools have not set mechanisms to get this information either from JAB or the students. The schools admitted that they could not ascertain with precision on the current courses their female students were called for in universities because the schools did not have follow up structures or mechanisms in place to determine the exact courses the girls get admitted to, hence the lack of comprehensive records. This is also due the fact that the students are admitted to diverse number of universities and the information is communicated to students directly and not through their schools. The researcher considered this a point of weakness on the part of the schools. This is because keeping a clear and up to date record of their students' career choices and the courses they proceed to do at university and other colleges is an important tool to gauge the effectiveness of careers department and the school at large. The study made an observation from the results obtained from the 19 schools that the most common course that the students were admitted to was Bachelors of Education followed closely by Bachelors of Science in Environmental Science. The approximate number of girls from the 26 schools that were admitted to public universities in the last seven years from 2006 to 2012 was about 1,810 basing on the data that was provided by the schools.

This is a very small number considering that it is for a period of seven years and from 28 schools. The researcher sought more data on admission of female students from Vihiga County from the joint admissions board (JAB). The sampled schools KNEC centre numbers were obtained from the Kenya national examination council and provided to the JAB office at the University of Nairobi. The number of female students admitted by JAB from the sampled schools and a few others for the year 2012. The data shows that apart from a few schools, there is dismal enrolment of girls from secondary schools in Vihiga County into public universities. It was observed that only the girls' schools send a substantial number of students to public universities while mixed schools send very few girls to public universities. Except for one school, all the mixed schools had a higher number of boys than girls admitted into public universities. In order to gain insight into the type of degree programmes that girls from the sampled schools usually get admitted into, JAB admission list for the entire county of Vihiga

Table 1. Response Rate

Category	Sampled Population	Respondents	Percentage
Students	180	176	97.77%
Head Teachers	30	27	90.0 %
Guidance and counseling teachers	30	28	93.3%
County education Directors	1	1	100%
District Quality and Standards Officers	4	3	75%
Total	245	235	95.92%

Source: Author, 2014

Table 2. Response of Head teachers on whether their schools have general guidance and counseling departments

Response	Frequency	% Total
Yes	28	100
No	0	0
Total	28	100

Table 3. Career Guidance Department-Principals' responses

Measurement	Category	Frequency	Percentage
Does your school have a career guidance department?	Yes	18	66.67%
	No	9	35.33%
	Total	27	100%

Table 4. Person In-charge of career guidance issues in schools without career guidance departments and career guidance teachers

Measurement	Category	Frequency	Percentage
Who takes care of career guidance issues?	Director of Studies (D.O.S)	7	77.78%
	Guidance and Counseling teachers	1	11.11%
	Class teacher	1	11.11%
	Total	9	100.00%

Source: Author, 2014

Table 5. Response of Head teachers on what resources the schools have for career guidance and counseling

Response	Frequency	% Total
Text books and stationery	14	50
Careers counseling office	7	25
Trained committee members	7	25
Total	28	100

Table 6. Career Guidance Department-Career Teachers' responses

Measurement	Category	Frequency	Percentage
Does your school have a career guidance department?	Yes	17	60.71%
	No	11	39.29%
	Total	28	100%

Source: Author, 2014

Table 7. Facilities Available for the Career guidance department

Facility	Frequency	Percentage
Career guidance departmental office	12/28	42
Counseling room	7/28	25
Videos	4/28	14
Computer	4/28	14
Internet	3/28	10
Careers library	7/28	25
Careers books	7/28	25
Journals	11/28	39
Career magazines	11/28	39
No response	8/28	28

Table 8. Existence of Career Guidance Department-Students' Responses

Category	Frequency		Percentage	
	Yes	No	Yes	No
CG department	85	62	57.82%	42.18%
CG Teachers	117	28	80.95%	19.05%
CG office	68	79	46.26%	53.74%
CG books	62	85	42.18%	57.82%
CG journals and magazines	51	96	34.69%	65.31%
Internet services for students	45	51	30.61%	69.39%

Source: Author, 2014

Table 9. When is career guidance done in schools without time tables for career guidance?

Measurement	Category	Frequency	Percentage
When is career guidance done in schools with no time table for career guidance	Teachers discretion	4	22.2%
	During Subject selection	2	11.1%
	When Need arises	1	5.6%
	After class hours	3	16.7%
	Thursday evenings	2	11.1%
	Once in a while	1	5.6%
	During guidance and counseling sessions (No time specified)	2	11.1%
	End term parade and release of exams	1	5.6%
	No response	2	11.1%
	Total		18

Source: Author, 2014

Table 10. 2012 JAB intake

School Type	Total admitted by JAB in 2012	Number of girls Admitted into courses of highest weighted Cluster points (>45)
Girls'	197	>40
Girls	92	5
Girls	82	9
Girls	62	2
Girls	30	2
Girls	17	1
Girls	14	1
Girls	5 each	0
Girls	3	0
Girls	1	0
Mixed	3 each	0
Mixed	2 each	0
Mixed	1 each	0
Mixed	1	1
Mixed	0	0

Table11: Table of Facilities

School	HoD's office	Counseling room	Computer	Internet	Library	Books	Journals	Videos	CDs
A	X	X	X	X	X	X	X	X	X
B	√	√	√	√	√	√	√	X	X
C	√	√	X	X	X	X	X	X	X
D	√	X	√	√	√	√	X	X	X
E	√	X	√	√	√	√	√	√	√
F	√	√	√	X	√	√	/	X	X
G	√	√	X	X	√	√	√	√	√
H	√	X	√	X	X	√	X	X	X
I	√	√	X	X	X	X	X	X	√
J	√	√	X	X	√	√	√	X	X
K	√	√	√	X	√	√	X	X	√
L	√	√	√	X	√	X	X	X	X
M	X	X	X	X	X	X	X	X	X
N	√	√	√	√	X	X	X	X	X
O	X	X	X	X	X	X	X	X	X
P	X	×	X	X	√	√	X	X	X
Q	X	X	√	X	X	X	X	X	X
R	X	X	√	√	√	X	X	X	√
S	√	X	X	X	X	X	X	X	X
T	X	X	X	X	X	X	X	X	X
U	X	X	X	X	X	X	X	X	X
V	X	√	√	X	√	√	X	X	X
W	√	X	√	√	√	√	X	X	√
X	√	√	X	X	X	√	X	X	X
Y	X	X	X	X	X	X	X	X	X
Z	X	X	√	X	√	X	X	X	X

Source: Author, 2014

for the year 2012 was obtained and analyzed. The degree programmes were classified into two groups as shown below:

Group1: Courses that required a cluster point cut-off above 45 and,

Group2: those whose cut-off was below 45 points.

The number of candidates admitted by JAB from the sampled schools into each of the two categories was then obtained and tabulated as shown in table below:

The data shows Table 10 that although a few of the girls' schools sent a reasonable number of girls to public universities in 2012, very few got admitted into courses with high cluster cut off points. The findings also revealed that out of the 19 mixed schools in the study sample, only 10 girls were admitted into public universities, out of which none qualified for course of cluster points above 45.

Observation Checklist for career guidance resources in the schools

The study made observation for the following career guidance resources: departmental structures, personnel and departmental files. Out of the 28 schools, 26 facilitated the researcher to make observations of facilities and records for career guidance. A summary of the findings is given in table 11. From the observation checklist, none of the schools had all the facilities. Schools such as School E had all the facilities except a guiding career room and B secondary school had all the facilities except videos and CDs. Some schools lacked 3 or more facilities as shown in the table of facilities. Schools such as A, M and O Schools had no facilities for career guidance. The three schools were also found not to have had any student enrolled into public university between 2006 and 2012. The study sought to find out the departmental personnel that were available in different schools. The findings show that 50% of the schools lacked a senior HOD, more than 50% had no assistant HOD, career counselor and peer counselors and, none of the schools had a receptionist for the careers office where one existed. The schools that did not have any of the departmental personnel included: School A, I and M.

The study sought to determine the departmental files that were available in the careers department. The study found out that only five secondary schools had all the departmental files for questionnaires, circulars, correspondence, KCSE, Exams and university applications. Out of the departmental files investigated, majority of the schools had examinations and university application files only. The study further determined "other" departmental files that were available in the secondary schools. These included files for subject selection, careers department budget, careers handouts, enrolment, and general files. From the observation checklist, schools such as B, H and K had other departmental files while schools such as A, D and I did not have these departmental files. The study observed that majority of the schools had subject selection and enrolment files. On the other hand, the budget file was found to be missing in most schools.

Relationship between inadequate Career Guidance facilities/Resources and JAB University admissions

A total of all the facilities and personnel for career guidance available in the schools were analyzed according to the

observation list. Out of the twenty six items, the number that was missing in every school was established. This was then put in juxtaposition with the performance in KCSE (2012) and the number of students admitted into public universities in 2012 by JAB from each of the schools (Table 12). The data shows that schools that were missing most of the structures, facilities and personnel for career guidance had poor performance hence less or no girls admitted to public universities in 2012 than those that had more resources.

Relationship between availability of Career Guidance facilities/Resources, Processes and, KCSE performance and JAB University admissions

The researcher-----to find out the influence of not only existence of structures but also of the processes carried out in career guidance on performance and JAB admissions over a period of time. Existence of the career guidance department, each facility and every personnel was itemized as 1, giving a total of 15 items. On the other hand, existence of every career guidance departmental file was taken to represent a career guidance process that is carried out in the department and itemized as 1, giving a total of 11 career guidance processes. Hence, the department, the facilities, personnel and departmental files (representing the career guidance processes) together formed 26 career guidance items against which the performance and subsequent entry into public universities was measured. The performance and number admitted to public universities was found to be positively proportional to the career guidance items available. Figure 1 below illustrates this.

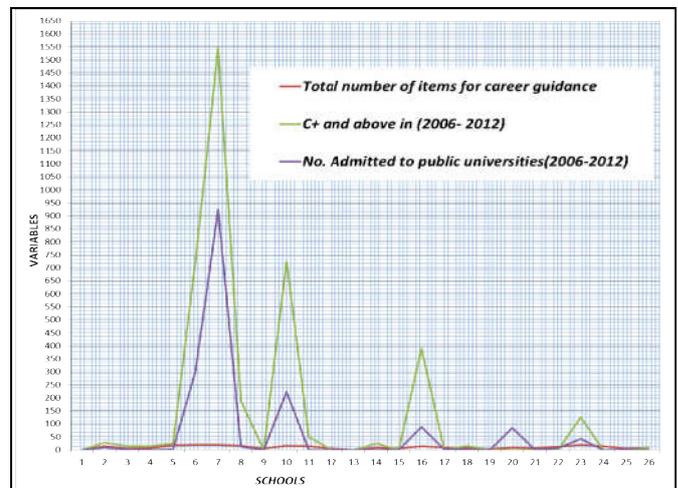


Figure 1. Line Graph showing relationship between number of career guidance resources, personnel processes and, performance and subsequent JAB enrolment

The graphs show that the schools that had many of the career guidance items, like school number 6,7,10 and 16 also had higher performance and hence sent more students to public universities. On the other hand, those schools with few or no facilities at all had poor performance and sent no students to public universities. These include school number 1, 9, 12, 13,19,21,24 and 26.

Null Hypothesis

The null hypothesis stated that there is no statistically significant correlation between students' perception on effects of career guidance and counseling services in secondary schools on academic performance and career choice.

Table 12. Number of Career Guidance Resources missing Versus Performance and Public University Enrolment (2012) For Sampled Schools in Vihiga County

School(s)	Number of C.G. resources missing	Number admitted by JAB (2012 admission)
1	24	0
2	6	3
3	22	2
4	19	0
5	16	2
6	3	82
7	3	197
8	11	3
9	17	0
10	8	62
11	10	0
12	15	1
13	20	(2013 first KCSE)
14	12	2
15	19	0
16	8	30
17	14	14
18	5	5
19	13	5
20	12	3
21	7	2
22	22	1
23	22	2
24	18	1
25	18	2
26	13	2
27	18	0
28	21	0
29	18	0
30	16	0

Table 13. Choosing Career

Measurement	Category	Frequency	Percentage
Have you chosen your career yet?	Yes	137	77.84%
	No	39	22.16%
	Total	176	100%

Source: Author, 2014

Table 14. Point in time that students chose their career

Measurement	Category	Frequency	Percentage
When did you choose your career?	No response	10	5.7%
	Primary	55	31.25%
	Form one	46	26.13%
	Form two	21	11.93%
	Form three	19	10.79%
	Form four	25	14.20%
	Total	176	100.00%

Table 15. Reasons for not having chosen a career

Reason	Percentage
I am not aware of the options available/our school does not provide any information on career guidance	31.25%
I am confused about the many options available	15.63%
I do not know which one suits my ability	32.81%
I do not know what my area of interest is	6.25%
No response	9.38%
I am waiting for KCSE results so that I decide	4.69%
Total	100.00%

Source: Author

Table 16. Responses on Students' evaluation of efficacy of counseling services in schools

Responses	Frequency	Percentage (%)
Strongly Agree	11	6.25
Agree	26	14.77
Disagree	58	32.95
Strongly Disagree	81	46.02
Total	176	100

Table 17. Head Teachers Responses on the Roles and efficacy of career Guidance and Counseling Programmes in Secondary Schools

Items	Agree	%	Disagree	%	X	Total (%)
Personal Growth	19	63.33	11	36.67	30	100
Self-Understanding	17	56.67	13	43.33	30	100
Academic Performance	23	76.67	07	23.33	30	100
Career Decision-making	25	83.33	05	16.67	30	100

Table 18. Pearson's Correlation of Career-----and Academic Performance

Variables	Statistics	Attitude towards career	Academic Performance
Attitude towards career	Pearson Correlation Sig. (2-tailed) N	1 86	.336(**) .000 86
Academic Performance	Pearson Correlation Sig. (2-tailed) N	.336(**) .000 86	1 86

To test this hypothesis, head teachers', teachers' and the students' questionnaire was administered to the participants and their responses scored. The scores generated data on an interval scale of measurement. To test whether the two sets of scores correlated significantly, Pearson product moment correlation was conducted to determine correlation coefficient. The result of the analysis indicated that there was a statistically significant correlation among the two sets of scores, $r = .51$, $p < .05$. From this result, it was concluded that there is a relationship between students' perception of effects of career guidance and counseling on academic performance and career choice. Students more favorable perception of effects of guidance and counseling services performed better in academics and had aligned career choices than those with less favorable perception.

Career Choice

The study sought to find out whether the students had chosen careers by the time they were completing form four. The findings are shown in the table 13. The study established that majority of the students had chosen careers' accounting for 77.84% of the respondents while 22.16% indicated that they had not fully decided on their career choice yet. Considering that these were form four students completing their KCSE, 22.16% of the population not having chosen career shows that the career guidance function was not effective in some schools. Hence there is a need to revamp this service in all schools to benefit all students.

At What Point Did Students Choose a Career

The study further sought to find out at what point in the students' life they chose their careers. The responses are shown table 14. The data show that majority of the students indicated that they chose their careers while still in primary schools and form one level of education. These findings are in line with the Self Concept Theory of Career Development by Super (1942-1957 and Ginsberg (1974). The theory states that career development occurs in a series of stages, the second stage (exploration stage occurring at age 15-24 years during which individuals seek an occupation. This study shows the age to be primary age up to form one age as these had majority of respondents (31.25% and 26.13%, respectively). Implication for practice therefore calls for career guidance starting at an early age so that students do not choose careers based on childhood fantasies and fascination but based on proper information. For instance, many young children express desires to be pilots, nurses, soldiers and doctors due to the smart uniform yet at their age, they may not know what the jobs entail and the prerequisite conditions for the job.

Some students had not yet chosen careers until form three and form four. This calls for strengthening of the career and guidance function in schools so that by fourth form, all students have an idea of what they want to do.

Reasons for not having chosen a career

Students who said they had not yet chosen a career were asked to give a reason for the delay in making a decision about their career. Their responses were as shown-----Table 15. The table shows varied reasons for delay in career choice. The highest frequency was lack knowledge about careers that suit one's ability and lack of awareness of the options available. The data shows that even though those who had not chosen careers are few, their reasons indicate that they have not benefitted from adequate career guidance. This is indicated by the big percentage that did not know the options available (31.25%), confused (15.62%) and those who were not aware of courses they could qualify for in view of their ability (32.81%). For instance, those who said they do not know which career is in line with their ability cannot possibly have had access to JABs selection criteria over the years. On the other hand, those who said they were waiting for KCSE results in order to decide were also not properly guided as career choice should be guided by many factors apart from performance, some of which include interest, and passion. In addition, students whose performance has been tracked using the career declaration versus performance form will have an idea of what their KCSE performance is likely to be and hence have no problem choosing a career before results are out.

(a) Students responses on efficacy-----

The table 16 shows that majority of the students (32.95% and 46.02% for disagree and strongly disagree respectively) felt the career department did not have the capacity to produce the desired results.

(b) Head teachers' responses on efficacy of career guidance

The head teacher' responses on the roles and efficacy of career guidance programmes showed (Table 17) that they agreed that the programmes influenced personal growth (63.33%), self-understanding (56.67%), and career decision-making (83.33%). Majority (76.67%) agreed that they impact academic performance. The analysis for questionnaires for head teachers and students inferentially brought forth the following results (Table 18). Examination of table 18 indicates that there was a positive and significant relationship between attitude and

academic performance ($r = .336, p < 0.01$). Since $p < 0.01$, there is a significant relationship between students' attitude toward career guidance and academic performance. This suggests that the higher the level of attitude of the students towards career guidance (effectiveness of guidance and) in their schools, the higher was their level of academic performance, and vice versa. Students who valued career guidance were more likely to seek for the services of the guidance and in addressing their academic challenges and therefore end up making rational career decisions.

Conclusion

The findings show that there is a relationship between career guidance, performance and career choice. Hence, there is need to for all schools to have career guidance departments. The departments should be managed by trained personnel in addition to having all the necessary physical facilities and resources.

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