

Role of Secondary School Career Guidance on Achieving National Manpower Development in Kenya

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ABSTRACT: Students in secondary schools need career guidance to make informed career choices which will contribute to the skilled manpower needs of the economy. This study investigated the role of secondary school career guidance on achieving national manpower development in Kenya. The study was conducted in secondary schools in three Counties in Kenya namely: Nakuru, Kisii and Migori. The study used descriptive cross section survey research design. The target population was all students and teachers in the three counties. The accessible population was all the form four students, teacher counsellors and head teachers. Public County, Sub County and Private secondary schools were used as sampling units. Simple proportionate random sampling was used to select 32 secondary schools in the three counties. A sample of 429 respondents comprising of 365 students 32 head teachers and 32 teacher counsellors was used. Three questionnaires: Student Questionnaire (SQ), Teacher Counsellor Questionnaire (TCQ) and Head Teacher Questionnaire (HQ) were used to collect data. Reliability of the instruments was estimated by use of Cronbach` alpha coefficient. Reliability coefficient of 0.78 for (SQ), 0.81 for (TCQ) and 0.79 for (HQ) were obtained. The hypotheses was tested using Pearson Product Moment Correlation Coefficient. The findings indicate that there was a positive and statistically significant relationship between students and teacher counsellors` perceptions on the effectiveness of guidance services. The findings further indicate a relationship between the school guidance programme and students` career choices in National Manpower Development and a relationship of the roles played by teacher counsellors, and head teachers in the influencing students` career choice. It is recommended that all secondary school students be provided with equal opportunities to access effective career guidance services.

KEYWORDS: Career, guidance, manpower, economy.

1 INTRODUCTION

School Career guidance programme provides professional services to students to enable them make appropriate decisions on their future careers. Downing (1968) explained that guidance services are an organized set of specific services established as an integral part of the school programme. These services are designed to promote the development of students and assist them move towards a realization of sound wholesome adjustment and maximum accomplishment according to their potentialities. They assist them to understand, accept themselves and utilize their ability, aptitudes and interests to acquire skills which will make them become useful members of society. The counseling needs of students are enormous be they boarders in their respectful schools or day scholars. Apart from other areas of concern such as psychological, social and financial needs of students, career choice becomes an important issue directly or indirectly related to these factors. This leads to the need for both group and individual counseling to supplement each other (Gladding, 2004).

At secondary school level, Europe is at varying degrees of awareness of the fact that complete reliance on procedures and outlook of 19th century is no longer adequate. Education for national development is important. Western European countries are faced with challenges of ensuring that secondary school education produces school leavers ready to train in various skills to meet challenges of changing needs of societies. It is hoped that in developing countries education can ease tension caused by socio-economic challenges. Education systems especially at secondary school level should recognize the need for new skills to meet the challenges of the 21st century (Jaiswal, 2011)

In developing countries like Kenya career guidance services are important in realizing skilled manpower in various sectors to accomplish projected development plans as stated in vision 2030. The dependence on expatriates hired from developed countries can be reduced considerably as Kenya's vision is to be an industrialized, middle level income country by the year 2030. (GOK, 2007). In this approach, national manpower development is guided by three important pillars: the social pillar, the political pillar and the economic pillar. The first and immediate challenge is to meet the human resource requirements by producing a larger workforce with many skills for the rapidly changing and diverse economy. The skills learnt will make students more productive and satisfying in an expanding and a middle income industrialized nation with a diverse economy. The curriculum in secondary schools has core subjects for all students and a few elective subjects. To select subjects to study, students' abilities, interests and goals should be considered. A student may have many abilities and interests and hence have difficulties in deciding which subjects will be most useful for him/her in the long run. A student will need to understand his/her curricular choices to meet individual career objectives. Chances of being unrealistic are high especially when the interests require higher level of abilities (Kinai, 2005). To achieve this objective teacher counselors should avail information about careers and the world of work to the students. Career guidance in schools is necessary so that students pursue relevant, market oriented and competitive careers. Students should also aim at job creation in various sectors than training to become job seekers. Among the earmarked sectors to expand and continually develop by 2030 are: education, health, tourism, agriculture, ICT and science and technology. The Ministry of Education, in conjunction with the Teachers Service Commission emphasize the training of teachers in guidance and counselling to assist students play a role in national manpower development and face the challenges in life. This is a positive move considering the type of education offered in the country in early years of independence (GOK, 2007)

The Kenya Education Commission of 1964 (GOK, 1964) discusses how education was provided to people living in Kenya based on racial lines; Europeans, Asians and Africans. In this report, it was recommended that schools should provide guidance and counselling services to students and teachers to enable them overcome challenges in life. Kenya aims to create a globally competitive and adaptive human resource base to meet the requirements of vision 2030. Skills can be developed in various areas such as: science, ICT, technology engineering and medical. This can successfully be done by students selecting careers which offer training in skills that are in line with the country's economy guided by vision 2030. Although guidance and counseling is being offered in schools, the practice does not exist in depth nor is it being provided in a coherent and comprehensive manner. Specifically, it does not address in a holistic way career guidance, personal development and educational mentoring. Career teacher still need more skills to provide this support. Teacher, parents and other educational partners need to work together to provide support and training to assist student join the world of work (GOK, 2012). Guidance and counselling is emphasized in schools by many countries so as to address their manpower development needs. Kinai (2005) asserts that this is a positive development more especially in the developing countries. She states that in Ghana, students are advised in their third form in secondary level to select either arts or science based careers depending on their abilities. Students make decisions on how to contribute to their own life and country's economy and development in general. She further indicates that similar efforts are being made by Latin America and South American countries like Bolivia and Columbia. In 1970, the Bolivian Educational code prescribed that principals of schools and their teachers were to attend short courses to enable them provide educational and vocational guidance to students. Kinai further reports that in Columbia, guidance services in vocational and educational programmes are provided as the country sets aside funds for training and buying materials for teachers to assist them guide students. In 1977, the government of Nigeria saw the need for formal and modern guidance and counseling in the education sector and provided for it in the National Policy on Education 2004 (Journal of Education and Practice Vol 4 No 3 of 2013). Many young people were found to be ignorant about career prospects, and in view of this problem, career counselors were appointed to cover both primary and post primary learning institutions. This was a remarkable step towards ensuring that students made a proper career choice through the assistance of guidance and counseling services.

Wachanga, Githua and Keraro (1999) carried out a study in Egerton University on students' perceptions on courses they take and their career expectations. The findings from this study revealed that many students were not sure of the careers to join on completion of the courses they were undertaking. Indeed there was a mismatch between the courses they were taking and preferred careers on completion of their university studies. This is a clear indication that there is an urgent need of guidance of students who join university without a clear cut career choice. It becomes frustrating when students join

universities and take up available opportunities and pursue careers whose future prospects they are not sure of. The study reveals a dire need for career guidance and counseling for school leavers. In Kenyan schools guidance as a practice needs to be intensified. Students hardly receive sufficient guidance and counselling services on career choices at the right time. Indeed, to date some of the students who qualify to join universities in Kenya and are selected through the Joint Admission Board (JAB) are given a second chance to revise the selection of courses they would like to pursue at the universities. Such a situation should not arise if students have enough information on career selection early enough. It is expected that youngsters should set their life goals early enough through role models, information provided by guidance and counselling departments and school curricula. Once guided and counseled students stand to benefit by selecting careers of their choice. The economy too stands to gain by having quality and well qualified personnel in various fields.

The Kenya Government's Five Year Development Plan 1978 (GOK, 1979-1983) recommended that guidance and counselling be incorporated into the teacher training curricular at both college and university levels. The policy was implemented but according to the report on the National Commission on Educational Objectives and Policies (ROK, 1976) the content was inadequate to prepare effective counsellors. It recommended the incorporation of a compulsory course in guidance and counselling in all teacher education programmes. This was reinforced by the Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Kenya Republic, 1988) which recommended that the Kenya Institute of Education (KIE) develop curricula on guidance and counselling. This was a turning point in the Ministry of Education as the need for the guidance and counselling programmes in Kenyan schools became more urgent. A report on Totally Integrated Quality Education and Training (GOK, 2002) proposed that an early start on career guidance for students is likely to have a greater impact. Getting a job requires certain educational and professional qualifications and preparation leading to the need for guidance in career choice by an individual. Students need for assistance in preparation for a career through relevant subject selection. Students need to develop an integrated picture of themselves and the role they need to play in a developing world. New occupations are emerging and it therefore becomes essential that students are helped in acquiring a clearer perspective of the changes that are taking place. It will help students to think big, work hard and aim higher in the choice of future careers. Carson (1996) argues that children who excel early and stay motivated have a higher chance of educational success. In view of the significant role of the guidance and counseling services offered in secondary schools, students should be assisted to make informed choices on their future careers.

Students face problems in selecting careers. In many cases they make wrong or poor choices uncertain of what the selected careers will lead to. Some of the high school graduates join universities or colleges with little information about the future prospects the selected courses will offer. Lack of enough information forces students to change career choices midway after poor performance leading to discomfort. This further makes the students to become frustrated, dissatisfied and seek for new avenues. Such students may drop out of institutions because of frustration. It is not clear how much time and resources are allocated for career guidance services offered in secondary schools necessitating this study to investigate the Role of Secondary School Career Guidance on Achieving National Manpower Development in Kenya

2 LITERATURE

Government of Kenya (2000) pointed out that Kenyan institutions of learning had not successfully inculcated a positive attitude toward career development. It recommended a new approach in view of improving the situation. This was to make guidance and counseling attractive so that learners go for the services. Unemployment and poor performance in public and private sectors in the country are likely to have been caused by lack of skilled workforce. This was likely caused by lack of proper guidance and counseling. Higher education and training is key to a developing economy as a source of production of trained and educated personnel to meet the needs of the country's economy. Higher education and training leads to the production of skilled personnel which are in line a rapidly changing society. Areas of development include ICT, technology and sciences. School guidance programme is key to the success of effective guidance Maitra (2007). Makinde (1984) points out that guidance and counseling in Africa will bear fruit only if it focuses on educational and career planning skills. In Kenya, the government regularly reviews curricula to meet the ever changing needs of learners and the country's manpower needs. Kenya's education system which was inherited from the British system of education has gone through many changes geared towards the provision of quality education leading to the production of people with market oriented and competitive skills. Bogonko (1994) argues that for Kenya to have students with relevant skills to meet the manpower demands, the country aimed at re-orienting the secondary school curriculum towards Science and Technology. By 1990, progress had been made to ensure that secondary schools had laboratories which were well equipped in most of the secondary schools to produce science graduates for manpower needs. At this time Kenya needed manpower with skills to replace expatriates. Secondary education was particularly regarded as the most important stage in education system which could help in solving the manpower constraints of the country. Expansion of education at this level was emphasized in Sessional Paper 10 of 1995 which noted that the immediate objectives in education were to expand secondary level facilities to be able to produce the

required manpower. In curriculum diversification, Sifuna and Otiende (2006) propose that once schools produce the manpower needed by a developing country, then the pace of economic development in Kenya could be accelerated. They note that a major step in education has been diversification of the curriculum to make sure that the academic world has room for vocational education giving students a chance to acquire vocational skills of their choice. However, the challenge of producing the required human resource is not yet over. This means the country should continue producing manpower to cater for all sectors Nasibi (2006). Diversification is said to free students from being locked into one curriculum and by so doing provide a wide set of future career options.

In order for career guidance and counseling to make significant contribution to national manpower development, it must impart significantly high level of career awareness which will lead to appropriate career planning and decision making, Luzzo, James and Luna (1996) found out that students who received an additional retraining exhibited significant changes in their career beliefs and exploration behaviors. This implies that career guidance and counseling leads to deeper and wider understanding of one's personality and the choice of career in general. One of the major objectives of education is to produce manpower for a country's economic development. Soon after attaining independence, Kenya embarked on education expansion aimed at providing qualified personnel for the growing economy, administration and management of government businesses to reflect an independent state (Sifuna, 1990). While aiming at Africanizing of governance and the economy, the government through the education sector encouraged Africans to take up training which would eventually lead to appropriate career roles (Sifuna, 1990) This is being achieved through the current system of education 8.4.4 which led to the establishment of Moi University as a second university to produce graduates with skills to meet manpower requirements needed in the developing the country. The 8.4.4 system with its emphasis on technical and vocational training of students for manpower development and self-employment was initiated to make Kenya train enough manpower (Sifuna, 1990). Education needs to make people who go to school fit in the world of work to contribute to the national economy. This means that a linkage should be built between education and work so that individual growth, development and achievement can be achieved through them. Parents should be at the forefront encouraging students to take up careers of their own interest rather than forcing some career choice on them.

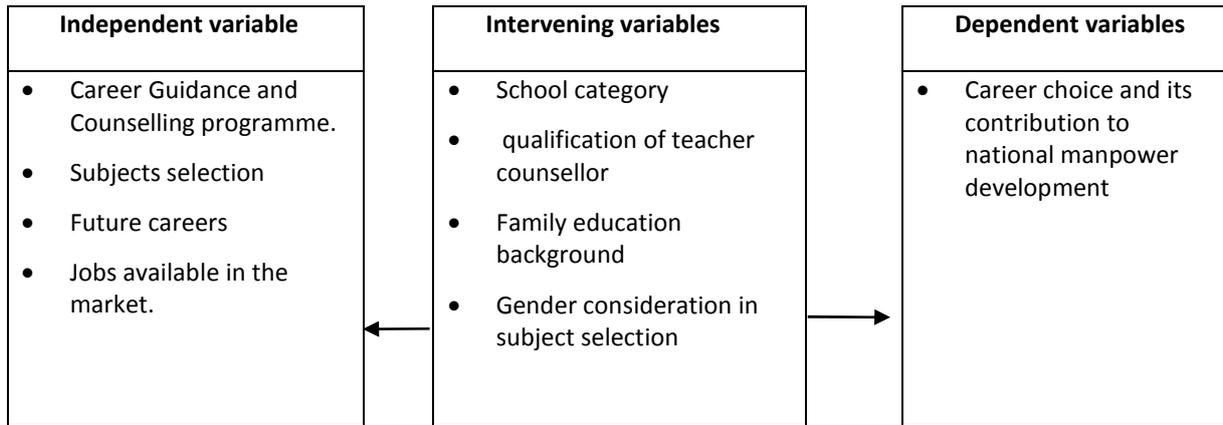
After completing secondary education, students often find themselves at crossroads. Most school leavers find themselves devoid of adequate information to prepare for the next stage of their lives and more often than not, land on a career for which they have no aptitude and regret throughout their lives for having made a wrong choice. In most cases, parents who influence their children's career choice have no proper information or are not fully conversant with the opportunities available after school (Kurgat, 2005)

If schools could produce the manpower needed by a developing country, then the pace of economic development in Kenya could be accelerated. To achieve this, students should be made aware of the needs of the country as clearly spelt out the national education goals. The career development facilitators in schools need immense knowledge of the rapidly changing world. The continuing learning should challenge the learning of the past and bring about newer and broader perspective of career understanding in line with the dynamic, local, national and international trends (Patton & Mahon, 1999). The greatest challenge for schooling today is that the students do not see the link between schooling; careers and societal education ideals and values do not necessarily focus on the learner (Ogola, 2002). The gap may be filled if career guidance services in school are provided, enabling learners to contextualize the education process into life outside school.

The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (GOK, 1981) was the next important commission which made recommendation on manpower survey and proposed the need to be a continuous process to determine accurate data for effective planning, development and utilization of human resources. The commission also recommended that teachers appointed to coordinate guidance and counseling programmes in schools get additional training to become more effective in their work. The head teachers were to ensure that all students in school had access to guidance and counseling services. Each school was to establish a guidance and counseling committee headed by a teacher appointed by the head teacher. It was also recommended that the Kenya Institute of Education be charged with the responsibility of developing a suitable and relevant guidance and counseling syllabus.

The ministry of Education Working Committee on Guidance and Counseling in Schools (GOK, 2000) set a program on information flow in two directions, opportunity structures available and qualifications expected from school leavers. This was set in a career booklet. Each year students got sufficient copies to guide them on careers in various universities and colleges. Students have to makes selection of opportunities available and work for them. Ndambuki and Mutie (2007) assert that due to lack of guidance and counselling, many students go to school and leave without any idea of the kind of jobs they should train for Other students move from job to job once they are employed simply because they lacked enough guidance and counselling when at school.

CONCEPTUALIZATION



The above variables interact in both directions to effectively influence guidance and counselling services in secondary schools. The effective management of resources is key to effective services. The students` perception and appreciation of services rendered will be greatly influenced by the school administration, attention given to students, utilization and management of resources. The intervening variables will be controlled through the random sampling of respondents, giving the students equal chances under all conditions.

The purpose of the study was to investigate how career guidance services are contributing to national manpower development. The hypothesis was tested using chi- square.

3 METHOD

The study used a cross-section survey design. This design was ideal for the study as it allowed for the use of different groups of respondents to study various variables at a given time. Cross section research design allows the researcher to assemble several study groups or samples selected from the same population and record the variable measures for each group. The study was conducted in three counties: Nakuru, Kisii and Migori in Kenya. The three counties were purposively sampled because of their location and socio-economic activities which take place such as flower farming and associated industries (food crop farming, flower farming, tea growing and processing, sugar cane farming and sugar processing) and fishing. These economic activities are likely to lure school leavers with casual jobs which would negatively impact on their aspirations for future more professional and challenging careers. Random sampling was used to select 365 form four student respondents in 32 secondary schools. Purposive sampling was used to select 32 head teachers and 32 teacher counselors. This was ideal because of the positions they hold and services they render in respect of students` guidance and counseling in their respective schools. The total sample was 429: 365 students. 32 head teachers and 32 teacher counsellors. Three questionnaires: the Student Questionnaire (SQ), the Teacher Counsellor Questionnaire (TCQ) and the Head teacher Questionnaire (HQ) were developed by the researcher and used for data collection. Quantitative data was analyzed by the use of inferential statistics. Pearson Product Moment Correlation Coefficient was used to test the study hypotheses and the results were accepted or rejected at an alpha level of 0.05. Ho1 There is no statistically significant relationship between career guidance programmes and national man power development was tested using Pearson Correlation.

4 RESULTS, INTERPRETATION AND DISCUSSION

Table 1: Students Career Choice Preparation

Career Preparation	SA	A	NS	D	SD
Preparation of students for future career	45.5	34.0	7.9	9.6	3.0
Career guidance to help students choose a career	36.4	36.5	8.2	14.8	4.1
Teacher counselor as a role model	39.5	27.8	6.8	15.9	10.0
Guest speakers assisted students know marketable careers	41.6	35.1	6.6	12.6	4.1
Guest speakers assisted students choose a career	47.2	32.5	8.4	7.5	4.4

Results in table 13 shows that a majority of students (89%) were well prepared for future careers because of the career information they received from teacher counselors organized by guidance and counseling department. Most of the students (72%) agreed that they were able to choose careers because of the efforts of teacher counselors compared to (28%) who disagreed. Most of the students (67%) agreed that teacher counselors were their role models. Most of the students (79%) agreed that guest speakers who visited schools and talked to them in choosing market careers compared to (11.9%) who disagreed and (8.4%) who were not sure.

Table 2: Students Level of Preparedness for their Future Career

Table 2 below shows the extent to which students are prepared for their future careers. It also shows the level of commitment of teacher counselors to make sure that students understand what subjects are required in particular careers. The study used Likert Scale of 5 – Strongly Agree (SA), 4 – Agree (A), 3 – Not Sure (NS), 2 – Disagree (D) and 1 - Strongly Disagree (SD)

Outcome of Career Education	SA	A	NS	D	SD
The students are prepared for future career	45.5	34.0	7.9	9.6	3.0
Career guidance has helped students choose a career	36.4	36.5	8.2	14.8	4.1
Teacher Counselor has remained a model	39.5	27.8	6.8	15.9	10.0
Speakers assisted students understand marketable career	41.6	35.1	6.6	12.6	4.1
Speakers assisted students choose a career	47.2	32.5	8.4	7.5	4.4

The information collected as indicated in table 28 showed that majority of the students (89.5%) agreed that they were more prepared for future careers because of the career education they received from the career guidance department compared to (12.6%) who disagreed and (7.9%) who were not sure. Majority of the students (72.9%) agreed that they were able to choose careers because of the efforts of the career guidance department compared to (28.9%) who disagreed and (8.2%) who were not sure. Majority of the students (67.3%) agreed that teacher counselors have always remained their role models as far as career choice was concerned compared to (16.9%) who disagreed and (6.8%) who were not sure. Majority of the students (76.7%) agreed that speakers who visited their schools assisted them in understanding marketable careers compared to (16.7%) who disagreed and (6.6%) who were not sure. Majority of the students (79.7%) agreed that speakers who visited their schools assisted them in choosing marketable careers compared to (11.9%) who disagreed and (8.4%) who were not sure.

Information gathered from the field shows that students in the secondary schools in the three counties had positive perception on the outcome of career guidance programme in their schools and more especially on their preparation for future careers, the students were able to choose careers because of the efforts of the career guidance department. The teacher counselors have always remained their role models as far as career was concerned. The speakers who visited their schools assisted them in understanding details on how to select marketable careers and also assisted them in choosing marketable careers.

Table 3: Adequacy of Career Programme in National Manpower Needs

Table 3 below shows the extent to which schools are prepared to train graduates to support the country's manpower needs as clearly stipulated in Sessional paper 1 of (2005) on the need for development of quality human resource to meet the country's manpower needs.

National Manpower Development (NMD)	SA	A	NS	D	SD
Head Teachers support CGC program on NMD	21.9	53.1	9.4	12.5	3.1
Head Teacher gives Teacher Counselor Support	31.3	62.5	-	6.2	-
Head Teacher Support external Career Speakers	40.6	37.5	9.3	6.3	6.3
ICT and hotel are popular careers	15.6	43.8	18.8	18.8	3.0
Engineering and medical are popular careers	15.6	46.9	12.5	9.4	15.6
Computer Technology are popular careers	8.5	11.3	9.6	35.3	35.3
Marine Science has become popular careers	6.3	8.3	23.1	38.5	23.8
Aeronautical Engineering are popular careers	4.6	9.2	21.7	41.6	22.9
University Lecturing has become popular careers	39.5	41.5	8.5	5.8	4.7
Students are taking career in leadership	47.2	42.8	-	4.2	5.8

Information collected from the study as shown in table 30 above indicated that majority of the Head teachers (75.0%) agreed that Career Guidance and Counseling Program on National Manpower Development gets support from their administration compared to (15.6%) who disagreed and (9.4%) who were not sure. In terms of giving support to the teachers counselors, the majority of the Head Teachers (93.8%) agreed that they give the required support compared to (6.2%) who did not give support. The majority of the Head teachers (78.1%) agreed that through their support, the Teacher Counselors were able to arrange for speakers from outside to speak to students on careers in various fields such as; science, medical and engineering compared to (12.6%) who did not agree and (9.3%) who were not sure whether head teachers gave this particular support. In terms of students developing interest in various subjects, the majority of the Head Teachers (59.4%) agreed that students in their schools had interest in ICT and Hotel Industry, (63.5%) agreed that students in their schools had interest in career in sciences like engineering and medical, (81.0%) agreed that students in their schools wanted to further their education so that they become university lecturers and (90.0%) of the Head teachers agreed that students in their schools were already taking careers in leadership. Conversely, the study established that the majority of the Head Teachers (70.6%) indicated that students were interested in careers in Computer Technology, (62.3%) observed that the students in their schools have never selected marine sciences as a career and majority of Head teachers observed that aeronautical engineering courses were not popular in their schools.

This information indicated that in terms of the National Manpower Development, the career guidance in schools had played the following roles; Career Guidance and Counseling Program on National Manpower Development which got support from school administration. The Head Teachers gave the necessary support to the Teachers Counselors in running the career programs as a way of enhancing the success of National Manpower Development. Through the support of the Head teachers, the Teacher Counselors were able to arrange for speakers from outside to speak to students on career in various field as; science, medical and engineering as a way of popularizing the careers for the National Manpower Development. As a way of supporting the National Manpower Development goals leading to the success of vision 2030 the students had developed interest in the careers in the following areas; ICT and Hotel Industry, sciences like engineering and medical, university lecturers and leadership. The general trend in career choice is encouraging and positive to meet the country manpower needs leading the landmark achievement of vision 2030 which will make Kenya a middle industrialized economy.

The career guidance programmes in secondary schools is solely under the management of the Teacher Counselor through the support of the Head teacher and it is his/her duty to make sure that the program is not only functioning but also adequate. The key variables used to analyze this objective included: the Teacher Counselor's role in providing information to the students on careers that lead to helping the students get jobs, inspiring students to consider careers of their interests which area popular in the job market, encouraging students in taking more challenging careers, explaining to students how science related careers will be useful in the future. The teacher counselor should make sure that the career centers have enough materials that enhance manpower development and encourage parents to regularly visit schools in relation to their children career. They should explain to students on the importance of ICT and technical subjects in career development, availability of enough materials for counseling services in, consultation with other teachers regarding students' career selection in relation to National Manpower Development. The teacher counselor should encourage students to choose career in agriculture, medical sciences and marine sciences which are of high demand in the realization of Vision 2030.

Table 4: Adequacy of Career Programs to Support National Manpower Development

Adequacy of CG Programmes	SA	A	NS	D	SD
Key subject areas for getting a job	21.9	50.0	9.4	15.6	3.1
Selection of popular career of interest	21.9	46.9	9.4	18.8	3.0
Taking up challenging careers	12.5	46.9	12.5	28.1	-
Science subjects are important	18.8	50.0	12.4	9.4	9.4
School Career Centers has enough counseling material	3.1	12.5	5.6	60.2	18.6
Parents visit schools for consultation	9.6	7.3	-	45.7	37.4
Importance of ICT, Technical and Industrial Education	15.6	48.8	12.6	13.8	9.2
Career Resource Centre has enough materials	11.7	6.4	-	42.8	39.1
Consultation for career selection for NMD	12.5	56.3	9.4	18.8	3.0
Encourage students to choose career in Agriculture	43.7	-	-	31.3	25.0
career in Medical and marines sciences are popular	15.6	50.0	12.5	21.9	-

The majority of the Teacher Counselors (71.9%) agreed that they had adequately informed the students on the key sectors where they could get jobs. These sectors included Engineering, Health, Education, ICT, Medical, Agriculture, Tourism and Hotel Industry compared to (18.7%) who did not and (9.4%) who were not aware of this role. (68.8%) of the teacher Counselors had adequately informed the students to select popular careers of their interest among them were careers in Health, ICT, Hotel Industry, Engineering and Agriculture compared to (21.8%) who did not and (9.4%) who were not aware that this should be done. (59.4%) of the Teacher Counselors had adequately encouraged the students to take challenging careers like medicine, Architect, Marine Engineering, ICT and General Engineering compared to (28.1%) who did not and (12.5%) who were not aware. Majority of the Teacher Counselors (68.8%) adequately explained to students the importance of science course in the future careers compared to (18.8%) who did not and (12.4%) who were not sure. Majority of the Teacher Counselors (64.4%) adequately explained to students the importance of ICT, Technical and Industrial Education career that they could pursue as a way of enhancing National Manpower Development compared to (23.0%) who did not and (12.6%) who were not sure. Majority of the Teacher Counselors (68.8%) adequately consulted with other members of the staff regarding students career selection in relation to National Manpower Development compared to (21.8%) who did not and (9.4%) who were not sure. Lastly majority of the Teacher Counselors (60.6%) adequately encouraged students to take careers in Medical and Marine Sciences in relation to National Manpower Development compared to (21.9%) who did not and (12.5%) who were not sure.

Despite the fact that the Teacher Counselors in the secondary schools had made a lot of effort to make students gain important information on selection of careers leading National Manpower Development, the programmes still had the following challenges: majority of the Teacher Counselors (78.8%) agreed that the school career resource centre did not have adequate materials in career counseling as the required equipment towards enhancing the National Manpower Development compared to (15.6%) whose centers had adequate resource and (5.6%) who were not sure. Majority of the Teacher Counselors (83.1%) agreed that the parents regularly visited the schools for consultation on their children careers required in National Manpower Development compared to (16.9%) who were not sure. Majority of the Teacher Counselors (56.3%) did not adequately encourage students to take career in Agriculture towards enhancing the National Manpower Development compared to (43.7%) who were able to encourage them.

The study therefore got information showing that the career programmes in secondary schools in Kisii, Migori and Nakuru Counties were adequate in enhancing the National Manpower Development in the following particular areas; the students had adequate information on the key sectors where they could get jobs including Engineering, Health, Education, ICT, Medical, Agriculture, Tourism and Hotel Industry. Secondly, the students had adequate information on how to select popular careers of their interest among Health, ICT, Hotel Industry, Engineering and Agriculture. Third, the students were adequately encouraged by the Teacher Counselors to take challenging careers like medicine, Architect, Marine Engineering, ICT and General Engineering. Fourth, the Teacher Counselors adequately explained to students the importance of science courses in the future careers. Fifth, the students had adequate explanation on the importance of ICT, Technical and Industrial Education careers that they could pursue as a way of enhancing National Manpower Development. Sixth, the Teacher Counselors had adequate consultation with other members of the staff regarding students' career selection in relation to National

Manpower Development. Seventh, the students had adequate encouragement to take careers in Medical and Marine Sciences in relation to National Manpower Development. The information from field data collected, supports the effort the country is making to produce sufficient manpower to support the nation's development. Since Kenya got her independence, a lot of efforts to produce sufficient manpower to support economic growth is has been made. GOK (1964) made the first move to have manpower supporting the country's development. A lot more has taken place since then till the latest move steered by vision 2030 clearly states that Kenya needs to have sufficient human workforce to develop.

H_{01} there was no statistically significant relationship in the roles played by teacher counselors, and head teachers in the influence of students' career choice. The independent variable was the school career guidance programme and the dependent variable was the students' perception on the career guidance programme. All the frequencies of perceptions were extracted in a separate SPSS data view and a chi square was was run.

The analysis confirmed that there was a positive Pearson Correlation of 0.68 between school career guidance programme and students perception on the programme. The students rated this programme. The degree of freedom (Sample Size- 2) (405-2) was 403. The critical Pearson Correlation Value at 403 degree of freedom was 0.082. Since the calculated Pearson Correlation Value was far much greater than the critical value at <0.05 , there was a positive significant correlation between the two population perceptions leading to a relationship. This therefore means that the hypothesis that there was no statistically significant relationship in the roles played by teacher counselors, and head teachers in the influence of students career was rejected. Both teacher counsellors and head teachers positively observed that career guidance services were beneficial to the secondary school students in preparing them for their future career.

5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The development of indigenous manpower to serve as the propelling force for national growth and development is no doubt a key to Kenya's socio-economic and political development engraved in the Vision 2030. It is important to note that this can only be achieved when the students at secondary school choose post secondary school careers that can make Kenya achieve this important obligation. The main purpose of the study was to investigate the Role of Secondary School Career Guidance in achieving National Manpower Development in Kenya.

5.2 CONCLUSION

The study established the existence of a relationship between the two variables. This was proved by r and led to the rejection of the null hypothesis that there was no statistically significant relationship on the roles played by teachers and members of staff in the influence of career guidance services. The teachers played a vital role in providing materials for reference as well as services giving it a positive relationship. Students selected subjects leading to careers such as ICT, agriculture, medical, technical, sciences and advancement in education for leadership jobs and teaching at universities. This showed positive relationship in perception by both students and teachers on the guidance programme.

5.3 RECOMMENDATIONS

It was established that students needed motivation to develop a positive perception towards a guidance programme in school. Students needed encouragement to voluntarily seek guidance services on careers especially on marketable career choices in areas such as ICT, Engineering, Medical, Technical, Hotel industry, Agriculture. Teacher counselors need to strengthen their skills in counseling by going for further studies and training in skill development in career guidance related to national manpower development needs in line with Vision 2030. The teacher counselor's workload needs to be manageable to allow him/her have enough time to perform duties in guidance and counseling. The support from staff members in schools on the guidance programme needed to be enhanced to make sure that the guidance services rendered are effective to students make good career choices.

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