

## Adequacy of Career Guidance Resources in secondary schools in Nakuru, Kisii and Migori Counties, 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 adequacy of career guidance resources in secondary schools 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 Chi- square. 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 indicated the school administration provided valuable support to the teacher counselors to make sure that they had enough materials and time to manage the guidance programme. Schools started resource centres and did their best to equip them through the support of school administration, parents and other well wishers, but the findings showed that not all schools had enough equipment and reading materials. It is recommended that the school resource centre should be more equipped to support the guidance programme.

**KEYWORDS:** Career, Guidance, economy, resources, resource center.

### 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 19<sup>th</sup> 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 21<sup>st</sup> 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 adequacy of career guidance resources in secondary schools 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.

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 make 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.

In some cases, teacher counselors can start involving parents in career guidance by creating a parent resource library. This is when some parents are consulted and invited to give talks to students on careers. Parents who have special training in various fields can talk to students on their respective areas giving tips to students on their education and future careers. Parents need to have up to date and accurate information on careers to advise their children on the changing career opportunities according to the changing needs in society Mutie and Ndambuki (2007).

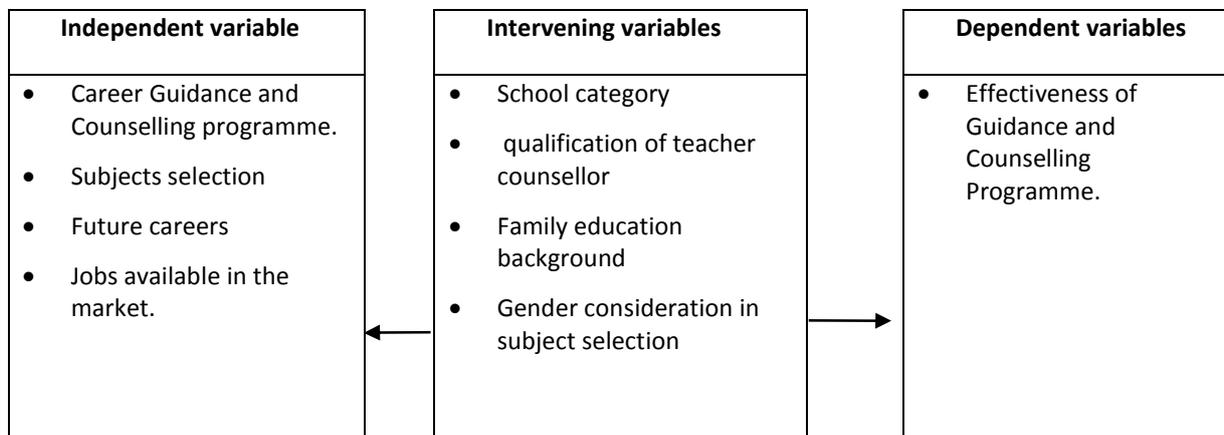
A counsellor should collect and disseminate information concerning career opportunities for the future education and training Nasibi (2006). This can be done through various activities, seminars, career exhibitions, orientation visits and supply of materials at resource centers. This will help in the dissemination of information concerning careers, opportunities for further education and training. A teacher counsellor provides referrals work to other professionals for advice and more information. There is need for a teacher counselor to work closely with other staff members for support and any advice on student data and their future prospects. He/she needs to provide curricula guidance which includes subject options, choice of courses and providing personal counselling.

Herr and Cramer(1972) proposed a systems approach that linked valued outcomes to specific elements in a comprehensive guidance and counselling programme. In their view, when building a comprehensive programme, school counsellors need to connect specific resources for different types of learners under different school conditions for promoting the learners for different purposes. Depending on the types and needs of the learner, either didactic or student –centered approaches would produce the best results. Sindabi (1992) asserted that guidance and counseling is important as a response

to development of a community and can positively influence the social status and roles of individuals. A well planned guidance and counselling programme should provide for the development needs of the youth and lead to a production of a country's skilled manpower according to needs of a country at that time. Guidance programme as part of education requires careful and consistent development. This ensures that the programme responds to unique needs of clients. It provides benefits to students by addressing their urgent needs covering areas like career, emotional, social and psychological needs. The programme should involve all members of staff and assign them roles to strengthen guidance services and help students develop into full human beings capable of maximizing their potential characteristics in career- related aspects (UNESCO, 1998).

In India, a report on education Bishop (1985) realized that if education was to contribute towards economic growth and earn a good yield on its investment, then the quality of education and its character must change. Education can be academic but skill-based to increase national wealth. Students should select a subject combination which gives hope for their future. Developing countries should adopt a mixed production of school graduates to produce a balanced human resource needed in the country. The production of graduates like lawyers, teachers and administrators should be balanced with the production of engineers, technicians, agriculturists and nurses.

**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.

Purpose of the study was to investigate how resources are used in the effectiveness of guidance services and its contribution 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. Chi- square was used to test the hypothesis and the results were accepted or rejected at an alpha level of 0.05. Ho1 There is no statistically significant relationship between resource availability and students career choice.

**4 RESULTS, INTERPRETATION AND DISCUSSION**

*Table 1: Equipment of the Department of Guidance and Counseling*

Response	Frequency	Percent
Available	7	21.9
Not Available	25	78.1
Total	32	100.0

Table 1 above provides details on how much departments of guidance and counseling are prepared to guide students in career counseling.

The majority of the Teachers Counselors (78.1%) observed that the departments of guidance and counseling were not equipped with resource materials on guidance and counseling compared to (21.9%) who reported to the contrary. This information indicated that there was a gap in terms of guidance and counseling reading materials. The school through its annual budgeting could entrench the guidance and counseling materials in the budget and also make sure that such reading materials are used by the Teachers Counselors in their duties of career guidance and counseling. It is important that resource centers are well equipped with materials for use by both teachers and students. Details on subject requirements and selection to be trained in various fields are crucial in guidance and counseling on career choice.

*Table 2: Career Guidance Resource Availability*

Resource	SA	A	NS	D	SD
Resource centre well equipped	12.8	9.0	7.0	38.5	32.7
Time allocated for career guidance	38.4	31.8	8.4	13.7	7.7
Well informed teacher counselor	31.5	35.1	19.7	9.9	3.8
Good career arrangement	32.6	33.6	13.8	15.1	4.9

Majority of the students under the study (71.2%) disagreed that the career resource centre in their school were well equipped with relevant and up to date resource materials on career development for enabling students select appropriate career choices compared to (21.8%) who disagreed and (7.0%) who were not sure. Majority of students (70.2%) agreed that their schools allocated adequate time for career guidance compared to (21.4%) who disagreed and (8.4%) who were not sure. Majority of students (66.6%) agreed that teacher counselors were well informed of his work as career guidance compared to (13.7%) who disagreed and (19.7%) who were not sure. Majority of students (66.2%) agreed that they liked the arrangements the school had made on career guidance activities compared to (20.0%) who disagreed and (13.8%) who were not sure.

This information collected indicated that the students had positive perception on the following as far as career resource allocation in their respective schools were concerned: the schools allocated adequate time for career guidance, the teacher counselors were well informed of their work in career guidance and that the students liked the arrangements the school had made on career guidance activities.

*Table 3: Chi-Square Test on relationship between resource availability and students career choice*

Variable	Calculated Chi-Square	Critical Chi-Square	df
Students' career choices	142.310	24.996	15
Teacher Counsellors' Perception	10.000	22.362	13

Source: Field Data (2013)

Ho1 There is no statistically significant relationship between resource availability and students career choice. The analysis of this hypothesis established that the calculated chi-square for students' career choices was 142.310 whereas the critical chi-square was 24.996 at 15 degree of freedom. The calculated chi-square for resource adequacy was 10.000 whereas critical

chi-square was 22.362 at 13 degree of freedom. Since the calculated chi-square was far much greater than the critical chi-square in the students' career choices whereas for resource availability the calculated chi-square was far much less than the critical chi-square, there was no significance relationship between the students' career choices and resource availability therefore leading to the acceptance of the hypothesis that there is no statistically significant relationship between students and teacher counselors' perceptions on the effectiveness of guidance services offered in secondary schools. The test confirmed that the students' career choices were not influenced by guidance and counseling resource availability indicating a need both to improve on guidance and counseling resources and also design such resources in a way that they can positively influence students' career choices.

## **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 adequacy of career guidance resources in secondary schools in Kenya.

### **5.2 CONCLUSION**

The study established an existed a relationship between the two variables. Since the calculated chi-square was far much greater than the critical chi-square in the students' career choices whereas for resource availability the calculated chi-square was far much less than the critical chi-square, there was no significance relationship between the students' career choices and resource availability therefore leading to the acceptance of the hypothesis that there is no statistically significant relationship between students and teacher counselors' perceptions on the effectiveness of guidance services offered in secondary schools. The test confirmed that the students' career choices were not influenced by guidance and counseling resource availability indicating a need both to improve on guidance and counseling resources and also design such resources in a way that they can positively influence students' career choices. The school administration provided valuable support to the teacher counselors to make sure that they had enough materials and time to manage the guidance programme. Schools started resource centres and did their best to equip them through the support of school administration, parents and other well wishers, but the findings showed that not all schools had enough equipment and reading materials.

### **5.3 RECOMMENDATIONS**

Teacher counselors needed 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 teacher counsellors and head teachers in schools on the guidance programme should be enhanced to make sure that the guidance services rendered are effective to all students to make good career choices. The school resource centre should be more equipped to support the guidance programme. This can be done with increased number and wide variety of reference materials. The working space and time allocation in the timetable needed to be made conducive to the students, teacher counselors and school administration to be able to do their work effectively. The school administration should allocate resources and finances to support the students and teachers in their search for more information on careers. More support from other development partners and the ministry of Education is needed to support and strengthen the functioning of the programme.

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