The purpose of the study was to explore the roles and impact of career counselors on career choices of girls in secondary schools in Vihiga County. The specific objective was to establish if there were differences in career choices and university enrolment between schools with career counselors and those without. The study embraced mixed methods design, thus both qualitative and quantitative approaches. The target population was girls in both 'mixed' and 'girls' secondary schools. Stratified random sampling was used to select 30 schools from the four constituencies. The sample was 245 respondents, comprising 180 secondary school girls, 30 school principals, 30 career guidance teachers, 4 district quality assurance officers and one county director of education. Purposive sampling was used to select principals, career guidance teachers, county director of education and the five quality assurance and standards officers. Data was collected by questionnaires, observation and content analysis. The reliability index of the instruments was calculated using Pearson’s product moment correlation (r) from the test-retest scores. The results obtained from the teachers’ questionnaire was a reliability coefficient of \( r = .76 \) while that of the students’ was \( r = .68 \). The data was analyzed using frequencies, mean scores, standard deviations, Pearson’s product moment correlation, t-test and Analysis of Variance (ANOVA). 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 guidance and counseling services’ effect on career choice, \( r = 0.513, p < 0.05 \), teachers’ perception on guidance and counseling services’ effect on career choice, \( t (58) = 2.035, p < .05 \). The study has practical implications for the ministry of education to train and post career guidance teachers to all schools to help demystify careers in fields such as science, technology, mathematics and other emerging ones for the girl child. This will help in achievement of sustainable development goal 5 (empowering all women).
INTRODUCTION
Frank Parsons is considered the father of vocational guidance as he is a pioneer of the guidance and counseling movement. Through his efforts, guidance and counseling became an organized service and gained recognition for its important contribution in society. He established the first career institution in the USA in early 1990s and set the pace for the development of psychological testing. His work, “Choosing a Vocation” (1909) was the first major work concerned with careers. He developed the first conceptual framework for career guidance, which is: Clear understanding of self: aptitudes, abilities, interests, resources, limitations among others; Knowledge of requirements, conditions and prospects in a given line of work; Application of “true reasoning” to realistically assess the likelihood of a successful match. Gradually, the guidance and counseling movement developed into an organized service which has continued to make a significant contribution to the development of society (Makinde, 2004). Significance of career guidance was acknowledged in China in the 1990s. It was influenced by its earlier development in the USA. (Weiyuan Zhang, Xiaolu Hu & Mark Pope, 2002). Murithi (2007) states that a careers' course piloted in Laikipia was to be extended to head teachers and education officers. It is not clear how far the project went within the district and if it was extended to other districts. A bench marking tour of Alliance High school by teachers from Eldoret East District established that the school took its own initiative to send its careers’ teachers for training, fully paid for by the school. However, in many schools, untrained and unskilled teachers struggle between heavy teaching workloads and career guidance. Therefore, the role of career guidance teacher does not get the attention it deserves and hence the need for this study. This study therefore sought to find out if schools in Vihiga county were following in the footsteps of Frank Parsons by having a career counselor assigned specific roles and, the impact of this on career choices.

Statement of the Problem
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 the science and technology-oriented and those requiring 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 to public universities in 2012, only 581 were girls (Vihiga County Education Office, 2013, JAB admissions 2012). Besides, of these 581 girls, very few 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. These statistics paint a grim picture on the future of female students as far as university education attainment and training needs are concerned. If this is not checked, the gender disparity and female marginalization will continue and derail the attainment of SDGs and Vision 2030. Mukwana (2005) found out that many of the factors hindering implementation of career guidance in Vihiga County were related to the career guidance teacher. This study thus sought to find out if existence of a career counselor and their roles had an impact on career choices of girls in public secondary schools in Vihiga County.

Limitations of the Study
Limitations of the study included the following:
Veracity of the responses could not be ascertained. A lot of red tape involved in getting information from government offices caused delays in obtaining required data. Students were also not readily available as it was during the KCSE exam period. Confidentiality and infringement of rights was also a challenge.

Literature Review
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). A study done in America by Ferris State Universities’ Career Institute (2002) found out that among the people who influence career decision-making, 78% said both their parents were involved while only10% had their teachers involved. This means that a large percentage of high school students may not be benefiting from career guidance teachers in schools in America. In Austria, career guidance is more advanced as it starts early, at grade 7&8 and is organized at three levels. These are: the career teacher, the student advisor and the school psychologist (OECD, 2003). In addition, special career guidance bodies for young women have been established to address the issue of gender stereotyping in occupational choice. Salami et al (2007) in a study in Nigeria found a relationship between parental attachment and psychological separation and career information seeking behavior of learners. They suggested enlightening of career counselors, parents and students on the need to assess the relationship between students and parents on career development problems. The Kamunge report (1988) recommended that schools and universities provide guidance and counseling to university applicants to enable them make the right subject and course choices. Kipnusu, (2001) states that the level of competency at which career guidance is done in Kenya is low. Session Paper number 1 of 2005 and UNESCO (2002) report that one of the challenges facing secondary education in Kenya is girls’ poor performance in the core subjects leading to low transition rates from secondary to
Career guidance is not well established in many Kenyan schools and there is lack of support from the administration as teachers have subjects to teach and less time to spend on career guidance (Muriithi 2007). This results in a mismatch between jobs and one’s interests, values, personalities and abilities leading to job frustration and dissatisfaction (Mwikwabe & Kurgat, 2005; Ojenge, 2007; Wanjohi & Mwaura, 2010). According to Mukwonago (2005), teachers are not adequately trained and skilled to handle career guidance. There is therefore a yawning gap which has led to springing up of career consultants. Suda (2003) states as follows: “although a large number of women have entered the labor force over the last two decades, they are mainly concentrated in low-status, low paying occupations such as teaching, secretarial work and domestic jobs viewed as extensions of their traditional roles. In 1995, only 6% of senior positions in job group P and above were occupied by women (ibid).” Wainaina (2009) states that module II programmes are not gender sensitive hence perpetuate the gender disparities that currently characterize the education sector, or create new ones that will diminish or undermine the gains that could have been made towards gender parity. A study titled: “Challenges female students in engineering courses face at the University of Nairobi” found out that there is a large disparity in the ratio of men to women studying science, engineering and technology courses in public universities in Kenya (African-studies.ubnh.ac.ke/node/499). The study recommended continuous affirmative action in admissions and improvement of learning facilities and resources. The same is echoed in the gender policy document of 2007 which states as follows: “Enrolment in public universities is characterized by a wide gender disparity in favor of males. In 2000, female students made up only 36.2%. Furthermore, enrolment in math science and technology (MST) related degree courses are very low. For instance in the university of Nairobi in the academic year 200-2005 female constituted only16.1% and 26.3% of those enrolled for Bachelor of Architecture and computer science.”

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. Ireh (1999) reports that counselors experience difficulties in assisting students in career planning due to their lack of understanding of these models and theories. For instance a study by 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. 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 informing, advising, assessing, teaching, enabling, advocating, networking, feeding back, 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 should have the following components: awareness of work (developing an individual’s sensitivity to work to create an understanding of the dignity and value of work), orientation (availing information about available careers), exploration (enabling hands on experiences of occupations available, also known as job shadowing) and, preparation and placement (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 found out that 49.9% of the teachers assigned career guidance responsibilities were either indifferent or unwilling to conduct this duty. Their reasons included lack of training and in-servicing, negative attitude, lack of remuneration, heavy workload, lack of time and rooms. The findings of Mukwana (2005) concur with those of Wotuku (2002) who said that designated career counselors perform the duties of a regular teacher, therefore slighting the functions of career counseling. Ojege (2007) carried out a research among 314 professionals in Kenya on job satisfaction. He found out that 66% were dissatisfied, a factor he attributed to lack of career guidance leading to job and personality mismatch. Plant (2001) gives the competencies for the counselors as, 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.
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). 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 teachers; not providing adequate resources; guidance and counseling not being incorporated in the statutory curriculum so as to facilitate its timetabling; lack of financial support and motivation and, lack of visiting resource persons. In both Wanjira’s and Mukwana’s findings, training for the counselor was wanting. This impacts negatively on delivery of services as it affects competence. Career guidance is guided by theories. However, none of the theories is comprehensive and their strengths and weaknesses have to be born in mind. The UNESCO handbook (2002) on career counseling gives a cyclical representation of the career development process. The process involves six stages, starting with development of self-awareness followed by linking of self-awareness to occupations, then researching occupational possibilities, making decisions, setting goals and finally, planning the job search. Career counselors need to navigate the whole course of this cycle with their clients in order to make meaningful career choices. However, many times this is not the case, as reported by the studies which show that many students go straight to stage four (decision-making) without having passed through stages one to three. This results in great difficulty in career decision-making, choice of wrong careers and eventually job dissatisfaction and frustration. Career decision-making is the basis for several studies including OVAE (2000) and Guunkel et al (2010).

A number of students on joining university in Kenya request for transfers into different courses, a likely indicator that they were not adequately prepared to make informed career choices. Thou (2008) reports that in 2005, 1800 students were required to change their courses. He further states that there is a relationship between the type of school and the students’ perceptions of guidance and counseling services offered. In some schools, some students leave school without knowing that there existed a career guidance department. They learn of some university career options for the first time on the day they fill the university application forms (ibid). Lugulu (2011) found out that majority of students only sought careers information while in form four. Secondly, their performance in KCSE was the major determinant of their degree courses and not career guidance. Although career guidance was available in their schools, it had minor influence on their degree choice. One respondent even expressed surprise at the number of courses available which their teachers had no idea about.

Wanjohi (2011) reports that a survey by Modern Machine Shop (2002) on the challenges facing career guidance among high school students in U.S.A found out that 51% of the students could not identify someone at school who advised them on careers while 78% credited their parents as their top advisors. Bathsheba et al (2000) found out that in Kenyan high schools, rural students seek help from parents and teachers more than urban ones and that gender, self-concept and vocational stereotyping influence career decision-making. A study by the ministry of Education in 2007 on career practices in 22 randomly sampled schools in Kenya found out the following: “The private academies take students to university fairs, give individual attention to students and hold career debates. In the high cost public schools, the counselor discusses with interested students but there is no full time counselor as each counselor has teaching load too. In the other public schools where we have 90% of Kenyan high school students, no real counseling is done except on the use of the careers booklet, which contains a list of college courses and their cut off points.” A study by the ministry of Education and a Canadian university in 2000 found out that among the agents that influence career choice in Kenya, career counselors have the least influence as they are too few and poorly trained.

In line with the UNESCO career guidance cycle, Pepe Minambo (2013) has given some insights on how step one of the cycle (self-awareness) can be executed. He posits that self-awareness should entail a thorough search to unearth one’s life vision, mission statement, core values, role models and mentors. The second step of the cycle (linking self-awareness to occupations explorations) and the third step, ‘researching Occupation Possibilities’ can be done by adopting the model used in Gichohi’s ‘Career Word magazine’. The magazine presents information on career exploration by picking on a specific career and listing the following information about it: Broad Career field, career tracks under the broad field, academic training and other qualifications required as pre-requisite, essential KCSE subjects, job outlook-opportunities and growth prospects in the career, requisite skills and personal qualities and, areas of employment. Such information, if infused into school curriculum will shed a lot of light on the relationship between work and school. There already exists a book with some content on careers known as ‘Careers Guidebook for schools.’ However, it is mainly used as a reference book when students are choosing careers in form four to fill the JAB forms and not as a course book to guide learners in their earlier years of secondary schooling. Careers information gives
intrinsic motivation (MoE, 2009). Kazadi (2006) revealed that students of French foreign language in Kenya are instrumentally motivated due to being made aware of what is at stake in the job market for those with knowledge of French.

Materials and Methods
The 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 comprised 4628 form four girls in 15 girls’ schools and 97 mixed secondary schools. 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. One hundred and eighty (180) students were randomly sampled. Data was collected using questionnaires, observation and document analysis. Descriptive statistics were used to summarize data while inferential statistics was used for showing relationships between the variables.

Results and Discussion
The response rate for the study was good as it presented 95.92% of the respondents. Table 1 below shows this.

Table 1. Response Rate

<table>
<thead>
<tr>
<th>Category</th>
<th>Sampled Population</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>180</td>
<td>176</td>
<td>97.77%</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>30</td>
<td>27</td>
<td>90.0%</td>
</tr>
<tr>
<td>Guidance and counseling teachers</td>
<td>30</td>
<td>28</td>
<td>93.3%</td>
</tr>
<tr>
<td>County education Directors</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>District Quality and Standards Officers</td>
<td>4</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>245</strong></td>
<td><strong>235</strong></td>
<td><strong>95.92%</strong></td>
</tr>
</tbody>
</table>

Source: Author, 2014

The table shows that out of the 30 principals and career guidance teachers sampled, 27 principals and 28 teachers responded. In addition, 176 out of the 180 sampled students responded to the questionnaires.

General Information on Career Guidance Teachers

Gender of Career Guidance Teachers
The research investigated the gender of the career guidance teachers. Out of the sampled population, 20 (71.4%) schools had career guidance teachers who were male while 8 (28.6%) schools had female career guidance teachers. Having male career teachers to guide female students could lead to some sort of stereotyping if the male teachers are chauvinist hence discourage female students to pursue some careers thought to be the domain of males. For instance, engineering and other science based and technological courses.

Professional training for the teacher counselors
The study sought to find out the professional training of the teacher counselors and found out that 57.2 % (n=16) were trained while 42.8% (n=12) were untrained. Career guidance teachers were asked if they attend in-service training. The findings showed that 75 % had attended in-service training while 25% had not.

Sponsorship for in-service training
The career guidance teachers were asked who sponsored their in-service training. The responses were that 35.7% were sponsored by the schools, 57% by themselves and 17.2% by NGOs. The findings showed that the government was not solely responsible in training of career guidance teachers.

Number of lessons taught by career guidance teachers per week
The researcher investigated the teacher counselors’ workload. The findings were that majority (64.3%) of the teachers counselors taught 19-25 lessons per week while 14.3 % taught more than 26 lessons per week. This is likely to impact negatively on their efficiency in their career guidance duties due to time constraints. The findings concur with
the findings of Mukwana (2005), Wotuku (2002) and Rajinder (2010).

**Students rating of adequacy of assistance by career counselors**

Students were asked to rate the performance of the teacher counselors. The students’ rating of adequacy of assistance by teacher counselors was generally fair since a majority (43.1%) said that they find it fair, 31.3 % said it was good, 20% indicated that they find it very good, while only 11.4 % said it was poor. However, 3.4 % were not sure.

**Who appointed the career guidance teacher**

The study sought to find out who appointed the career guidance teachers. The responses were that majority (58.3%) of the teacher counselors were appointed by the school administration while 41.7% were appointed by TSC.

**Number of years teachers have served as career counselors**

The study investigated the number of years the teacher counselors had served as career counselors. The findings were as shown in figure 1 below.

![Figure 1. Number of years served as teacher-counselors](image)

According to figure 1 above, majority (50%) of the teachers had served as counselors for a period ranging between 1 and 4 years. This shows that the career guidance practice has not been in existence for long in many of the schools.

**Frequency of Professional counselors visits to schools**

Career guidance teachers were asked if the head teacher often invited professional counselors to talk to students. Their responses were as shown in figure 2 below.

![Figure 2. How often head teachers invite professionals to offer counseling to students](image)

From the figure above, majority, (66.67%) of the teacher counselors indicated that their head teachers invited professional counselors once per term, 16.67% twice per term while 16.67% when necessary. Teacher counselors were asked which needs the head teachers refer students to them for counseling. They indicated moral, academic, performance and family problems.
Head teachers’ personal participation in implementation of career guidance and counselling programs

The career guidance teachers were asked to rate their head teachers’ participation in career guidance and counselling programs implementation. Majority (75%) indicated that their head teachers do not participate while 25% indicated that they participated. They were asked to rate their head teachers’ involvement in specific career guidance activities on a Likert scale. The responses were as shown in table 2 below.

Table 2. Rating of head teachers’ involvement in career guidance activities and counseling using a 4 point scale.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The head teacher provides all resources needed for effective career guidance and counseling</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>The head teacher always attends career guidance and counseling meetings to discuss student ‘issues’</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>The head teacher has reduced my teaching load thus giving me time to counsel students.</td>
<td>3</td>
<td>10.7</td>
<td>6</td>
<td>21.4</td>
</tr>
<tr>
<td>The head teacher always sponsors me for career guidance and counseling related training.</td>
<td>4</td>
<td>14.3</td>
<td>10</td>
<td>35.7</td>
</tr>
</tbody>
</table>

Summary of findings from the table

The head teacher always provides all resources needed for effective career guidance and counseling – 75% disagreed while 25% of the teachers agreed. No one strongly agreed or strongly disagreed.

The head teacher always attends career guidance and counseling department meetings to discuss student’s wellbeing - 50% disagreed, while 25% agreed, and another 25% strongly disagreed while no one strongly agreed.

The head teacher has intervened to reduce my teaching load thus giving me time to counsel students – majority (35.7 %) strongly disagreed. 32.2 % disagreed 21.4 % agreed, while 10.7 % strongly agreed.

The head teacher always sponsors me for guidance and counseling related training – 50% of the teacher counselors disagreed, 35.7 % agreed, while 14.3 % strongly agreed. No one strongly disagreed.

Challenges that the teacher counselors face.

The career guidance teachers were asked if they faced challenges. All of them indicated that they face challenges, which included: unreachable parents hence lack of parental involvement in students’ academic and social life, inadequate knowledge, heavy workload, students fear to disclose their problems and lack of career guidance and counseling facilities. They also sighted limited support from school administration and inadequate resources, negative thoughts fed to students, lack of adequate time, lack of dreams and visions hence difficult to guide students, lack of role models for the students, indecisiveness of the students, influence of mass media, lack of facilities and students entry behavior among others. The findings are in line with MoE (2009) which stated that although there is conflict of interest amongst parents, teachers and learners in terms of choice of subjects, teachers are the best placed to provide career guidance. However, many teachers are inadequately equipped. The Ministry of Education is supposed to post trained guidance and counselling (which has a component of career guidance) teachers to all schools. However, many schools are yet to receive such teachers. When asked to recommend areas the head teacher would assist in to improve career guidance, they cited, reduced workload, sponsorship for in-service training and provision of adequate resources.
Other Responsibilities for Career Guidance

The study further sought to find out if the career guidance teachers had other school responsibilities apart from career guidance. Table 3 below shows the findings.

Table 3. Other Responsibilities of Career Teachers

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other responsibilities of career guidance teachers</td>
<td>Senior Master</td>
<td>2</td>
<td>10.53%</td>
</tr>
<tr>
<td></td>
<td>Class Teacher</td>
<td>4</td>
<td>21.05%</td>
</tr>
<tr>
<td></td>
<td>HOD of another department(not career department)</td>
<td>2</td>
<td>10.53%</td>
</tr>
<tr>
<td></td>
<td>Christian Union Patron</td>
<td>1</td>
<td>5.26%</td>
</tr>
<tr>
<td></td>
<td>Drama Teacher</td>
<td>2</td>
<td>10.53%</td>
</tr>
<tr>
<td></td>
<td>Games Master</td>
<td>1</td>
<td>5.26%</td>
</tr>
<tr>
<td></td>
<td>Director of studies(DOS)/curriculum supervisor</td>
<td>2</td>
<td>10.53%</td>
</tr>
<tr>
<td></td>
<td>Deputy Principal</td>
<td>2</td>
<td>10.53%</td>
</tr>
<tr>
<td></td>
<td>Students coordinator</td>
<td>1</td>
<td>5.26%</td>
</tr>
<tr>
<td></td>
<td>Club and Society Patron</td>
<td>1</td>
<td>5.26%</td>
</tr>
<tr>
<td></td>
<td>Librarian</td>
<td>1</td>
<td>5.26%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>19</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

Source: Author, 2014

Out of the 28 career guidance teachers, 19 indicated that they had other responsibilities apart from career guidance. Majority indicated that their other responsibility was as class teachers (21.1%). The other responsibilities were senior masters, HOD, DOS, drama teacher, and deputy principal, accounting for 10.5% of the respondents for each. The other responsibilities listed were C.U patron, games master, students’ coordinator, clubs and societies and, librarian, each of which accounted for 5.3% of the careers teachers. Some of the additional responsibilities like DOS and deputy are so involving that the teachers concerned cannot have much extra time to dedicate to career guidance. The fact that career guidance is allocated to teachers who already have other heavy responsibilities points to the fact that the department is considered as not so significant. This, coupled with the burden of heavy teaching load could be one among the factors causing apathy in career guidance leading to poor motivation and uninformed career choices among girls.

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 and the careers teachers. Out of the 27 principals, 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.

Existence of an independent Career Guidance Department: -Career Guidance teachers’ responses

To the question of existence of career guidance department, 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 while 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.

Personnel in charge of career guidance issues in the 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 study established that in majority of the secondary schools (77.8%) the director of studies (D.O.S.) also takes care of career guidance issues. In 11.1% of the schools, the guidance and counseling teachers handled career guidance 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.

**Services provided by career departments-Students’ Responses**

The study sought to determine from the students, the services that the career department in secondary schools provides. The table below shows their responses.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filling of form one careers information form during orientation</td>
<td></td>
<td>46.3%</td>
<td>53.7%</td>
</tr>
<tr>
<td>Filling of careers declaration and progress forms</td>
<td></td>
<td>48.3%</td>
<td>51.7%</td>
</tr>
<tr>
<td>Calculation of weighted cluster points after every exam</td>
<td></td>
<td>34.7%</td>
<td>65.3%</td>
</tr>
<tr>
<td>Individual students counseling</td>
<td></td>
<td>68%</td>
<td>32%</td>
</tr>
<tr>
<td>Group counseling sessions</td>
<td></td>
<td>71.4%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Class counseling lessons</td>
<td></td>
<td>83.3%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Career fairs</td>
<td></td>
<td>60.5%</td>
<td>39.5%</td>
</tr>
<tr>
<td>Role model speeches at school</td>
<td></td>
<td>44.2%</td>
<td>55.8%</td>
</tr>
<tr>
<td>Visits to universities and workstations</td>
<td></td>
<td>22.8%</td>
<td>77.2%</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td></td>
<td>16.3%</td>
<td>83.7%</td>
</tr>
<tr>
<td>Job Shadowing</td>
<td></td>
<td>12.6%</td>
<td>87.4%</td>
</tr>
<tr>
<td>Volunteer work</td>
<td></td>
<td>18.4%</td>
<td>81.6%</td>
</tr>
<tr>
<td>Mentorship</td>
<td></td>
<td>67.3%</td>
<td>32.7%</td>
</tr>
<tr>
<td>Exposure to scholarship opportunities</td>
<td></td>
<td>15.3%</td>
<td>84.7%</td>
</tr>
</tbody>
</table>

*Source: Author, 2014*

The table shows that majority of the students (53.7%) did not fill form one careers information forms during form one orientation. In addition, 51.7% of the respondents do not fill career declaration and progress forms. Only 34.7% of the respondents calculated weighted cluster points after every examination. Thus there is little tracking as far as students’ attainment of cut-off points for their preferred careers. 68% of the respondents indicated that career counseling sessions were done for individuals students; 71.4% of the respondents indicated that career counseling sessions was done as group sessions; 83.3% of the respondents indicated that career counseling sessions were carried out as class counseling lessons; 60.5% of the respondents indicated that services such as career fairs were provided in schools; 55.8% of the respondents indicated that the role model speeches were provided at schools; 77.2% of the respondents indicated that the career department does not provide visits to universities and workstations; 83.7% of the respondents indicated that the career department does not provide apprenticeship; 87.4% of the respondents indicated that the career department does not provide for job shadowing; 81.6% of the respondents indicated that the career department does not provide for volunteer work; 67.3% of the respondents indicated that the career department provides mentorship for the students while 84.7% of the respondents indicated that the schools do not expose students to scholarship opportunities. What stands out from the findings is the low usage of cluster-point calculation (34.7%) in tracking students’ chosen careers. The findings also reveal poor linkage between secondary schooling and higher learning/workplace practices as shown by the high percentages for lack of visits to universities to create awareness of courses (77.25%), lack of apprenticeship (83.7%), lack of job shadowing and volunteer work (87.4% and 81.65% respectively) and lack of exposure to scholarships (84.7%).

**Career guidance Processes in Schools**

The study sought to find out how the career guidance processes were conducted in schools. The career teachers were asked to rate the extent to which they use UNESCO steps during career guidance in a five point Likert scale. (always (5), frequently’ (4), sometimes (3), rarely (2) never (1). The responses were as shown in table 5.
Table 5. Extent to which career guidance teachers use UNESCO steps during career guidance

<table>
<thead>
<tr>
<th>Steps</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing self-awareness in students</td>
<td>3.63</td>
<td>.675</td>
</tr>
<tr>
<td>Linking self-awareness to occupations exploration</td>
<td>3.89</td>
<td>.731</td>
</tr>
<tr>
<td>Researching occupational possibilities</td>
<td>3.68</td>
<td>.275</td>
</tr>
<tr>
<td>Making careers decisions</td>
<td>3.77</td>
<td>.471</td>
</tr>
<tr>
<td>Setting goals</td>
<td>3.78</td>
<td>.575</td>
</tr>
<tr>
<td>Planning job search</td>
<td>3.63</td>
<td>.355</td>
</tr>
<tr>
<td>I conduct the counseling sessions for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual students</td>
<td>2.73</td>
<td>.032</td>
</tr>
<tr>
<td>Group sessions</td>
<td>3.67</td>
<td>.257</td>
</tr>
<tr>
<td>Class lessons</td>
<td>4.02</td>
<td>.114</td>
</tr>
<tr>
<td>The following activities are carried out by my department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career fairs</td>
<td>2.37</td>
<td>1.023</td>
</tr>
<tr>
<td>Role model speeches at school</td>
<td>1.26</td>
<td>1.042</td>
</tr>
<tr>
<td>Visits to universities and workstations</td>
<td>1.15</td>
<td>1.142</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>1.32</td>
<td>1.261</td>
</tr>
<tr>
<td>Job Shadowing</td>
<td>2.43</td>
<td>1.135</td>
</tr>
<tr>
<td>Volunteer work</td>
<td>1.13</td>
<td>1.237</td>
</tr>
<tr>
<td>Mentorship</td>
<td>3.27</td>
<td>1.135</td>
</tr>
</tbody>
</table>

Source: Author, 2014

The study found out that developing self-awareness in students; linking self-awareness to occupations exploration; researching occupational possibilities; making careers decisions; setting goals and planning job search was sometimes done as indicated by means of 3.63, 3.98, 3.68, 3.77, 3.78 and 3.63 respectively. The study found out that counseling sessions for individual students was rarely carried out (mean of 2.73). Moreover, group sessions and class lessons were sometimes and frequently conducted as indicated by a mean of 3.67 and 4.02 respectively. More activities carried out by the department were as follows: Rarely did the respondents use career fairs in the schools (mean of 2.37); never used role model speeches (mean of 1.2), visits to universities and workstations (mean 1.15), apprenticeship (mean 1.32) and volunteer work (mean of 1.13). The schools sometimes used Mentorship (mean of 3.27).

Activities Carried Out by the Career Guidance Department from form one to form four

The study sought to find out from the career guidance teachers the activities carried out by the careers department on a four–year programme. Out of the 28 schools, 15 provided information on the activities carried out. Of the 15 schools, three had a comprehensive range of career guidance activities running from form one to form four. The rest had 1-3 activities mainly done in form two and four only. This is shown in table 6 below:

Table 6. Four-Year Activities by career guidance department

<table>
<thead>
<tr>
<th>School</th>
<th>Activity by career guidance department</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Form 4: external motivational speakers and career materials</td>
</tr>
<tr>
<td>B</td>
<td>Form 1 term 3: Academic tours</td>
</tr>
<tr>
<td>C, D, E, F</td>
<td>Form 2 term 2: Choosing Subjects; Form 4 term 3: Filling JAB forms</td>
</tr>
<tr>
<td>G, H</td>
<td>Form 1 term 1: career awareness; Form 2 term 2: subject selection; Form 2 term 3: strategy to actualize one’s career; Form 4 term 3: Filling in JAB forms</td>
</tr>
<tr>
<td>I</td>
<td>Career guidance throughout the year</td>
</tr>
<tr>
<td>J, K, L, M</td>
<td>Form 1: Orientation; Form 2: career guidance, career week &amp; subject selection; Form 4: JAB forms</td>
</tr>
<tr>
<td>N</td>
<td>Form 1-4: Peer counseling; Form 4: career guidance</td>
</tr>
<tr>
<td>O</td>
<td>Form 1: Orientation and subjects’ relation to careers; Form 2: Subject selection; Form 3: Subject choices used to register KCSE; Form 4: Career talks, career choices and JAB registration; Writing &amp; reading articles on Careers in the school magazine(form 1to 4)</td>
</tr>
<tr>
<td>P</td>
<td>Form 1: Orientation, career information and career choices; Form 2: Parents students career meeting and subject selection; Form 3: Career guidance; Form 4: Career choice &amp; JAB registration; motivational talks, reading careers magazines</td>
</tr>
</tbody>
</table>
Data obtained from the schools on admission to public universities (2006-2012) and the 2012 JAB admissions showed that the three schools with comprehensive career guidance were leading in JAB admissions. Table 7 below shows the relationship between intensity of career guidance programmes versus public university admissions.

Table 7. Relationship between intensity of career guidance and admission into public universities

<table>
<thead>
<tr>
<th>Schools with comprehensive career guidance programmes</th>
<th>JAB admissions for 2006-2012 according to data from the schools</th>
<th>2012 JAB Admissions as per the data obtained from the JAB office</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>925</td>
<td>179</td>
</tr>
<tr>
<td>P</td>
<td>300</td>
<td>82</td>
</tr>
<tr>
<td>G</td>
<td>223</td>
<td>62</td>
</tr>
</tbody>
</table>

School A, B, C, D and F which did not have comprehensive career guidance services had no JAB admissions from 2006 to 2012. It can therefore be hypothesized that the number and types of career guidance processes and programmes influence public university admission.

Career Guidance Timetable

The study sought to find out if schools had career guidance time-tabled. The responses showed that most schools did not have career guidance on the time-table as confirmed by a majority (75%), while 25% indicated that it was on the time table.

Time for career guidance in schools with no time table 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 in table 8 as per the responses of the head teachers.

Table 8. When is career guidance done in schools without time tables for career guidance?

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>When is career guidance done in schools with no time table for career guidance</td>
<td>Teachers’ discretion/when need arises</td>
<td>5</td>
<td>27.8%</td>
</tr>
<tr>
<td></td>
<td>During Subject selection</td>
<td>2</td>
<td>11.1%</td>
</tr>
<tr>
<td></td>
<td>After class hours</td>
<td>3</td>
<td>16.7%</td>
</tr>
<tr>
<td></td>
<td>Thursday evenings</td>
<td>2</td>
<td>11.1%</td>
</tr>
<tr>
<td></td>
<td>Once in a while</td>
<td>1</td>
<td>5.6%</td>
</tr>
<tr>
<td></td>
<td>During guidance and counseling sessions (No time specified)</td>
<td>2</td>
<td>11.1%</td>
</tr>
<tr>
<td></td>
<td>End term parade and release of exams</td>
<td>1</td>
<td>5.6%</td>
</tr>
<tr>
<td></td>
<td>No response</td>
<td>2</td>
<td>11.1%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>18</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Author, 2014

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 (27.8%) indicated that the career guidance teachers made the decision to have career guidance sessions at their own discretion. Some of the responses such as during subject selection, some Thursday evenings, during guidance and counseling sessions each accounted for 11.1%. The study deduced that there is lack of seriousness attached to career guidance as shown 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 and Career Choice

The study sought to find out the relationship between career guidance and career choice from the head teachers who provided information on the number of female students admitted to public universities and the courses they were admitted to. The number of girls admitted to public universities in the course of the seven years (2006-2012) and the courses the female students were admitted into was obtained. The study observed 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 data 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) for sampled schools for the year 2012. The data showed that apart from a few schools, there is dismal enrolment of girls from secondary schools in Vihiga County into public universities. 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 for 2012 was obtained and analyzed. The degree programmes were classified into two groups as shown: Group 1: Courses that required a cluster point cut-off above 45 and, Group 2: 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 9 below:

Table 9. 2012 JAB Intake

<table>
<thead>
<tr>
<th>Serial no.</th>
<th>School Type</th>
<th>Total admitted by JAB in 2012</th>
<th>Number of girls Admitted into courses of highest weighted Cluster points (&gt;45)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Girls’</td>
<td>197</td>
<td>&gt;40</td>
</tr>
<tr>
<td>2</td>
<td>Girls</td>
<td>92</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Girls</td>
<td>82</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>Girls</td>
<td>62</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Girls</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Girls</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Girls</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>8&amp;9</td>
<td>Girls</td>
<td>5 each</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Girls</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>Girls</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>12&amp;13</td>
<td>Mixed</td>
<td>3 each</td>
<td>0</td>
</tr>
<tr>
<td>14&amp;15</td>
<td>Mixed</td>
<td>2 each</td>
<td>0</td>
</tr>
<tr>
<td>16,17&amp;18</td>
<td>Mixed</td>
<td>1 each</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>Mixed</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>Mixed</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The data shows that although a few of the girls’ schools sent a reasonable number of girls to public universities, 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.

Career Choice
The study sought to find out whether the students had chosen careers by the time they were completing form four. Majority (77.84% n= (137) had already chosen a career while only (22.165% n=39) had not decided on their career choice. Considering that these were form four students completing their KCSE, 22.16% of the population not having chosen careers 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 showed that majority of the students chose their careers while still in primary schools and form one (31.25% and 26.13%, respectively). These findings are in line with the Self-Concept Theory of Career Development by Super (1942-1957 and Ginsberg (1974) which 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. 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. The minority students had not yet chosen careers until form three level and form four. This calls for strengthening of the career and guidance function in schools so that by fourth form, students have an idea of what they want to do.

**Do you Guide students in Subject Selection?**
The teachers were also asked if they guided students in subject selection. This was found to be the question with the highest response in the affirmative as 24 (85.7%) out of 28 answered yes while only 4 (14.3%) said they did not. The level of parental involvement in career guidance, subject choices and subsequent career choice was also investigated. The study found out that 67.8% of the teachers involved parents while 32.2% did not. Those who involved the parents were asked to state the degree of parental involvement. Some (63.15%) said they invited parents to school for talks on career choices while 36.85% said they only sent the students with information about subject choices and careers for them to be assisted by their parents at home.

**Calculation of Weighted cluster Points for Chosen Careers**
Career teachers were asked if they guided their students in calculation of weighted cluster points in an effort to check if they were meeting the average cut off- points for their chosen careers. Out of 28 teachers, 14(50%) said they did while 14(50%) said they did not.

**Efficacy of Career Guidance with regards to Career Choice.**
The head teacher and students responses on the efficacy of G/C programmes were analyzed descriptively and the findings are as depicted in the tables below.

**Table 10. Responses on Students’ evaluation of efficacy of counseling services in schools**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>11</td>
<td>6.25</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>14.77</td>
</tr>
<tr>
<td>Disagree</td>
<td>58</td>
<td>32.95</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>81</td>
<td>46.02</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>176</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The table 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.

**The head teacher’ responses on the roles and efficacy of career guidance programmes**
The head teachers were asked to rate the efficacy of the career guidance and counseling programmes in their schools. The responses were as shown in table11.

**Table 11. Roles and efficacy of career Guidance and Counseling Programmes in Secondary Schools**

<table>
<thead>
<tr>
<th>Items</th>
<th>Principals’ Responses</th>
<th>X (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree %</td>
<td>Disagree %</td>
</tr>
<tr>
<td>Personal Growth</td>
<td>19</td>
<td>70.37</td>
</tr>
<tr>
<td>Self-Understanding</td>
<td>17</td>
<td>62.96</td>
</tr>
<tr>
<td>Academic Performance</td>
<td>23</td>
<td>85.18</td>
</tr>
<tr>
<td>Career Decision-making</td>
<td>25</td>
<td>92.59</td>
</tr>
</tbody>
</table>

The head teacher’ responses on the roles and efficacy of career guidance programmes showed the following: they agreed that the programmes influenced personal growth (70.37%), self-understanding (62.96 %), and academic performance (85.18%). Majority (92.59%) agreed that they impact career decision-making.

The analysis for questionnaires for head teachers and students inferentially brought forth the results in table 12 below.
Table 12. Pearson’s Correlation of Career and Academic Performance

<table>
<thead>
<tr>
<th>Variables</th>
<th>Statistics</th>
<th>Attitude towards career guidance</th>
<th>Career Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards career guidance</td>
<td>Pearson Correlation Sig.</td>
<td>186</td>
<td>.336(**) .000 86</td>
</tr>
<tr>
<td></td>
<td>(2-tailed) N</td>
<td>186</td>
<td></td>
</tr>
<tr>
<td>Career Choice</td>
<td>Pearson Correlation Sig.</td>
<td>.336(**) .000 86</td>
<td>186</td>
</tr>
<tr>
<td></td>
<td>(2-tailed) N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table indicates that there was a positive and significant relationship between attitude towards career guidance and career choice ($r = .336, p < 0.01$). Since $p < 0.01$, there is a significant relationship between students’ attitude towards career guidance and career choice.

People that influenced career choice of students

The study investigated the individuals that influenced career choices of students. The findings were as follows:

The career guidance teachers’ influence (23.29%) was below the parental influence (25.56%) and the role model influence (43.75%). The class teachers’ influence was 2.84. The findings tally with those of the study by Ferris state University Career Institute of 2002. The Ferris study found out that out of a sample of 809 students, 78% said their career choice was influenced by both their parents, 10% by the teachers, 5% by other people while 5% were undecided. The implication of the findings of this study is that the career guidance in schools needs to be revamped to have greater influence on learners’ career choice. Parental knowledge on careers should be improved since they are not only the first source of information to their children but also role models. The place of role models cannot be overemphasized as shown by the 43% influence. There is need for both schools and households to expose students to a variety of role models as they search for careers information to base their career choices upon.

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. From the observation checklist, none of the schools had all the facilities. Three 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. On departmental personnel, 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 study also sought to determine the departmental files that were available in the careers department. Only five secondary schools had all the departmental files for questionnaires, circulars, correspondence, KCSE, Exams and university applications. Majority of the schools had examinations and university application files. Other files that were available included files for subject selection, careers department budget, careers handouts, enrolment, and general files. Majority of the schools had subject selection and enrolment files. On the other hand, the budget file was missing in most schools. Existence of the career guidance department, each facility and every personnel was itemized as 1, giving a total of 15 items. Every file was taken to represent a career guidance process 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 entry into public universities was measured. This was then put in juxtaposition with the number of students admitted into public universities in 2012 from each school. Schools that were missing most of the structures, facilities processes and personnel for career guidance had less or no girls admitted to public universities in 2012 than those that had more resources. The number admitted to public universities (2012) was found to be positively proportional to the career guidance items available. The data is as shown in table 13.
Line graphs were used to illustrate the relationship between the variables: resources, performance (C+ and above) and public university (JAB) admissions as shown in figure 3 below.
The graphs show that the schools that had many of the career guidance items like school number 6, 7, 10 and 16 also sent more students to public universities. On the other hand, those schools with few or no facilities at all 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 and career choice. To test this hypothesis, head teachers’, teachers’ and the students’ questionnaires were 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 and career choice.

Discussion
Existence of career guidance teachers and their roles
The study found out that not all the schools had trained career guidance teachers. Only 57.2% had some kind of training while 42.8% had not. The study established that the main career guidance activities carried out included group counselling sessions (71.45), class counselling sessions (83.3%) and career fairs (60.5%). Activities such as filling of one career forms during form one orientation, careers declaration and progress form, role model speeches and calculation of weighted cluster points were minimal. These findings concur with those of Mukwana (2005) who found out that there was ineffective implementation of career guidance programmes in Vihiga due to several reasons. This study found out that career guidance was not assigned a special room in some schools. In Mukwana’s study, teachers said career guidance was conducted in places that are not conducive and also lacked all the other necessary resources. Time allocation was also an area of concern as 75% of the head teachers said it is not allocated on the time table. The findings concur with those of Mukwana (2005) as he found out that 33.3% said career guidance was not assigned any time at all while 33% said it was allocated from 4 to 5 P.M.

Professional training of career guidance teachers
The study established that there was inadequacy in the number of trained career guidance teachers and quality of career guidance training for the teachers. Only 57.2% of the teachers were trained in career guidance while 42.8% were not. In addition, 75% had attended in-service training while 25% had never. Funding for training was found to have been provided by self (57.1%), schools/government (35.75) and NGOs (7.2%). High percentage of teachers sponsoring
themselves for career guidance training raises questions about the government’s commitment to training and deployment of career guidance teachers countrywide. The study by Mukwana found out that 49.9% of the teacher’s assigned career guidance responsibilities were either indifferent or unwilling to conduct this duty lack of training and in-servicing, negative attitude, lack of remuneration and, heavy workload.

**Effectiveness of Career Guidance Services**

The effectiveness of career guidance services was assessed basing on the relationship between career guidance and career choice. The study found out that schools that had adequate resources for career guidance, including a trained career guidance teacher and comprehensive career guidance programmes enrolled more students into university. The null hypothesis “There is no statistically significant relationship between career guidance and subsequent career choice was tested and gave r=.51, p<.05. This showed that there is a relationship between career guidance and career choice. Regression model showed an R value =0.7566 indicating great influence on the dependent variable by the predictor variables. The model gave an R²=0.5724, a value that implies that the predictor variables: forms of career guidance, professional training of the teacher and career guidance structures explain 57.24% of the variations in academic performance and career choice alignment among secondary school girls. The findings concur with those of Mehmood, et al (2011) that student who accessed career guidance performed better than those who did not.

**Conclusions**

Career guidance and counseling programmes have a positive impact on the students’ career choices. Thus, education stake holders should endeavor to have a trained career counsellor in every school.

**Recommendations**

From the research findings, the following recommendations were made:
1. The government should train and employ teacher counselors specialized in career guidance in schools.
2. There should be career guidance and counseling workshops, conferences and in service for teachers.
3. Teacher counselors should implement all the services required for a guidance and counseling programme.

**REFERENCES**


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