

# Career Guidance: Role of Counseling Resources and Community Support in Public Schools in Kenya

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**Abstract:** Challenges facing guidance and counseling directly affect career guidance services provided in the Kenyan secondary schools. Some of the challenges include: inadequate guidance and counseling resources and limited community support on guidance and counseling programmes. The purpose of the study was to examine the role of guidance and counseling resources and community support on career guidance among public secondary school students in Kakamega South Sub-county in Kenya. The objectives of the study were: examine how availability of guidance and counseling resources affects career guidance and find out the effect of community support on career guidance. The study was guided by a conceptual framework that represented the interrelationship among variables used in the study, and adopted descriptive survey research design. The sample comprised of 12 School Principals, 12 guidance and counseling teachers, 296 form four students, 36 form four parents and Quality Assurance and Standards Officer of education in the sub-county, giving a total of 357 respondents. Purposive sampling, stratified random sampling and simple random sampling techniques were employed in the study to select respondents. Data was collected using questionnaires, interview schedules and document analysis. Quantitative data was analyzed using descriptive statistics which included frequencies, percentages and graphs. Qualitative data was assessed in verbatim, then transcribed and organized into themes and sub-themes. The findings of the study showed that inadequate guidance and counseling resources and limited community support negatively affected career guidance. The study concluded that availability of guidance and counseling resources and community support directly affected provision of career guidance in schools. Recommendations of the study were that national and county governments, school principals, teachers, parents and the larger community should work together to facilitate career guidance in schools. The results and findings of the study are hoped to be significant to the Ministry of Education and all stake holders in the field of guidance and counseling in enhancing career guidance in public secondary schools in order to achieve the set educational goals.

**Keywords:** Resources, Community support, Career guidance, Public secondary schools

## I. BACKGROUND OF THE STUDY/INTRODUCTION

The terms career guidance and career counseling may seem to be synonymous in meaning and usage. However there exists a distinct difference between the two. Career Guidance Section (CGS, 2014) defines career guidance as a combination of activities which include career education and career counseling. On the other hand, career counseling is a thorough

psycho-therapeutic relationship between the counselor and counselee, aimed at solving personal and social intra-conflicts concerning occupational development (CGS, *ibid*). Career guidance is therefore considered very important in providing students with a variety of abilities for a better living. Such abilities include; getting and using personal knowledge, skills and attitudes to gain from ones surroundings. Examples for this case include; training and employment options, training and work qualifications, ability to make and effectively implement sound choices and to manage life transitions (Schoon & Silbereisen, 2009). In addition, it is paramount for students to organize their later lives based on reasonable grounds (Sultana, 2016).

Career guidance as part of school guidance and counseling programmes is equally encountering obstacles emanating from challenges faced from one state to another and from one school to another. For example, United States of America (USA) is facing an unequal distribution of counseling resources. Studies reveal that the Afro-American and Hispanic learners who come from low socioeconomic backgrounds may encounter the demerits of inadequate academic and career education in their schools. This may be because of heavy workload of school counselors or giving priority to other matters (Jonathan, 2010). Similarly, a major research project by University of Sussex, School of Education and Social Work (2014) admits that the process of student aspiration and choice of future career in Barbados depends on various causes. These may include socioeconomic influence, parental influence, school influence, and academic versus vocational influence. In Germany, Harle & Stiftung (2016) observe that youth experience pronounced setbacks as they transit from school to further education. According to data from the Federal Ministry of Education and Research in Germany (2015), around 28% of university students drop out of their courses every year. In 2014 for instance, every fourth training contract was ended prematurely. A nationwide survey of students who dropped out of their university studies was then carried out. The findings indicated that the major reason for early termination was that students had different expectations of their chosen disciplines or courses of study from the ones they eventually got. This was an indication of unsuitable career guidance activities in German schools (HIS, 2010). In another study, Sultana and Watts (2007, 2008) carried out a survey about livelihood planning and career education and

guidance in the Middle East and North Africa (MENA) region. The research findings were based on data collected from eight Arab states (Algeria, Egypt, Jordan, Lebanon, Morocco, Palestine, Syria and Tunisia). The findings of the study revealed several socioeconomic, socio-cultural and socio-political constraints that may have led to limited career education and guidance among students. In Lebanon for example, Ayash-Abdo, Alamudin and Mukalid (2010) infer that there is dearth and underdevelopment of career education in Lebanese schools.

In the African context, Mahlangu (2011) observes that career guidance in South African schools was compromised of apartheid. Mahlangu continues that today challenges facing guidance and counseling in schools include; insufficient resource allocation, limited guidance and counseling knowledge, inadequate information technology and shortage of staff. Maree (2013) regrets that the National Educational Department in South Africa suspended the use of psychological tests in schools. As a result, most learners from low socioeconomic backgrounds are disadvantaged since they attend poorly resourced schools. These schools have virtually no access to the latest assessment, especially aimed at career counseling. Flederman (2008) also poses that career guidance in South Africa is not a national priority despite the fact that it threads through many kinds of initiatives, especially those related to scarce skills.

In Uganda, Odyek (2009), reports that youth are not only ill equipped with skills to do real jobs, but also that they seem to be ignorant of the career options that are available to them. This problem is associated with the acute inadequacy of career guidance and counseling teachers in Uganda's secondary schools. Eyoti (2009) complains that the Ministry of Education in Uganda has offered little direction on the changing trends and developments, so the Ministry is limited in supporting schools in career guidance and counseling. Gumisiriza (2011) supports Eyoti by saying that Career Guidance Department in the Ministry is underfunded and is unable to fully launch programmes in schools.

In Kenyan secondary schools, career guidance has equally been facing challenges. Following a needs assessment survey carried out, the Ministry of Education (M.O.E, 2011) admits that career guidance services are limited in Kenyan secondary schools. The research findings indicated that learners choose careers out of ignorance and subject performance is emphasized more than minding the relation between the subjects and careers. The M.O.E (2011) also reported gender disparities on career preferences, and there existed a conflict of interests amongst parents, teachers and learners in terms of subject choices. It was therefore concluded that teachers were best to provide career guidance to learners, although the very teachers are inadequately equipped.

All the aforesaid situations and observations are indicators enough that career guidance and education is minimally offered to students in Kenyan public secondary schools. This

study therefore sought to identify the role of guidance and counseling resources and community support in the provision of career guidance among students in public secondary schools, particularly in Kakamega South Sub-county, Kenya.

#### *Statement of the Problem*

The National Policy on Guidance and Counseling, Republic of Kenya (ROK, 2011) requires that career guidance should be part of the guidance and counseling support services provided to learners. This is because career guidance is essential in providing all actions which deal with giving students information and psychological assistance, in their decisions and choices regarding their future occupational prospects. It is for this reason that the Ministry of Education (M.O.E, 2011) suggested career development process that stretches through one's lifetime with greater emphasis during the years of secondary and tertiary education. However, the provision of career guidance services has remained a major concern especially for learners in public secondary schools.

Schools in Kakamega South Sub-county are among the very many schools in Kenya faced with challenges in the provision of guidance and counseling services, which subsequently affect career guidance. The intensity of the problem in the sub-county is exhibited in the socioeconomic predictor of low levels of literacy among its people. According to Kenya National Bureau of Statistics (KNBS, 2013), literacy levels in the sub-county are low. Household heads educational level in Kakamega South Sub-county stands at 16.7% of the population with secondary education and above, 61.05% with primary education and 22.25% without secondary or primary education. Comparatively, the neighboring Kakamega central has 29.65%, 53.70% and 16.65% household heads of the population with the same levels of education respectively.

Inadequate career development among secondary school students is also noted in the findings of a survey study by Amwayi (2013) about determinants of students' career choices in public secondary schools in Kakamega South Sub-county. The study revealed that students' career choices in the sub-county were hampered by socioeconomic status of the households, ICT, personal and environmental factors. It is worth noting that though these studies revealed some of the challenges that affect career guidance, they did not investigate the role of guidance and counseling resources and community support on career guidance. This study endeavored to fill this gap. Therefore, the study investigated the role of guidance and counseling resources and community support on career guidance in public secondary schools in Kakamega South Sub-county.

#### *Research Question*

The study was guided by the research question: How does guidance and counseling resources and community support contribute to career guidance in public secondary schools in Kakamega South Sub-county, Kenya?

### Conceptual Framework

The researcher employed the use of conceptual framework to explain the relationship among variables used in the study as shown in Figure 1.

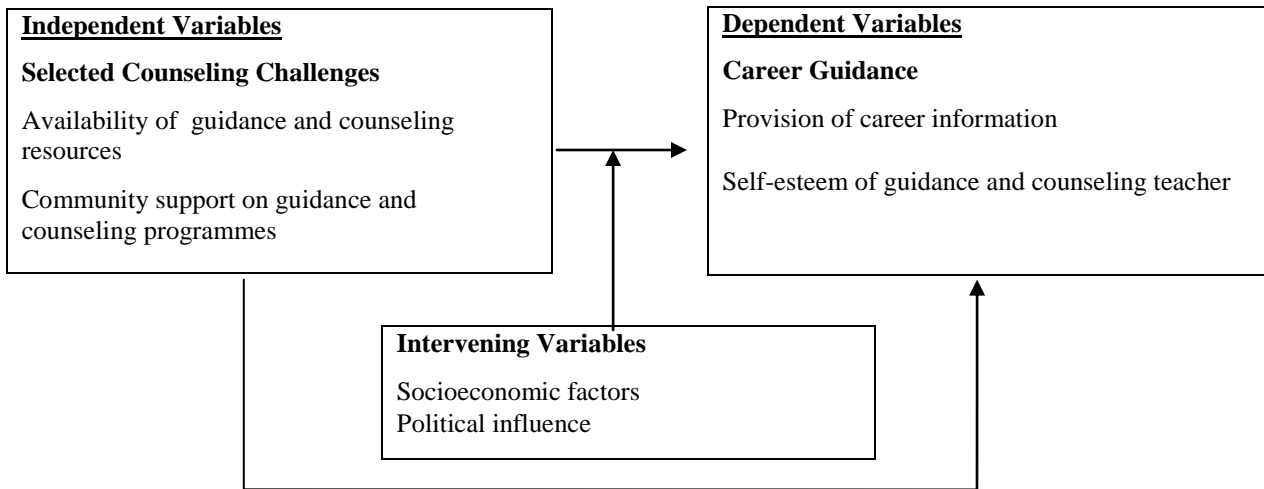


Figure 1: Conceptual Framework

Source: Field data-2017

According to the conceptual framework of this study as shown in Figure 1, the independent variables were: selected counseling challenges which included availability of guidance and counseling resources and community support on guidance and counseling programmes. These challenges may affect the provision of career guidance information and self-esteem of guidance and counseling teacher respectively, which were the dependent variables. Provision of adequate career information highly depends on the availability of guidance and counseling resources such as books, journals, ICT facilities among others. Limited community support may lead to low self-esteem of the guidance and counseling teacher in carrying out career guidance activities.

The conceptual framework of this study indicates that intervening variables such as socioeconomic factors and political influence may facilitate or reduce the effect of counseling challenges on career guidance. For example, availability of guidance and counseling resources may be influenced by socioeconomic and political factors. This may subsequently affect the provision of career information. On the same note, the two may also influence community support on guidance and counseling programs and it may consequently affect counselor's motivation and morale. However, intervening variables by themselves may not cause any changes to the independent and dependent variables. These variables were controlled by using only those participants who were available at the time of study.

## II. RESEARCH DESIGN AND METHODOLOGY

### Research Design

The study adopted descriptive survey research design, considering the homogeneity of the study in terms of public

secondary education, which necessitated the use of a representative sample that led to generalization of the sample findings to the whole population (Pring, 2015).

### Location of the Study

The study was carried out in Kakamega South Sub-county in Kenya. This area borders Kakamega East Sub-county to the East, Sabatia Sub-county to the South, Emuhaya Sub-county to the South West, Khwisero Sub-county to the West and Kakamega Central Sub-county to the North. Kakamega South Sub-county lies between 0° 13' N, 0° 14' N and 34° 45' E, 34° 50' E, and has an area of 142.9 sq.Km. According to Kenya Population and Housing Census (2019) the total population is 111,743 people. The major economic activities are trade, mixed farming, transport and communication. Some gold mining is also practiced in few areas of the sub-county. The area is generally productive due to potential rainfall all the year round. There were 28 registered public secondary schools and 3 registered private secondary schools in the sub-county by the year 2018.

### Target Population

The study involved a population drawn from 28 public secondary schools in Kakamega South Sub-county. The study population therefore included 28 School Principals because as managers, they were better placed to explain the status of career guidance in their individual stations. The 28 guidance and counseling teachers were also targeted for the study since they were the ones directly involved in day to day guidance and counseling activities in their schools. Hence they were able to explain their personal experiences about career guidance in the schools. The study also targeted 2455 form

four students owing to the fact that most of them had gained a wider experience in secondary education as compared to their junior counterparts. Thus they were better placed to identify their future career prospects. They were also the most affected respondents in the study since they were considered to be thinking seriously about their careers at this point in their lives. An estimated number of about 2000 parents were part of the population of the study since they were also considered participating in career guidance of their children. The Sub-county Quality Assurance and Standards Officer (QASO) of Kakamega South gave vital information for the study about the status of guidance and counseling and career guidance in the sub-county.

#### *Sampling Procedure*

The study employed both probability and non-probability sampling techniques to select the sample. These techniques included purposive sampling, stratified random sampling and simple random sampling. The sub-county QASO, guidance and counseling teachers, Principals and parents were selected using purposive sampling. This is because they were considered to be information-rich with respect to the purpose of the study (Gall & Gall, Borg, 2007). Stratified random sampling in terms of gender was used to select form four students while simple random sampling was used to select form four students in single gender schools in the sub-county. Simple random sampling was adopted because it helped to ensure that each respondent in the target population of students had an equal and a non-zero chance of being part of the sample (Wilson & Maclean, 2011). On the other hand, stratified random sampling was used to categorize schools into strata of boys' schools, girls' schools and mixed schools to ensure a proportionate representation of each type of school in the study. It was also applicable in categorizing students into boys and girls to ensure proportionate gender representation in the study. To attain the sample, the researcher started by getting proportional percentage representation of respondents by school and gender. Pieces of paper written "yes" and "no" were then put in a box for each student to pick one. Those who picked "yes" were declared participants of the study.

#### *Sample Size*

In this study, the sample size was drawn from 12 of the public secondary schools in Kakamega South Sub-county. The sample size was arrived at according to Best and Khan (2003) who observed that 40% and above of a target population is considered large enough to serve as a fair representation from which generalizations can be drawn. Hence this study involved 12 out of the 28 public secondary schools in the sub-county which was 42.86% of the targeted schools. In order to control for the variables, the researcher stratified the schools into geographical zones of North, Central, East and South.

Once schools were stratified, the schools per stratum were randomly sampled, and then form four students in each school were stratified into boys and girls and randomly sampled. Principals of schools, guidance and counseling teachers,

parents and the Sub-county QASO were purposively sampled. The sample size of respondents included 296 form four students, 12 guidance and counseling teachers, 12 Principals of schools and 36 form four parents in the sub-county. The study also involved the sub-county QASO. In all, the study consisted of a population drawn from 12 public secondary schools and 357 respondents. The target population for the study was approximately 4700. According to Krejcie and Morgan (1970), a sample size of 357 from target population of 5000 is adequate.

Form four students were sampled using stratified random sampling. Out of 1677 form four students, 202 boys were sampled. This represented 12.05% of the target population. In order to ensure a fair distribution of gender representation, the researcher sampled 94 out of the target population of 778 girls. This represented 12.08% of the target population of the girls.

#### *Instruments of Data Collection*

The instruments that were employed for the study were; questionnaires, interview schedules and document analysis guide. Self-administered questionnaires were used to gather information from guidance and counseling teachers and form four students. The data collected from the guidance and counseling teachers' questionnaire covered the themes on provision of community support in guidance and counseling, and availability of resources for guidance and counseling. The data collected from the student questionnaire addressed the issues of availability of community support in career guidance and gender issues in career choice and decision making.

Interview schedules were used to collect data from School Principals, Sub-county QASO, and form four parents. This was meant to facilitate the collection of more detailed data to supplement the information obtained using the questionnaires. The themes addressed in the interview schedule for QASO were; availability of guidance and counseling resources and availability of community support on career guidance. The interview schedule for School Principals covered the themes on availability of resources for career guidance and participation of the community in career guidance. The interview schedule for form four parents covered the themes on participation of the community in career guidance and the sub theme of gender parity support on career guidance.

For the purpose of this study, the researcher ensured content validity by giving the instruments to the experts in the Department of Educational Psychology and academic supervisors, Masinde Muliro University of Science and Technology. The comments on the format and content were incorporated to enrich the instruments for the purpose of obtaining the relevant data.

To obtain the reliability, the researcher administered questionnaires to guidance and counseling teachers, and students in schools selected for pilot study. The collected data



was tested using split-half test technique to ascertain reliability.

*Data Collection and Analysis Procedure*

The researcher sought an introductory letter from the School of Graduate Studies from Masinde Muliro University of Science and Technology to carry out the research. A research permit was then sought from the National Council of Science, Technology and Innovation (NACOSTI) which is the licensing section of the Ministry of Education. Subsequent permissions were sought from all gate keepers including but not limited to the Kakamega County Director of Education as well as all the participating respondents.

Permission, approval and consent were sought from all the relevant authorities. The respondents were then informed of the purpose of the study and the expected duration of participation. The researcher then embraced anonymity of the respondents at all costs. The researcher also ensured that work presented was original and the data presented was as collected from the field. Hence extracts from any person’s work was acknowledged accordingly.

After collection, the data was sorted out, edited, coded and classified, using the Statistical Package for Social Sciences (SPSS version 22). It was then analyzed quantitatively using descriptive statistics of frequencies, percentages and graphs. Qualitative data was assessed in verbatim, then transcribed and organized into themes and sub-themes.

III. RESULTS AND DISCUSSION

*Availability of Guidance and Counseling Resources and their Contribution to Career Guidance*

The 12 guidance and counseling teachers were asked about the availability of resources in the guidance and counseling department and whether they had any contribution to career guidance. The resources for this case included; reference books, magazines, journals, counseling office, career resource center, and relevant stationery. All the 12 (100%) teachers agreed that most of the guidance and counseling resources were available in their schools in terms of reference books, magazines, journals and relevant stationery. The researcher sought to find out whether the available guidance and counseling resources were also used for career guidance and the findings are as shown in Figure 2.

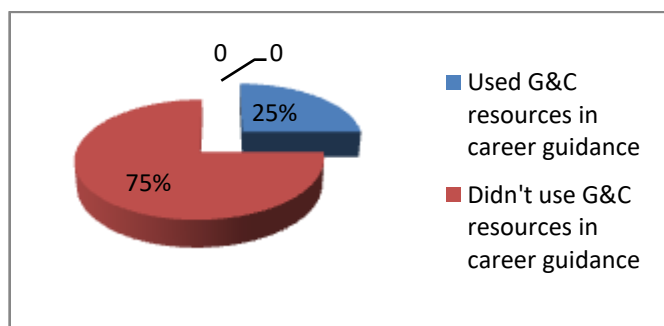


Figure 2: Use of Guidance and Counseling Resources in Career guidance

Figure 2 showed that out of the 12 guidance and counseling teachers who participated in the study, 3 (25%) agreed that the guidance and counseling resources were available and used in career guidance while 9 (75%) observed that they were available but not used in career guidance. This indicated that teachers in most schools (75%) could not apply the use of the available guidance and counseling resources in career guidance. Similar findings were revealed in a study by Nyawange, Nyakan, & Ondima (2012) which indicated that guidance and counseling resources available in secondary schools were inadequate to meet all the counseling needs. The most possible reason for this could be that the available guidance and counseling resources contained little or no career guidance information that could be disseminated to students. The inadequacy of these resources in public secondary schools in Kakamega South Sub-county could be attributed to limited support offered to career guidance either from School Principals, national and county governments or other external partners. It therefore implied that there was need to support guidance and counseling teachers in acquiring resources that have sufficient career information so as to improve on its enhancement.

*Availability of ICT Resources and their Contribution to Career Guidance*

The researcher wanted to find out about the availability of ICT resources in public secondary schools and whether they had any contribution in career guidance. ICT resources for this purpose included; computer with peripherals, Wi-Fi, website, portal and school e-mail address. The 12 guidance and counseling teachers responded to the questionnaire item and their findings are shown in Figure 3.

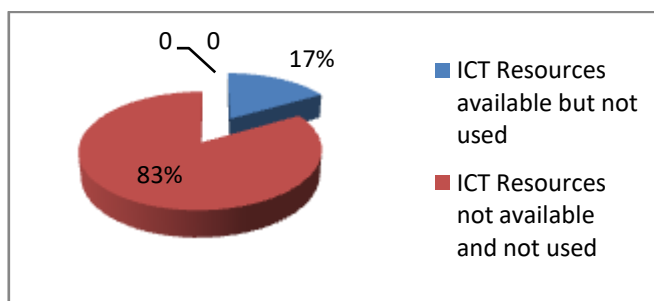


Figure 3: Use of ICT Resources in career Guidance

As it can be discerned from Figure 3 that out of the 12 guidance and counseling teachers, 2 (17%) of them agreed that they had ICT resources for guidance and counseling in their schools but they did not use them for career guidance, while 10 (83%) of the guidance and counseling teachers observed that they did not have ICT resources in their schools therefore could not use them for career guidance. In general, all the 12 (100%) guidance and counseling teachers concurred that they did not use ICT resources in career guidance. This implied that ICT resources were never used in career guidance among public secondary school students in Kakamega South

Sub-county thus decelerating its enhancement. The result agrees with Amwayi (2013) whose study found that one of the factors that hampered career development in Kakamega South Sub-county was limited ICT resources. The most possible explanation for this result is that most public secondary schools had poor support from the relevant members of the community. Another possible reason could be due to inadequate training given to guidance and counseling teachers that could have included use of ICT in career guidance. Gunga and Ricketts (2006) equally observes that most of the African countries have inefficient ICT-related facilities such as electricity, telecommunications, computers, and trained personnel.

*Contribution of Inadequate Resource Availability on Provision of Career Information*

The researcher sought to find out from the 12 guidance and counseling teachers in a questionnaire item about contributions of available guidance and counseling resources to access, exchange and dissemination of career information. The responses were given in terms of good, fair and poor as shown in Figure 4.

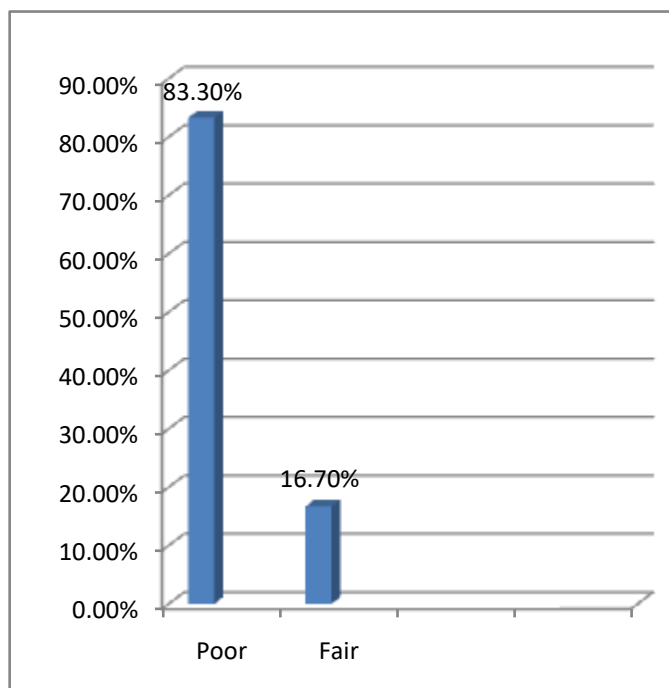


Figure 4: Contribution of Resource Availability on Provision of Career Information

Figure 4 showed that 10 (83.3%) guidance and counseling teachers observed that the resources available led to poor provision of career information. The other 2 (16.7%) observed that the provision of career information was fair. This indicated that the inadequate guidance and counseling resources had led to poor access, exchange and dissemination of career information among public secondary school students in Kakamega South Sub-county. These results concur with the study findings of Anyamenze, Nwokolo and Anyabelu (2012)

which revealed that 82.01% of the schools did not have internet facilities. Hence ICT was rarely used in counseling in the learning institutions and this led to inadequacy of gaining more related information among learners and counselors.

*Community Support on Career Guidance*

This theme captured responses from 12 School Principals, 36 form four parents, 12 guidance and counseling teachers and 292 form four students. The results, tabulations and discussions are as follows:

*Principals' allocation of funds to support career guidance*

The 12 principals were asked whether they had allocated any fund to support career guidance in their specific schools. The results are as shown in the Frequency Table 1.

Table 1: Principals' Allocation of Funds to Support Career Guidance

Category	Frequency	Percentage
Don't allocate funds to support career guidance	12	100
Total	12	100

The results in Table 1 showed that all the 12 (100%) principals had not allocated any fund to support career guidance in their schools. This implied that School Principals in Kakamega South Sub-county had very little support on career guidance in terms of finances. This hampered the efforts of guidance and counseling teachers to enhance career guidance activities in public secondary schools. Similar findings were also realized by Nkala (2014) where 100% heads of secondary schools admitted that they did not have budgetary allocations for guidance and counseling in their schools.

*Support on Career Guidance from National and County Governments*

The 12 principals were also asked whether they received any form of support from either the national or county governments specifically for career guidance. Their responses were as shown in the Frequency Table 2.

Table 2: Support on career guidance from National and County Governments

Category	Frequency	Percentage
Don't receive support from National and County Government	12	100
Total	12	100

As it can be shown in Table 2 that all the 12 (100%) School Principals received no form of support for career guidance from either the national or county governments. This implied that lack of support for career guidance from either the national or county governments may have affected the efforts of School Principals in enhancing the same in public secondary schools in Kakamega South Sub-county. Nkala (2014) also had similar findings where 100% heads of secondary schools concurred that they lacked support from the government on the implementation of guidance and

counseling programmes, apart from the syllabus from the Ministry of Education, Sports and Culture. But Lichoro (2012) argues that heads of schools should initiate income generating projects in their schools that can help in running some school activities instead of depending wholly on the government and parents' fees. If this is done, then school heads can have a capital base to run some extra programmes in their schools such as career guidance.

*Support on Career Guidance from External Partners*

Apart from the national and county governments, the 12 School Principals were asked whether they received any kind of support on career guidance from external partners and the findings are shown in Figure 5.

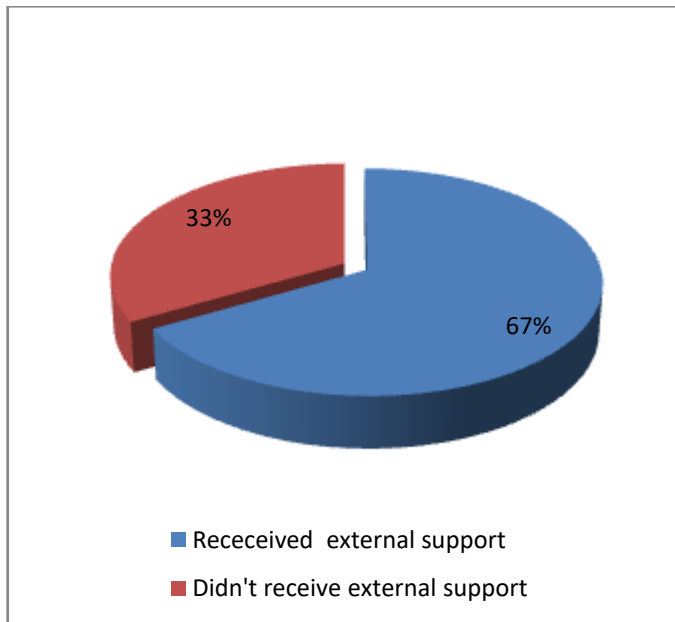


Figure 5: Support on Career Guidance from External Partners

The results in Figure 5 indicated that 8 (67%) of the Principals received career guidance support from external partners whilst 4 (33%) did not. This implied that there was some effort by external partners to provide support in career guidance among public secondary school students in Kakamega South Sub-county. However, this effort may not be enough in itself. Mbongo (2013) points out for the need to strengthen support for guidance and counseling teachers by all involved. This will help to better the effectiveness of guidance and counseling services in schools including career guidance.

*Parents' Participation in Career Guidance*

The sampled 36 parents were asked whether they had ever been approached by their children on matters of career choice. The researcher wanted to find out whether students also bothered their parents on the matters of career choice. The results are as shown in figure 6.

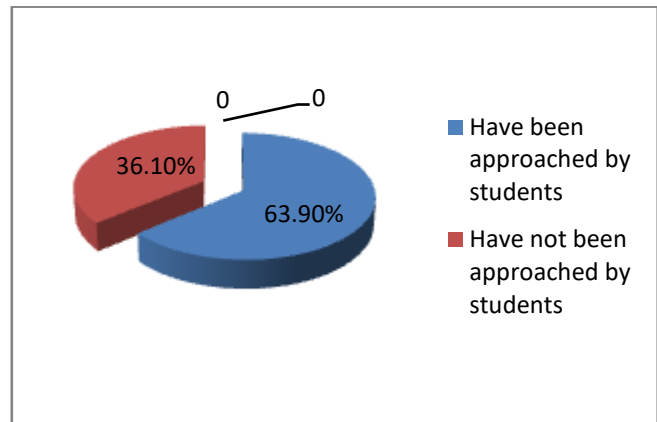


Figure 6: Students' approach on Parents about Career Matters

The results in figure 6 indicate that 23 (63.9%) parents had ever been approached by their children about career choices while 13 (36.1%) said they had not. This implied that majority of the students were concerned about their parents' input on matters of career choices.

*Parents' Opinion on who is Responsible for Career Guidance of Students*

The researcher sought to find out how much support parents provided in guiding their children about career choices. The 36 parents were therefore asked to give their opinions about who was responsible for career guidance of their children between themselves and the guidance and counseling teacher. Their responses are tabulated in Figure 7.

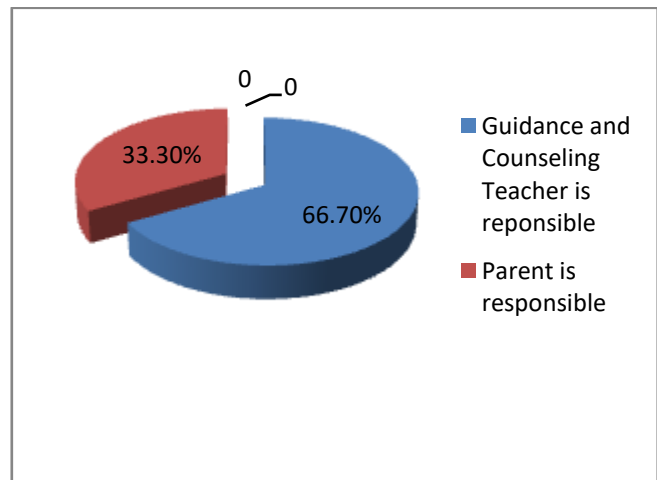


Figure 7: Person Responsible for Career Guidance of Students

It can be discerned from Figure 7 that 24 (66.7%) parents observed that it was the responsibility of the guidance and counseling teacher to offer career guidance to students. The other 12 (33.3%) agreed that they participated in guiding their children about career matters. The findings concur with the needs assessment survey report (M.O.E, 2011) which inferred that teachers are best placed to provide career guidance to learners. However, Dube (2016) argues that career guidance is not the duty of schools only. Parents also have to play a big

part in guiding their children to successful careers in their lives.

*Responses of Guidance and Counseling Teachers about External Support on Career Guidance*

The 12 guidance and counseling teachers were asked in questionnaire form whether they received any form of support from external partners. Their responses were as shown in Figure 8.

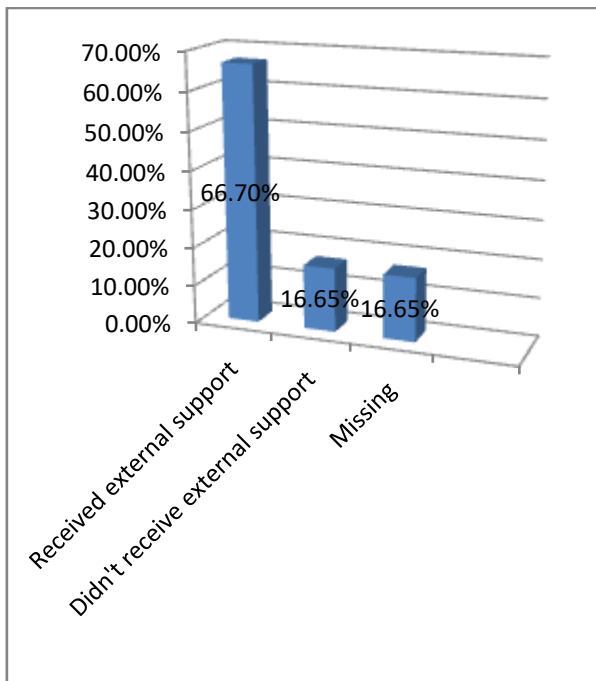


Figure 8: Responses of Guidance and Counseling Teachers about External Support on Career Guidance

The results in Figure 8 showed that 8 (66.7%) guidance and counseling teachers agreed that they received some support from external partners and 2 (16.65%) observed that they did not receive any support from external partners. The other 2 (16.65%) did not respond to the questionnaire item. These results concurred with responses from School Principals (Figure 5) where 67% agreed that they received career guidance support from external partners. Therefore it implied that there was some effort by external partners to offer career guidance among public secondary school students in Kakamega South Sub-county. However, more support from other relevant partners is still required in order to realize optimum success in career guidance. According to ASCA (2012), it is healthier for school counselors to solicit support, cooperate and liaise with colleagues and other members of the community within their reach to better guidance and counseling services in schools.

*Effect of External Support on Guidance and Counseling Teachers' Self-esteem in Career Guidance*

The researcher sought to find out from the 12 guidance and counseling teachers how external support had affected their

self-esteem in career guidance. The responses were in terms of high, fairly high and no effect as shown in Table 3.

Table 3: Effect of External Support on Self-esteem of Guidance and Counseling Teachers in Career Guidance

Category	Frequency	Percentage
Fairly high	10	83.3
No effect	2	16.7
Total	12	100

Table 3 showed that 10 (83.3%) guidance and counseling teachers' self esteem in career guidance was fairly enhanced by external support. The other 2 (16.7%) teachers experienced no effect in their self-esteem in career guidance. This implied that effort by external partners to offer career guidance services in schools was not enough in itself. More effort was required by other community members to foster the teachers' self-esteem in career guidance. Such members include Principals of Schools, parents, other teachers and, national and county governments (ASCA 2012, Mbongo 2013).

*Form Four Students' Responses about Community Support on Career Guidance*

The researcher sought to find out from the 292 students about members of the community they shared with most on matters of career information. The members of the community according to the researcher included; Principals of Schools, guidance and counseling teachers, other teachers, parents/guardians, friends and external partners. The results are as shown in Figure 9.

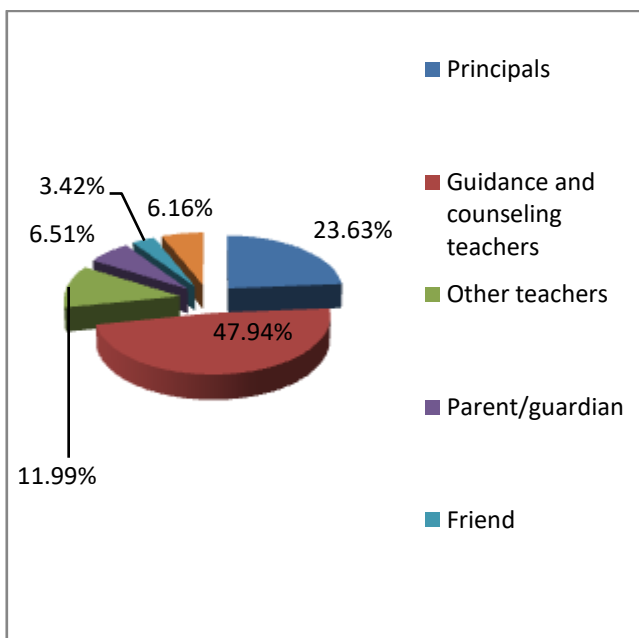


Figure 9: Student's Responses about Community Support on Career Guidance

The results in Figure 9 showed that 69 (23.63%) students shared career information most with School Principals, 140 (47.94%) shared most with guidance and counseling teachers,



35 (11.99%) with other teachers, 19 (6.51%) with parents/guardians, 10 (3.42%) with friends and 18 (6.16%) with external partners. Only 1 (0.34%) did not respond to the questionnaire item. This indicated that majority of the students (47.94%) considered guidance and counseling teachers most valuable people to consult on matters of career information, followed by Principals (23.63%) then other teachers (11.99%). In total, 244 (83.56%) students agreed that they shared career information with those involved in the teaching profession. It therefore implied that teachers were best placed persons to provide career guidance to learners as asserted by the needs assessment survey report (M.O.E, 2011).

*Gender Parity Support on Career Guidance*

The sub-theme on gender targeted 292 form four students. The researcher sought whether gender had preference on the choice of different alternative career opportunities. To ascertain this, the researcher gave the students a list of alternative careers to choose from. The alternative careers included; carpentry, vehicle mechanics, tailoring/dress making, truck driving, plumbing, secretarial and hair dressing.

*Male Perception on Alternative Career Choices*

The male students were hence asked to identify their alternative career as listed and their results are as shown in Figure 10.

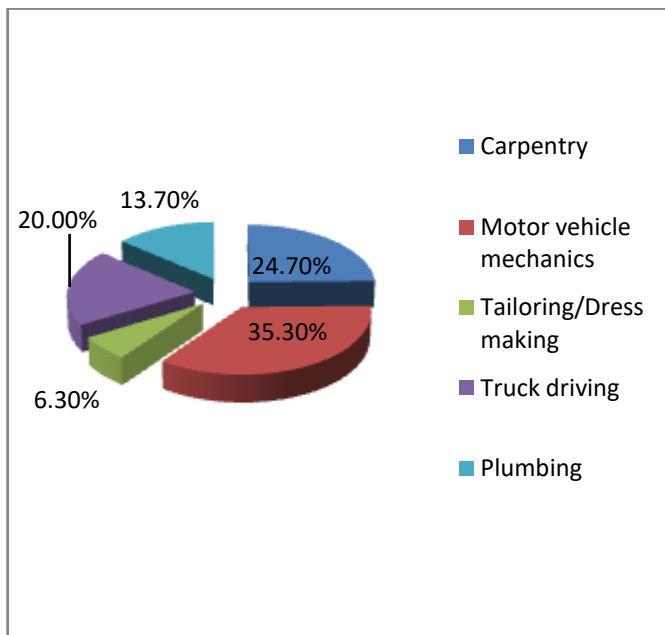


Figure 10: Male Perception on Alternative Career Choices

The findings in Figure 10 showed that 47 (24.7%) male students chose carpentry, 67 (35%) of them chose motor vehicle mechanics, 12 (6.3%) chose tailoring/dress making, 38 (20.0%) chose truck driving and 26 (13.7%) chose plumbing as alternative career choices. Therefore the results in Figure 10 indicated that carpentry, vehicle mechanics, truck driving and plumbing were male perceived careers. This also implied

that majority (35%) of the male students wished to become motor vehicle mechanics as their alternative career. Similar results were also cited in the survey report by The Christian Science Monitor (2015) which found that more than 98% males were working in the mechanics industry in Philadelphia, U.S.A.

*Female Perception on Alternative Career Choice*

The female students were also asked to identify alternative career choices from the ones listed and their findings are as shown in Figure 11.

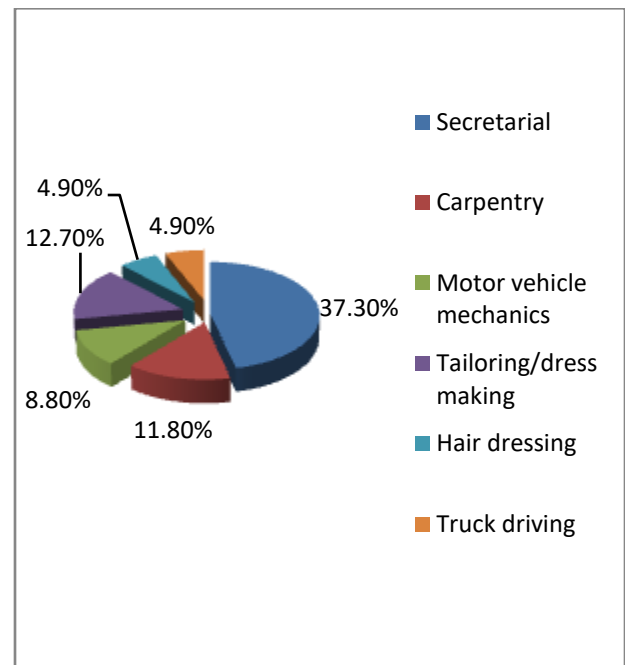


Figure 4.11: Female Perception on Alternative Career Choice

The findings in Figure 11 showed that secretarial was chosen by 38 (37.3%) female students, carpentry was chosen by 12 (11.8%), 9 (8.8%) female students chose vehicle mechanics, 13 (12.7%) chose tailoring/dress making, 24 (23.5%) chose hair dressing and truck driving was chosen by 5 (4.9%) of the female students. No (0%) female students chose plumbing as an alternative career. The results in Figure 11 indicated that secretarial, tailoring/dress making and hair dressing were female perceived careers. This also implied that majority (37.35%) of female students wished to become secretaries as their alternative career. These results concur with the findings of a survey study by U.S Department of Labor (2016) which indicated that the percentage of women working as secretaries and administrative assistants was 94.6% while that working as motor vehicle operators was 2.2%.

Therefore the results in Figures 10 and 11 implied that lack of gender parity support had an adverse effect on career choice (M.O.E, 2011, Nyarangi & Lawuo, 2016). According to Thangei and Doris (2011), some of the reasons for gender differences in career choices are cultural background and upbringing, marital status and lack of ability or support to

pursue career of choice. Others include perceived support received from male and female bosses, discrimination at the workplace on the basis of gender and gender restrictions placed on career progression moves. In addition, organizational practices that are considered to have negative impact on gender equality in career choice and education preferences of parent/guardians were mentioned. World Bank (2008) states that reasons for this state of affairs have been variously documented ranging from socio-economic to cultural to personal choice, and it may result to future occupational segregation and career inequalities in terms of gender.

#### IV. CONCLUSION AND RECOMMENDATIONS

The first objective sought to examine the effect of availability of guidance and counseling resources on career guidance. Based on this objective, the study concluded that inadequate guidance and counseling resources negatively affected career guidance in Kakamega South Sub-county. Insufficient ICT resources also negatively affected the provision of career information among public secondary school students in Kakamega south sub-county.

The second objective was to find out how provision of community support affected career guidance among public secondary school students. Therefore based on the findings, the study concluded that limited support from School Principals, national and county governments, and parents had negatively affected career guidance in public secondary schools in Kakamega south sub-county. The study also concluded that lack of gender parity support still existed and negatively affected career guidance in terms of student career choice. This is because the findings revealed that there were still male perceived and female perceived careers among public secondary school students.

In light of the research objectives, findings, and conclusions, the researcher made the following as relevant recommendations:

First, national and county governments through M.O.E should provide schools with adequate guidance and counseling resources including ICT resources that have enough career guidance information. Contributions from external and development partners can also be welcome to participate in such an initiative.

Secondly, M.O.E should spearhead sensitization programmes that will invite all within the context of community members to offer support of any kind in career guidance to public secondary school students in Kenya. On the same note, M.O.E should also initiate thorough sensitization programmes on gender parity support in career matters. This will avert the bias of male and female perceived careers between boys and girls in public secondary schools. It will also ensure the fulfillment of the fourth goal of SDGs and meet the requirements of the Kenya constitution (2010), geared toward gender equity, and expectations of Kenya vision 2030.

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