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Relationship between Forms of Career Guidance, Academic Performance and Subsequent Career Choice of High School Girls: A Case of Vihiga County, Kenya

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Abstract

Sustainable development goal number five of the 2030 agenda aims to achieve gender equality and empower all women and girls. The Kamunge Commission report of 1988 recommends that schools and universities provide guidance to university applicants to enable them make rightful choices. The paper objectively looks at the forms (processes, programmes and activities) of career guidance used in secondary schools and its effect on girls' performance and career choice. The study embraced a mixed methods approach. Form four girls of 2012 in mixed and girls' secondary schools in Vihiga County formed the target population. Thirty (30) schools were selected from the 112 mixed and girls' secondary schools in the county by stratified sampling using the 4 constituencies as strata. Purposive sampling was then 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, content analysis and interview schedules. Quantitative data was analyzed using frequencies, means, standard deviations, and Pearson's product moment correlation while qualitative data was analyzed thematically. For all statistical tests, the alpha (significance) level was set at .05. The result of the analysis indicated that there was a statistically significant relationship between career guidance and, academic performance and career choice, $r = 0.513$, $p < 0.05$.The major forms of career guidance identified were class counseling, group counseling involving subject choices, and filling of joint admission board forms. The study found out that schools that were better equipped and staffed, with more career guidance programs had better performance and sent more students to public universities for admission into a variety of careers than the understaffed schools with no equipment. The study concluded that career guidance is essential yet many schools are not adequately funded, equipped and staffed for it. It recommends that career guidance be incorporated into mainstream curricular. The study has practical implications for the ministry of education and school administrators to provide a broad range of career guidance activities and programs to help learners make sound career choices.

Key Words: Career guidance, Career choice, Academic performance, High school, Girls.

1. Introduction

Career guidance is the process of helping individuals to select a course of study that may help them to get into a job or make them employable. It focuses on career exploration, career change and career development among others. Horby *et al* (2003) posit that guidance involves helping learners either individually or in groups to make personal, educational or vocational choices. A career counselor helps candidates to get into the career that suits their aptitude, personality, interests and skills (UNESCO, 2002; MoE, 2009; Wanjohi & Mwaura, 2010). The approach of career counseling varies but generally includes cognitive ability tests and personality assessments. The most commonly used are Strong interest Inventory and Myers Briggs Type Indicator (MBTI).

2. Literature Review

Formal guidance and counseling in institutions can be traced back to the late 1890s and the early 1900s when it was introduced in America. Frank Parsons, who has been called the father of vocational guidance, was among the pioneers of the guidance and counseling movement. Through his efforts, guidance and counseling became an organized service and gained recognition for its important contribution in society. Parsons established the first

career institution in the USA and set the pace for the development of psychological testing. Gradually, the guidance and counseling movement developed into an organized service, which has continued to make a significant contribution to the development of society (Makinde, 2004).

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

With regard to the development of career guidance in Kenya, the authors embarked on this study with the following questions:

1. Can one trace the developmental stages of the of career guidance as a discipline in Kenya?
2. Is there a professional body in Kenya like the CCGA? What is the mandate of such a body, (if it exists) and how has its effects trickled down at the school level?
3. What is its effect on performance and career choice among girls in high schools in Kenya?

The study was also based on a null hypothesis that; H_0: There is no relationship between career guidance and, academic performance and career choice.

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 while academic issues were mostly on the agenda. The results indicate that teachers struggle with the transition towards becoming a career guide, thus the need to investigate the aspects influencing the transition. 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. It 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 to Kenyan schools (Ministry of Education, 2007). Ngumi (2000) quoting Makinde (1984) says that pre-occupational career guidance and counseling which is provided in educational institutions has the following components: awareness of work, which aims at developing an individual's sensitivity to work and create an understanding of the dignity and value of work; orientation, which entails availing information about available careers; exploration, which deals with enabling hands on experiences of occupations available (also known as job shadowing); and, preparation and placement, which involves the actual entry into an occupation. As important as this process is, its implementation is still fraught with problems in secondary schools (Mukwana, 2005). Wotuku (2002) said that designated career teachers/counselors perform the duties of a regular teacher in addition to teaching, therefore slighting the functions of career counseling. Ojenge (2007) carried out a research among professionals in Kenya on their level of job

satisfaction. He found out that 66% were dissatisfied, a factor he attributed to lack of career guidance leading to job and personality mismatch. He recommended the use of Personality Analysis Expert System for college admissions. 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 while Rajinder (2010) says it should start as soon as a student enters an institution and an electronic portfolio record of the student's evolution from entry to exit kept. In Kenya, this may not be happening as reported by Wanjira (2007).

Career guidance the world over is guided by theories. These include what Leung (2002) refers to as "The Big Five Theories". These are: Theory of Work-Adjustment (TWA); Holland's Theory of Vocational Personalities in Work Environment; The Self-concept Theory of Career Development formulated by Super and more recently by Savickas; Gottfredson's Theory of Circumscription and Compromise, and Social Cognitive Career Theory (SCCT).

Enrolment of female students in public universities has been low over the years as compared to enrolment of male students. In addition, enrolment of female students into science and technology-oriented careers and those that require high cut –off points has equally been low. The scenario has been worse in Vihiga County. Out of 1, 283 students who secured direct entry grades (B plain and above) to public universities in 2012, only 581were girls (Vihiga County Education Office, 2013, JAB admissions 2012). Besides, of these 581 girls who secured direct entry to public universities, very few girls were admitted into science and technology –based courses. 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 from the County as far as university education attainment and training needs are concerned. If this is not checked, the gender disparity and female marginalization will continue. This will consequently derail the attainment of MDGs and Vision 2030. Earlier research findings in this subject indicate that there is inadequacy of career guidance. These include Osoro et al (2000) and Mukwana (2005). Osoro et al (2000) in a study to find out factors influencing career decision-making of high school students in Kenya found out that self-concept and vocational stereotyping were major factors influencing career decision-making. Hence girls tended to choose careers such as teaching, nursing, secretarial, catering, hair dressing, law and commerce. In addition, they found out that students in rural schools tend to seek help from parents and teachers more than students in urban schools. There is therefore a great need to strengthen career guidance in schools and communities at large.

Mukwana (2005) sought to find out factors that hinder effective implementation of career guidance programmes in schools in Vihiga district from a sample of 21 teachers and 336 students. The study found out that 49.9% of the teacher's assigned career guidance responsibilities were either indifferent or unwilling to conduct this duty. The reasons for this included lack of training and in-servicing, negative attitude, lack of remuneration for the extra responsibility and, heavy workload. He found out that 57.1% of teachers had not received any training and that of those who had any training; only 4.8% had undergone training for three months and above.
On the question of adequacy of the training, 61.9% found the training inadequate. Teachers said career guidance was conducted in places that are not conducive. For instance, 61.9% reported lack of rooms and 66.7% cited lack of all the other necessary resources. Time allocation was also an area of concern as 33.3% said career guidance was not assigned any time at all, 33.% said it was allocated from 4to5 P.M while 9.5% had it allocated lunch break. The findings of Mukwana (2005) concur with those of Wotuku (2002). This study was therefore a sequel to Mukwana's study as it sought to relate implementation of career guidance to performance and subsequent career choice and admission to public universities.

3. Materials and Methods

This study was conducted in secondary schools in Vihiga County in Western Kenya. The study 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 form four girls. There were 15 girls' schools and 94 mixed secondary schools giving a total of 112 schools with a total of 4,628 form four girls (District Education Officer, 2013) Vihiga District Enrolment. Thirty schools were selected using stratified random sampling from the four constituencies in the County. 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 and document analysis. Descriptive statistics were used to summarize data while inferential statistics was used for showing relationships between the variables.

4. Results and Discussion

The response rate for the study was good as presented 95.92% of the respondents.

Table 1. Response Rate

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

4.1 Existence of an independent Career Guidance Department

Career counseling becomes a simpler task for both career guidance teachers and students especially when the resource materials and equipment are available. Among the resources are a department in charge of career guiding. The study thus sought to determine whether the schools had a career guidance department independent of the guidance and counseling department from the principals and careers guidance teachers. The results are depicted in Table 2.

Table 2. Existence of Career Guidance Department

Measurement	Respondents	Category	Frequency	Percentage
Does your school have a career guidance department?	Principals	Yes	18	66.67%
		No	9	35.33%
		Total	**27**	**100%**
	Career Guidance Teachers	Yes	17	60.71%
		No	11	39.29%
		Total	**28**	**100%**

Out of the 27 principals, 18 (66.67%) said their schools had career guidance departments separate from the general guidance and counseling department while 9 (33.33%) answered in the negative. On the other hand, 17 (60.71%) of the teachers said their schools had career guidance departments independent of the guidance and counseling department while 11 (39.29%) said their schools did not have. Based on the two categories of respondents therefore, it can be evidently positioned that most of the schools had a career guidance department available to facilitate students on career choice.

4.2 Availability of Equipment and Resource Materials for the Career Guidance Department

Despite the positive responses on the availability of the department for career guidance, it was unfortunately indicated that most of them were not equipped with the necessary resources for career guidance. To ascertain whether the departments had been equipped for career guidance purposes, the authors sought answers from the guidance teachers who provided the responses in Table 3 below.

Table 3. Facilities Available in the Career Guidance Department

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

The results portrayed that the departments were poorly equipped as most of the relevant resources were limited as indicated by the below 50% availability. Therefore, having a career guidance department did not guarantee support

to the students on matters of career choice. Still below a 50% rating, the availability of a departmental office was rated highest with 12 (42%) of the guidance teachers affirming availability. Of great concern however, is the low percentage (10%) represented for internet availability. In this era of knowledge explosion, availability of internet would be a great source of careers information for both students and teachers.

4.3 Services Provided by Career Departments

The study sought to determine the services that the career departments provided. Table 4 shows the students' responses.

Table 4. Services Provided by Career Departments

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

Majority of the students (53.7%) indicated that they do not fill form one career information forms during form one orientation. In addition, 51.7% indicated that they do not fill career declaration and progress forms. Only 34.7% indicated that they calculate weighted cluster points after every examination. Thus there is little tracking as far as student's attainment of cut-off points for their preferred careers. Individual career counseling sessions were represented by 68% of the students while 71.4% said group sessions are done. Quite a large number 83.3% indicated that counseling lessons are done by class. More so, 60.5% of the students indicated that career fairs were provided in schools; 55.8% indicated that role model speeches were provided at schools while only 22.8% indicated that the department provides visits to universities and workstations. Also with another low rating of the services provided was apprenticeship as indicated by only 16.3% of the students; Job shadowing is merely provided in the career guidance departments if not provided at all as indicated by 12.6%. Only 18.4% expressed the department providing voluntary work with most (81.6%) not providing for volunteer work. However, good to note was also the level of mentorship in the departments of career guidance as 67.3% indicated that the department provides mentorship for the students. Exposure to scholarship opportunities was minimal in the schools represented by only 15.3% agreeing that their departments provided that.

What stands out from the findings is the low usage of cluster- point calculation (34.7%) in tracking students' performance versus their chosen careers. The findings reveal poor linkage between secondary schooling and higher learning/career/workplace practices as shown by the high percentages for lack of visits to universities to create awareness of courses offered (77.2%), 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%).

4.4 Career Guidance Processes in Schools

In 1998 following the World Conference on Higher Education, UNESCO developed a handbook for career counseling. This was meant to be a practical manual for developing, implementing and assessing career counseling services in higher education settings. A 6 step career development cycle was recommended that would help institutions carry out their functionality in career guidance. Relevant to this study, the authors sought to establish the extent to which the schools had adopted use of this cycle. Thus guidance teacher responses on a five point Likert scale of: 'frequently' (4), sometimes (3), rarely (2) never (1) are provided in Table 5. Also

presented in the table is how the guidance teachers conduct their sessions whether for individual students, in groups or as a class. It further states out the activities carried out by the departments.

Table 5. Applicability of the UNESCO's Career Development Cycle during Career Guidance

Steps	Mean	Std. Dev
UNESCO recommends the use of a 6-step career development cycle shown below for the career counseling process		
Step 1:Developing self-awareness in students	3.63	.675
Step 2: Linking self-awareness to occupations exploration	3.89	.731
Step 3: Researching occupational possibilities	3.68	.275
Step 4: Making careers decisions	3.77	.471
Step 5: Setting goals	3.78	.575
Step 6: Planning job search	3.63	.355
I conduct the counseling sessions for		
Individual students	2.73	.032
Group sessions	3.67	.257
Class lessons	4.02	.114
The following activities are carried out by my department		
Career fairs	2.37	1.023
Role model speeches at school	1.26	1.042
Visits to universities and workstations	1.15	1.142
Apprenticeship	1.32	1.261
Job Shadowing	2.43	1.135
Volunteer work	1.13	1.237
Mentorship	3.27	1.135

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' used as indicated by means of 3.63, 3.98, 3.68, 3.77, 3.78 and 3.63 respectively. Counseling sessions for individuals students was carried out 'rarely', indicated by a mean of 2.73. Group sessions and class lessons were sometimes and frequently conducted as indicated by a mean of 3.67 and 4.02 respectively. The study also established different activities that were rated according to how often they applied. Rarely did the respondents use career fairs in the schools. This was indicated by a mean of 2.37; respondents indicated never did the schools use role model speeches mean of 1.26, visits to universities and workstations mean1.15, apprenticeship mean of 1.32 and volunteer work mean of 1.13. The schools sometimes used Mentorship mean of 3.27 as an activity carried out by the career department.

4.5 Programmed 4- yearly Activities Carried out by the Career Guidance Department

The study sought to find out from the career guidance teachers a 4-year programme of the activities carried out by the careers department. Out of the 30 secondary schools, 16 schools provided information on the activities that are carried out by the career and guidance departments in their schools.

Table 6. 4-year Programme of Activities Carried out by Career Guidance Department

Name of School	Activity by career guidance department
A	Form 4: external motivational speakers and career materials
B	Form 1 term 3: Academic tours
C,D,E,F	Form 2 term 2: Choosing Subjects;Form 4 term 3: Filling JAB forms
G,H	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
I	Career guidance throughout the year
J,KL,M	Form 1: Orientation Form 2: career guidance, career week and subject selection Form 4: career choice and filling in JAB forms
N	Form 1-4: Peer counseling;Form 4: career guidance
O	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 & reading articles in Career column in the school magazine(form 1to 4)
P	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 & JAB registration; motivational talks, reading careers magazines

Of the 16 schools, three had a comprehensive range of career guidance activities running from form one to form four. Data obtained from the schools on performance in KCSE and admission to public universities (2006-2012) and that obtained from JAB on the 2012 JAB admissions showed that the three schools with comprehensive career guidance were leading in JAB admissions in that order. Excerpts from the two tables are shown in Table 7.

Table 7. Relationship between Intensity of Career Guidance and Admission into Public Universities

(a) Schools with Comprehensive Career Guidance Programmes

Schools with comprehensive career guidance programmes	Performance (KCSE-C+ and above , 2006-2012) according to data from the schools	JAB admissions for 2006-2012 according to data from the schools	2012 JAB Admissions as per the data obtained from the JAB office
O	1548	925	179
P	710	300	82
G	723	223	62

It can therefore be hypothesized that the number and types of career guidance processes used influence academic performance and subsequent public university admission. A similar table was compiled for some of the schools without comprehensive career guidance services as shown in (Table 7 (b).

(b) Schools without comprehensive career guidance programmes

Schools without comprehensive career guidance programmes	Performance (KCSE-C+ and above , 2006-2012) according to data from the schools	JAB admissions for 2006-2012 according to data from the schools	2012 JAB Admissions according to data from the JAB office
A	0	0	0
B	0	0	0
C	0	0	0
D	-	0	0
E	-	1	0
F	0	0	0

Table (b) above shows that inadequate career guidance goes hand in hand with poor performance and subsequent low admittance into public universities.

4.6 Availability of Career Guidance Timetable

The study sought to find out from the school principals if schools had a career guidance timetable or was included on the master time table. Majority of the schools (67%,n=18) did not have specific time allocated for career guidance , while 25.9%.n=7 indicated that there was time allocated for that and 2 did not respond to the question. Consequently, 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 in Table 8.

Table 8. Time Allocation for Career Guidance in Schools without Specific Time Tables

Measurement	Category	Frequency	Percentage
When is career guidance done in schools with no time table for career guidance	Teachers discretion	4	22.2%
	During Subject selection	2	11.1%
	When Need arises	1	5.6%
	After class hours	3	16.7%
	Thursday evenings	2	11.1%
	Once in a while	1	5.6%
	During guidance and counseling sessions (No time specified)	2	11.1%
	End term parade and release of exams	1	5.6%
	No response	2	11.1%
	Total	**18**	**100%**

The study found out that, 18 schools did not have career guidance timetabled but they indicated that they offered career guidance at varied unspecified times. Four schools (22.2%) indicated that the career guidance teachers made the decision to have career guidance sessions for the students. Some of the responses such as during subject selection, some Thursday evenings, during guidance and counseling sessions accounted for 11.1% respectively were indicated by 6 schools. The study deduced that there is lack of seriousness attached to career guidance as shown by the responses such as career guidance is offered once in a while, when need arises and at the teachers own discretion.

4.7 Relationship between Career Guidance, Performance in KCSE and Career Choice

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

4.7.1 KCSE Performance of Secondary Girls 2006-2012

Out of the 28 schools 26 schools provided the information on the number of girls who scored grade C+ and above from 2006 to 2012; the number of girls admitted to public universities in the course of the seven years and the

courses the female students were admitted into. In addition the schools that had more than five students qualifying for public universities did not have data on the degree courses the students were admitted into since JAB communicates directly to the students about courses they are selected for. The schools admitted that they could not ascertain the courses the students were called for in universities because they did not have follow up mechanisms to determine this, hence the lack of comprehensive records. This is also due the fact that the students are admitted to diverse number of universities and the information is communicated to students directly and not through their schools. The authors considered this a point of weakness on the part of the schools. This is because keeping a record of their students' career choices and the courses they proceed to do at university and other colleges is an important tool to gauge the effectiveness of careers department and the school at large. The study made an observation from the results obtained from the 19 mixed schools that the most common course that the students were admitted to was Bachelors of Education followed closely by Bachelors of Science in Environmental Science. The approximate number of girls from the 26 schools that were admitted to public universities in the last seven years was about 1,810 basing on data from the schools. This is a very small number considering that it is for a period of seven years and from 28 schools. The authors sought more data on admission of female students from Vihiga County from the joint admissions board (JAB). The number of female students admitted by JAB from the sampled schools for 2012 was as shown in Table 9. The data shows that apart from a few schools, there is dismal enrolment of girls from secondary schools in Vihiga County into public universities. It was observed that only the girls' schools send a substantial number of students to public universities while mixed schools send very few girls to public universities. Except for one school, all the mixed schools had a higher number of boys than girls admitted into public universities. In order to gain insight into the type of degree programmes that girls from the sampled schools usually get admitted into, JAB admission list for the entire county of Vihiga for the year 2012 was obtained and analyzed. The degree programmes were classified into two groups:

Group1: Courses that required a cluster point cut-off above 45 and,
Group2: those whose cut-off was below 45 points.

The number of candidates admitted by JAB from the sampled schools into each of the two categories was then obtained and tabulated as in Table 9.

Table 9. 2012 JAB Intake

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

The data shows that although a few of the girls' schools sent a reasonable number of girls to public universities in 2012, very few got admitted into courses with high cluster cut off points. The findings also revealed that out of the 19 mixed schools in the study sample, only 13 girls were admitted into public universities, out of which only qualified for course of cluster points above 45.

4.7.2 Career Choice

The study sought to find out whether the students had chosen careers by the time they were completing Form four. The findings are shown in Table 10 below.

Table 10. Choosing Career

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

Majority (77.84%) of the students had already chosen a career while only a few 22.16% had not fully decided on their career choices. Considering that these were form four students completing their KCSE, with 39 (22.16%) of the students not having chosen a career shows that the career guidance function was not effective in some schools. Hence there is need to revamp this service in all schools to benefit all students.

4.7.3 Scheduled time for Students' Career Choices

The study further sought to find out at what point in the students' life they chose their careers. The responses are shown in Table 11.

Table 11. Time for Students' Career Choises

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

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

4.7.4 Reasons for not having chosen a career

Students who said they have not yet chosen a career were asked to give a reason for the delay in making a decision about their career. Their responses were as shown in Table 12.

Table 12. Reasons for not having chosen a career

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

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

4.7.5 Efficacy of Career counseling services in schools

(a) responses on efficacy

Table13. Responses on Students' evaluation of efficacy of counseling services in schools

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

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

Table14. Roles and efficacy of career Guidance and Counseling Programmes in Secondary Schools

Items	Principals' Responses					
	Agree	%	Disagree	%	X	Total (%)
Personal Growth	19	70.37	8	29.62	27	100
Self-Understanding	17	62.96	10	37.04	27	100
Academic Performance	23	85.18	04	14.82	27	100
Career Decision-making	25	92.59	02	07.41	27	100

The Principals agreed that the programmes influenced personal growth (63.33%), self-understanding (56.67%), and career decision-making (83.33%). Majority (76.67%) agreed that they impact academic performance.

Null Hypothesis

The null hypothesis stated that there is no relationship between career guidance and, academic performance and career choice. To test this hypothesis, Principals', guidance teachers' and the students' questionnaire was administered to the participants and their responses scored. The scores generated data on an interval scale of measurement. To test whether the two sets of scores correlated significantly, Pearson product moment correlation was conducted to determine correlation coefficient. The result of the analysis indicated that there was a statistically significant correlation among the two sets of scores, $r = .51$, $p < .05$. From this result, it was concluded that there is a relationship between career guidance and, academic performance and career choice. Students who are better exposed to career guidance and counseling services performed better in academics and pursued their careers of choice than those who had none or limited attention as pertains career guidance.

Conclusion

The study established that the main career guidance activities carried out included group counseling sessions, class counseling sessions and career fairs. Activities such as filling of form one careers form, careers declaration and progress form, role model speeches, and calculation of weighted cluster points were minimal. This study found out that career guidance was not assigned a special room in some schools. Time allocation was also an area of concern as was not allocated on the time table implying that career guidance was not a mainstream activity in many schools. Schools that had a range of activities from form one to for four for career guidance posted better performance and had many students transiting to public universities to do a variety of courses.

Recommendation

Policy makers and implementers in the education sector should factor career guidance programmes into the curriculum in Secondary Schools and Primary Schools to help students make clearer and better choices.

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