PRINCIPALS' PERCEPTIONS ON TEACHERS' CAREER GUIDANCE AND COUNSELLING PROGRAMME ON OCCUPATIONAL CHOICES IN PUBLIC SECONDARY SCHOOLS IN KISII COUNTY.

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ABSTRACT

Students make occupational choices during the transition from secondary to following academic levels; middle-level colleges and universities. The study aimed to establish the teachers' perception of career guidance and counselling on occupational choices. The study was guided by Parsons' Trait and Factor theory, which advocates that choice of suitable occupation is an outcome of helping individuals understand their personality traits and the disciplines in the job market through scientific advising. The study used a mixed-method approach and adopted a descriptive survey design. The target population was 358 Principals in 358 public secondary schools in Kisii County. Stratified random sampling, Simple Random and purposive sampling was used to select schools and respondents. The instruments for data collection were a questionnaire and document checklist. The reliability of the tools was established by the split-half method. The researcher used the Cronbach Alpha formula to estimate reliabilities of the instrument yielding coefficients of 0.71. The study demonstrated that teachers perceived career guidance and counselling programme to help students make informed occupational choices. The study recommended the creation of awareness, implementation, resource-support, and supervision of career guidance and counselling programme on students' occupational choices by relevant stakeholders.

Key words: Guidance and Counselling Students Occupational choices Midle-level colleges Universities.

I: INTRODUCTION

Career guidance and counselling are indispensable in choosing occupations. Choice of employment is a critical aspect of a students' life because the occupation path selected significantly determines the life pattern most likely to be adopted by an individual in the society after school (Patton & McMahon, 2014). Mau, Bilkos and Fouad, (2011)found education equips the learner with competencies for technological and industrial development for the nation in connection with global trends and creates platforms for the learners to venture into the world of training working.

Most Schools generally focus on personal, social, and educational counselling, and not as much importance is attached to career guidance and counselling (Emel, 2012). However, there is a general necessity for all students to through information, affirmation, and decision making. The researcher can explain the concept of career guidance and counselling as selection and promotion, which entails persuading individuals to choose particular opportunities at the expense of others, both of which are primarily designed to meet the needs of opportunity providers (Watts & Borberly- pecze, 2011).   Therefore, career guidance is about the process of helping people choose between the full range of available prospects concerning their specific interests, abilities, and values.

According to O'Connor (2018), the primary responsibility of school counsellors is to help students get ready to transit to college/universities. Their mission is to aid students who rely on their guidance more than ever to provide accurate, comprehensive, and personalised attention for postsecondary planning. Therefore, career guidance and counselling at the secondary school level are all activities meant to assist students in choosing subjects that

would lead to some career path and expose them to the reality of the occupation world. Dabula and Makura (2013) underscored the importance of career guidance and counselling services for economic development. They advocate that lack of career guidance in secondary schools impinges on skills development after completing secondary education, leading to a discrepancy between learning and earning. While the direction is more preventive and developmental, counselling is more supportive and remedial towards work (Lai- Yeung, 2014). It is therefore imperative that both processes aid students in identifying, select and pursue occupations.

Career guidance and counselling programme integrate into the education curriculum in some nations. In Canada, the schedule varies in the provinces and territories. For example, in British Columbia, career education and personal planning are lessons that take 60 hours. It is different from how the programme in Australia, where career lessons integrate into many subjects in the entire course load that a student undertakes (OECD, 2003).

According to Ho and Leung (2016), stable career guidance and counselling in Hong Kong schools significantly reviewed the education curriculum in 2000, introducing the "Applied Learning" curriculum. Supporting the programme, "Other Learning Experiences (OLE) presented as a form of obligatory cross-curricular instructional activity. The grant helps schools produce a workforce that will ultimately allow career guidance teachers to cater to the developmental necessities of their students.

There are disparities in how students in public and private schools access career services. According to Sultana (2007), although countries have incorporated career education into the

curriculum, career guidance programmes seem more practical in private schools than public schools. Besides the fact that the private schools tend to have fewer students, they also access more resource-support systems that can accommodate a wide range of co-activities to the formal training. Ineffective career guidance and counselling services contribute to many students going through school and getting to exit points still uncertain about the kind of occupation they can venture. In contrast, graduates are more likely to shift jobs after employment out of lack of satisfaction and poor productivity simply for lack of enough career guidance and counselling while at school (Ndambuki & Mutie, 2007).

The evidence indicates that most schools have teachers assigned the responsibility of handling careers services appointed by the school boards of management. However, the position may not be prioritised since, regardless of the workload involved, there are no extra allowances or remunerations. The absence of career information and counselling is evident in many schools. In the long run, most students end up with selected occupation paths that they may have haphazardly chosen with little knowledge of the work environments (Nyutu, 2007).

Students are bound to make occupational decisions from their scope of exposure, talents, knowledge, and understanding of what the job markets entail. However, some students blindly make occupational decisions under the influence of parents, teachers, peer pressure, cultural predispositions, and myths about careers. Yet, some will be motivated by their talents and callings and do not bother to explore other available options opportunities for occupations available for them. Students may also show interest in diverse careers and may lack abilities and skills on their own to make the most suitable decisions(Duffy & Sedlacek, 2007). All students should receive this assistance in career guidance and counselling to define, redefine, and reaffirm occupational choices.

Fundamentally, most students who proceed to the next level of education after high school depend on Kenya Universities and Colleges Central Placement (KUCCPS), a body with the mandate to manage the placement of students sponsored by the government to colleges and universities. Consequently, the country witnessed mass revision of classes during the first and second revisions. For example, data reveals that in 2019 out of 122,448 candidates who posted minimum university entry grades, 36,522 students qualified to join universities even one of the degree courses they had selected (Oduor, 2020). The number of students who miss out on course allocation has been on an upward trend, with 2020 /2021 course selection done by KUCCPS declaring 32,718 students not awarded any course at the first process of placement (Oduor, 2021).

The significant role of career guidance and counselling to students at high school reduces confusion and uncertainties that come with wrong occupational choices. According to Watts (2011), career issues are not so much attention to long-term career issues. Against expectations, over time, an increasingly massive number of students report for their studies in the universities and colleges, still not sure of the occupational paths they want to pursue. Occupational decisions out of convenience of college placement are on the increase while students feel the pressure of the occupations considered to offer ready jobs soonest. Subjects earlier selected by students also tend to dictate their fields of study with fewer options for self-assessment. There is also the inadequate provision of up-to-date labour market information for students to make informed occupation decisions (NESSP, 2018-2022; Kenya Youth Development Policy, 2019; KESSP, 2005). Students continuously experience frustrations and indecision when they face occupational paths they have to contend with against their interests, which often do not even match them. While educational interventions to occupational decisions are usually the school counsellors' responsibility, career guidance and counselling cannot be an easy task as students present their desires to pursue different fields, which sometimes contradict their abilities and potentialities (Racene & Dislere, 2013).

The purpose of the study was to establish the efficacy of career guidance and counselling programme on students' occupational choices in public secondary schools in Kisii County, Kenya.

1.1 Statement of the Problem

Occupational choices are among the most crucial decisions people make during their lifetime. Students at high school are aided to identify and make choices of courses they intend to pursue after completing primary education. Despite the existence of career guidance and counselling programmes in most public schools tailored for this, most students have problems making informed decisions and settling down on the occupation paths they want to follow. This undecided state of choice of occupations is salient after the release of KCSE as many students are in urgent and critical need of career guidance and counselling on course selection as they prepare to join middle-level colleges and universities. Many students experience confusion and appear undecided on what careers to pursue as they wait for placement by KUCCPS. While many miss their first choice courses through KUCCPS and have to go for a second selection of studies, the admission of first-year students at Universities still experiences massive inter and intra-faculty transfers. It culminates in some students pursuing courses they are uncomfortable with, not interested and unprepared. Career guidance and counselling departments in public secondary schools ensure that students choose subjects and identify and pursue occupations of their ability. Therefore this study aimed to establish the efficacy of career guidance and counselling in public secondary schools in Kisii County, Kenya.

1.2 Purpose of the study

Determine teachers' perceptions on career guidance and counselling programme on occupational choices in public secondary schools in Kisii County.

1.3: Research Questions

What are teachers' perceptions on career guidance and counselling programme on occupational choices in public secondary schools in Kisii County?

1.4: Significance of the Study

Students in secondary schools would benefit from the findings; the Ministry of Education, teachers, KUCCPS, parents, school sponsors, and well-wishers would understand the state of career guidance and counselling programme as support towards students' occupational choices. The study will enable career guidance and counselling teachers to seek for training that may help them address any gaps that may be existing in career guidance and counselling services in public secondary schools, this will in turn be of use to universities since informed career decisions to students will curb the waste of annual two-weeks academic period set aside at the beginning of first-years academic calendar for course transfers that mostly is a result of students being placed in courses they are not ready for caused by poor or lack of career-guidance . Additionally, the study will help in informing the establishment of functional National, County and Zonal career guidance and counselling departmental units by the Ministry of Education that could oversee the implementation of the career guidance and counselling programme in public secondary schools. Furthermore, the study will also inform future career and related researchers work on state of career guidance and counselling on students' occupational choices

1.5: Conceptual Framework

It is a presentation model where a researcher symbolises the relationships between the dependent and independent variables in the study (Orodho, 2004)**.** Figure 1 indicates this relationship;

Independent Variables   **Dependent**

Variables

Career guidance and counselling programme

Perception of teachers:

Important/not-important

Students occupational choices:
Decisiveness in choosing careers
Match between training and work
Less intra & inter-faculty transfers for freshmen
Socially adjusted students at colleges

Comprehensive career guidance and counselling entail the availability of teachers who hold a

p_____ ___ _____ __ising career guidance and counselling activities in helping

l_____onal choices.

Family influence

Career expos, career talks, career counselling and career ind_____ Cultural _____ essions are

essential strategies that allow students to be involved in caree_____ influence ____ hance self-

aw_____ ones' attributes and making _____ Employment ____ on their

oc_____ource persons, career profession _____ opportunities ____terials like

audio-visual machines, career literature, office space and career guide books are important in

availing career information and guidance needed to make occupational choices. Identifying

challenges facing career guidance and counselling programme in public secondary is a step

towards searching for solutions for gaps that exist towards running the activities of career

guidance and counselling on students' occupational choices.

 Dependent variables are the outcome of students' interaction and socialisation of career guidance and counselling programmes resulting from teachers' perception about utilising the scientific method of advising students, career strategies, availability of career resources, and challenges at stake. Therefore, the utility of comprehensive career guidance and counselling programme in schools should result in students self-awareness and acceptance. It leads to making informed occupational choices, fewer numbers of students seeking for revision of courses after release KCSE exams, and reduced number of students aiming for transfer of techniques, emotionally and socially adjusted students in colleges due to contentment on issues of pursuing courses of choice and proper matching between the world of learning and working resulting to a productive workforce.

II: LITERATURE REVIEW

The efficiency of counselling service is credited mainly to the stakeholders' prevailing climate of opinion towards such a service. Going by the observation, Saha (2018) perception held by employees on their roles and responsibilities affects their work output. It is more likely that teachers' perceptions of programmes in schools influence their judgement and attitude towards those programmes determining their level of involvement. The decision made by students to use school counsellors or not depends on students' perception of counsellors' roles in the choice of occupation. Consequently, teachers are more likely to actively take up career counselling roles if they perceive that they bear fruits (Mittendorff, Beijaardb, Brokb & Koopman, 2012).

Students seem to attend to guidance and counselling activities based on how teachers perceive the programme. It has been confirmed by a study by Yasar (2018) conducted in the central region of Finland. The study evaluated the educational outcomes model and efficacy of guidance and counselling services designs' ability to analyse the students' perceptions of

the guidance and counselling services. Students may go through their schooling without necessarily seeking out guidance and counselling services.

Teachers play a crucial role in availing information to their learners about careers. Crisan, Pavelea and Ghimbulut (2015) conducted a needs assessment on students' career guidance and counselling programmes in Babes-Bolyai University in Cluj-Napoca, Transylvania. Students were asked to give their perception of their occupational path, decisions, personal and professional abilities, proficiencies and intentions for the future. The findings indicated that students lacked the required information about job opportunities. They did not have a coherent career plan besides encountering significant obstacles in the occupation decision process. The students would be more informed on their abilities concerning available job opportunities if teachers perceived the information to be essential for occupational choices. The current study agrees with Crisan et al. (2015) that students' awareness of career information from their teachers affects their career choices.

An experimental study in Cairo, Egypt, explored how school girls make career decisions. The findings were that most school counsellors were not sensitive to the career needs of many students and that advice was based on their academic performance only. The study further revealed that students relied on teachers to make career choices which mean that the teacher played an important role in what the student eventually chose. The study recommended that career teachers learn issues of career choices (Mau, Bilkos & Fouad, 2011).

The findings of a study by Egemen (2018) showed that students had different perceptions about their school counsellors. Whether to seek help with career decisions or not depended on how accessible and friendly the counsellors were. From the study, while most of the students

agreed that school counsellors were approachable, some felt that it was not the case. Moreover, the study also showed that students recognise the counsellors to an in-depth understanding of the different learners' viewpoints, and often respond promptly to the students' needs and requests regarding career selection.

The school administrators' input ensures that career guidance and counselling programmes function effectively in schools cannot be underrated. Zalaquett (2015) conducted a study in the state of Florida on principals' perceptions of elementary School counsellors' role and functioning. The study used a 140-item questionnaire to get responses from 500 elementary school principals. The results indicated that principals support makes a big difference in the success of the career programmes and that lack of support from some administrators made the school counsellors' role undesirable. The principal, the immediate in-charge administrator, has a say on resource mobilisation issues, creating a positive environment and synergy building. The findings of Zalaquet (2015) further revealed that students were more attracted to career guidance in schools where the principals physically participated in the activities organised by the career department. Besides materially supporting the programme, the majority of the principals may only offer support and leave the responsibility of career services to other teachers. The study by Zalaquett (2015) indicated that a positive perception of activity leads to support of the movement. The former research zeroed on the principals' perception and confirmed how it influences the support they give to counselling activities; the current researcher went out to establish the perceptions held by teachers on career guidance and counselling programme independent from the principals' perception.

School counsellors' opinion about career services are important in influencing the productivity of the programme. Torunoğlua and Gençtanırımb (2015) conducted a study to determine the opinions of school counsellors on career guidance programme implemented at vocational high schools in Turkey. The study revealed that poor performance in the

counselling departments was greatly influenced by the teachers' opinions, who were also doubling up as counsellors. School counsellors reported that the programme did not receive support from stale concerned holders; they complained of insufficient time for implementation besides challenges that faced the running of guidance activities in classrooms. They observed a lack of inspection concerning the programme's performance by education authorities supposed to have been involved in the supervision of the programme.

Amoah, Kwofie and Agyeiwaa (2015) used mixed methods in a study among 200 high school students in Ghana on the school counsellors' role in students' career choice. The study found out that the school counsellor had career intervention roles that influenced students' choice of career. It was revealed that students strongly agreed that organisation of career days and conferences, career goal identification, administration of occupational interest inventory were some of the activities that were instrumental. The study by Amoah et al., (2015) relates to the current study about the role played by school counsellors in influencing choice of career by students. School counsellors have the obligation to conduct guidance and counselling to students as their main duty, the present study was interested in all teachers' perceptions regardless of whether they were in career guidance and counselling department or not; this is because of their influence as they carry out their teaching duties, therefore making the scope wider since the programme entails more than just the school counsellor.

At the secondary school level, where available, students and teachers appreciate that school counselling programmes positively impact students' lives. As a part of a more extensive study on assessing the effectiveness of school guidance and counselling services, Chireshe (2011) established the benefits of school guidance and counselling services in Zimbabwe secondary schools as perceived by students and school counsellors. The sample comprised of 950 participants comprising of 314 counsellors and 636 students. The analysis included tabulation and computation of chi-square test, frequencies, percentages and ratios. The study revealed

that both school counsellors and students believed that the services resulted in personal-social, career and vocational enhancement. It was evident from this study that more efforts towards school career counselling programmes would indeed benefit students and help them make occupational choices moreover if teachers perceived career programmes to help achieve this.

Dabula and Makura (2013) conducted a study in South Africa to investigate the efficacy of career counselling and guidance programmes among high school learners in the Eastern Cape using their perceptions and lived experiences. The study adopted a qualitative approach using a sample of 50 learners. Data were solicited using a Questa view. It indicates that students develop more positive attitudes with more exposure to career information initiatives. Career guidance and counselling departments in secondary schools are mandated to organise various career expositions, especially if they perceive the programme to be helpful; the current study sought to establish the teachers' perceptions on career guidance and counselling on students' occupational choice.

Ibrahim, Aloka, Wambiya and Raburu (2014) investigated the perceptions of the role of guidance and counselling programme on Kenyan secondary school students' career decision-making. Findings were that academic, personal and social competence were roles played by guidance and counselling in schools. Similarly, guidance and counselling helped them to attain spiritual growth, vocational, health and marital awareness.

III: RESEARCH METHODOLOGY

3.1 Research Design

The study used a mixed-method approach. Molina and Cameroon (2015) assert that a mixed-method process combines both qualitative and quantitative research designs. A descriptive survey was adopted. According to Fraenkel and Wallen (2006), a descriptive survey involves asking many personal questions about a specific issue. The researcher obtains information from a sample and not from an entire population at one point, ranging from one day to a few weeks. Furthermore, this kind of survey focuses on the existing conditions or relationships, views held, ongoing processes, the impact evident, or tendencies developing. This design was pertinent to this study and therefore employed to establish career guidance and counselling opinions on students' occupational choices in public secondary schools in Kisii County.

3.2 Study Area

The study was conducted in Kisii County, Kenya. It is one of the 47 counties in Kenya, courtesy of the 2010 constitution. It shares common borders with Narok County to the South, Nyamira County to the North East, Homabay and Migori Counties to the West. The County lies between latitude 0 30'and one 0'South and longitude 34 38'and 35 0'East covering a total area of 1,332.7 km square. Kisii County is divided into nine sub-counties: Bomachoge Chache, Nyaribari Masaba, Nyaribari Chache, Bobasi, Bomachoge Borabu, South Mugirango, Kitutu Chache North, Kitutu Chache South and Bonchari. The County has 1460 registered schools, 1102 being primary schools and 358 secondary schools. According to the National Census of 2019, the County's total population stood at 1,226,860 persons with 308 054 households and a population density of 958 people per square kilometre. Population densities are high in areas with large proportions of arable land. A hilly topography

characterises the County with several ridges and valleys, and it is endowed with several permanent rivers which flow from East to West into Lake Victoria. Soils in the County are generally excellent and fertile, allowing for agricultural activities. The County was chosen because of its dense population and would give a good representation of what goes on in the country. The Nairobi University, Jomo Kenyatta University of Agriculture and Technology, Mount Kenya University and Jaramogi Oginga Odinga University in the town is evidence of the increased setup of colleges and satellite campuses.

3.3 Target Population

The target population for this study was 32,791, comprising 31,717 from four students, 358 HODs, career guidance and counselling department, 358 forms four class teachers, and 358 Principals in all public secondary schools Kisii County. This information is presented in Table 3.1.

Table 1: Target Population

Population	Numbers
Principals	358
Head of Career Services	358
Form Four Class Teachers	358
Form four Students	31,717
Total	32,791

Source: Kisii County Education Office (2020)

3.4 Sampling Techniques and Sample Size

A multistage sampling procedure was employed in this study. According to Bryman (2012), multistage sampling involves taking samples in stages using smaller and smaller sampling units at each phase. It allows the researcher to make clusters and sub-clusters until the researcher reaches the desired size or type of group. Within the multistage sampling procedure, the researcher used stratified random sampling. Creswell (2014) asserts that stratified random sampling provides an impartial and better assessment of the parameters

while working with a homogenous population. The researcher also used Purposive sampling and Simple random sampling. First, the researcher sampled three sub-counties from the nine sub-counties in Kisii county. It was followed by a selection of the schools from the three sub-counties selected. Last was the sampling of students from the schools sampled as follows;

3.4.1 Sampling of Sub-Counties

From the nine sub-counties in Kisii County, the researcher used simple random sampling to select 30% of the sub-counties for the study. According to Mugenda and Mugenda (2013), simple random sampling is used when a large number of individuals, subjects or phenomena exist in a sample size; this will eliminate biasness so that an equal chance is given to individuals to participate in the study. Kasomo (2010) observed that a third of a population is a suitable sample for a survey. It was done by lottery design where the researcher wrote the name of each sub-county on a piece of paper, mixed them well and selected three papers to represent the sub-counties used in the study. The sub-counties chosen for the study were; Gucha, Kisii Central and Sameta.

3.4.2 Sampling of Schools

The schools were selected by use of stratified sampling. They were categorised as either National, Extra-county, County or Sub-county schools. For each category, the schools were stratified as either girls, boys or mixed secondary schools. It was done as follows;

For the Gucha sub-county, there was one school in the Extra-county category – a girls' school. There were three County schools- two mixed schools and one boys school. There were seventeen Sub-county schools. One girls' school and sixteen diverse schools. From the Extra-county category, the researcher purposively selected the one girls' school to represent the category. For the County category, the researcher purposively selected the one boys' school since it was the only one and used random sampling to choose one of the two mixed

schools. For the Sub-county category, the researcher purposively selected one girl's school and used the random sample to determine 30% of the diverse schools to give a total of five mixed schools. The total number of schools was nine, as shown in Table 3.2.

Table 2: Sampled Schools in Gucha Sub-County

Category of School	No of Schools	Gender strata	Sampling Method	Sampled Schools
Extra-County	1	Girls	Purposive	1
County	2	Mixed	Simple random	1
	1	Boys	Purposive	1
Sub-county	1	Girls	Purposive	1
	16	Mixed	Simple lucky	5
Total number of schools				9

For Kisii Central, there was one National school, a boys' school, there were three Extra-county schools – one mixed, one girl' and one boys' school. There were five schools in the County category, three diverse and two girls, and thirty schools in the Sub-county category. The researcher purposively selected the one National boys' school since it was the only one at that level. The three Extra-county schools were also purposively selected to represent the different strata. The researcher chose the one boys' school for the county category and used random sampling to choose two mixed schools. The researcher used a random sample to determine 30% of the schools to give nine schools from the Sub-county category. The total number of schools was fifteen, as shown in Table 3.3.

Table 3: Sampled Schools in Kisii Central Sub-County

Category of School	No. of Schools	Gender Strata	Sampling Method	Sampled Schools
National	1	Boys	Purposive	1
Extra-County	1	Girls	Purposive	1
	1	Boys	Purposive	1
	1	Mixed	Purposive	1

County	3	Mixed	Simple random	1
	2	Girls	Simple lucky 1	
Sub-county	30	Mixed	Simple random	9
Total number of schools				15

For Sameta Sub-county, there were three Extra-county schools, one girls' school and two boys' schools. There was one mixed school at the county level. The Sub-county had seventeen schools, all mixed. The researcher chose the one girls' school from the Extra-county category since it was the only one at that level and used simple random sampling to select one of the two boys' schools. For the County schools, the researcher purposively chose the one mixed school. The researcher then used random sampling to determine 30% of the seventeen diverse schools for the Sub-county category, giving five schools. The total number of schools from this sub-county was eight, as shown in Table 3.4.

Table 4: Sampled Schools in Sameta Sub-County

Category of School	No. of Schools	Gender Strata	Sampling Method	Sampled Schools
Extra- County	1	Girls	Simple random	1
	2	Boys	Simple lucky 1	
County	1	Mixed	Purposive	1
Sub-county	17	Mixed	Simple lucky 5	
Total No of Schools				8

3.5 Data Collection Instruments

The researcher designed the instruments that were used to collect data. It was done in consultation with the supervisors. These instruments were; the principals' questionnaire, the Head of Department, the Career services questionnaire, the students' questionnaire, form four class teachers interview guide and a checklist for document analysis. These were used to obtain detailed information on the efficacy of career guidance and counselling on students' occupational choices. Their details are described in the following subsections.

3.5.1 Questionnaire for Principals

The questionnaire for principals was administered to principals of the public secondary schools in Kisii County. The questionnaire was designed as follows; part A sought demographic information of the respondent. Part B sought teachers' perceptions on career guidance and counselling programme on occupational choices in public secondary schools in Kisii County. The researcher used self-rating items that the respondents used to give information about teachers' perceptions. The responses to some things were assigned as follows; A. Strongly Agree, B. Agree, C. Undecided, D. Disagree and E. Strongly Disagree. While some were given as; A. Very Frequently B. Frequently C. Undecided D. Infrequently E. Very Infrequently. Part C examined strategies used to offer career guidance and counselling on students' occupational choices in public secondary schools in Kisii County. The self-rating items inquired on the frequency of various strategies in career guidance and counselling in their schools. The use of open-ended questions allowed the respondents to view other methods used by their career guidance and counselling programmes in their schools. Part D evaluated resources used by schools to offer career guidance and counselling on students' occupational choices in public secondary schools in Kisii County; the items were self-rating establishing availability of the resources in the career guidance and counselling programme. They were assigned as; A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, and E. Strongly Disagree. Part E established career guidance and counselling challenges on students' occupational choices in public secondary schools Kisii County through closed-ended and open-ended items. It allowed respondents to give their opinions on both challenges and solutions to career guidance and counselling programme (Appendix B).

3.6: Reliability of the Instruments

The reliability of an instrument is the extent to which a research tool is internally consistent and yields the same results upon repeated testing (Orodho, 2012). It makes sure that if the

study is repeated using the same procedures and circumstances by another researcher, the outcome of results will be the same. According to Huck (2012), it is essential for a researcher to test for reliability since this helps eliminate discrepancy and, in the process, indicates uniformity across the parts of instruments used in the study, thereby helping to ensure that they are considered reliable to produce consistent results. The reliability of the tools was established by the split-half method. Reliability analysis was carried out on the results to determine the reliability index yields coefficients of 0.73, 0.71 and 0.76 for students, Principals and HODs, respectively, thus deemed reliable. For qualitative data, the researcher ensured credibility by taking time with the respondents to get their entire experience with career guidance and counselling programme. The researcher provided dependability by reviewing the raw data for any inconsistencies.

3.7: Data Analysis

According to Bhatta (2013), data analysis is the procedure of cleaning, converting, and organising data to derive valuable information towards helping one conclude. The researcher adopted both quantitative and qualitative data analysis techniques. Quantitative data was coded and analysed using Statistical Package for Social Sciences (SPSS) version 21. The researcher used descriptive statistics such as frequency and percentages to summarise and describe the responses in the analysis. Besides reporting the reactions from all schools collectively represented by AS, the researcher went further to write the responses in the various categories of schools as represented by SBC= Sub-County, C= County, E= Extra-County and N= National. Qualitative data was obtained from open-ended questions from the questionnaires and document analysis guide and was organised as per the research questions. The researcher then edited the data, paraphrased and summarised it to make meaning from it. Data were categorised and translated according to the variables and objectives of the study. It was then coded, organised into various classifications and thematically analysed. Cameroon

(2015) points out that thematic analysis of data entails pointing out, examining and recording patterns. For the analysis to flow in a logical order, the researcher used a research methodology matrix. The matrix was used to link the research questions to the respondents, the instruments used to get information, the type of data required, and the analysis procedure used.

IV: DATA PRESENTATION, ANALYSIS AND DISCUSSION

Findings on Teachers' Perception of Career Guidance and Counselling Programme on Students' Occupational Choices

The first research objective was to establish the perception of teachers on career guidance and counselling programme on students' occupational choices. The opinions of principals, HOD careers, students and form four class teachers were sought. It was done by asking them to respond to various statements used as indicators of the teachers' perception of the use of career guidance and counselling programme while helping students make occupational choices. Form four class teachers were interviewed on the same. The findings were as follows;

Table 5: Principals' Responses on Teachers' Perception of Career Guidance and Counselling Programme on Students' Occupational Choices

Perception Indicators Disagree	S/C	Agree	Undecided	
		f (%)	f (%)	f %)
Conversant with MoE policy on career guidance &counselling	AS	28 (87.5%)	1(3.1%)	3(9.4%)
	SBC	15(53.6%)	1(100%)	3(100%)
	C	7(25%)	0.00	0.00
	EC	5(17.9%)	0.00	0.00
	N	1(3.6%)	0.00	0.00
Active career guidance & counselling department in school	AS	30 (93.8%)	0.00	2(6.2%)
	SBC	17(56.7%)	0.00	2(100%)

	C	7(23.3%)	0.00	0.00
	EC	5(16.7%)	0.00	0.00
	N	1(3.3%)	0.00	0.00
Teachers frequently organize career activities to help students make occupational choices	AS	24(75%)	0.00	8(25%)
	SBC	15(62.5%)	0.00	4(50%%)
	C	4(16.7%)	0.00	3(37.5%)
	EC	4(16.6%)	0.00	1(12.5%)
	N	1 (4.2%)	0.00	0.00
Teachers rely on career guidance & counselling to help students make occupational choices	AS	21 (65.7%)	1(3.1%)	10(31.2%)
	SBC	12(57.1%)	1(100%)	6(60%)
	C	4(19.0%)	0.00	3(30%)
	EC	4(19.0%)	0.00	1(10%)
	N	1(4.8%)	0.00	0.00
Students seek career guidance & counselling to make occupational choices	AS	16 (50%)	3 (9.4%)	1(40.6%)
	SBC	9 (56.3%)	2(66.7%)	8(61.5%)
	C	3 (18.7%)	1(33.3%)	3(23%)
	EC	3(18.7%)	0.00	2(15.4%)
	N	1(6.3%)	0.00	0.00

From Table 5, most principals, 28 (87.5%), were conversant with the Ministry of Education (MOE) policy on career guidance and counselling in secondary schools. Three (9.4%) were not conversant, while 1 (3.1%) was non-committal. It indicated that most of the schools were being headed by principals who were in a position to implement career programmes as per the MOE policy. The decision to implement the programme in the schools further determines the utility of the services. Teachers are more likely to participate in programmes supported and implemented by the principal to be critical than those not.

The study also revealed that a majority (93.8%) of the principals confirmed that their schools had active career guidance and counselling programmes, while 2 (6.2%) had their career guidance and counselling departments dormant. From the findings, the few schools with inactive career departments could mean that teachers did not perceive the programme to help students make occupational choices or did not have information on how to implement the same. The presence of an active career programme reflects the high rate of teachers'

involvement in career activities. It suggests that teachers perceived career guidance and counselling to help students make occupational choices. The findings support that of Coertze and Oberholzer, (2010), who observed that a positive attitude towards career counselling leads by career counsellors and teachers yields to a high number of students who seek the services and vice versa. Inactive career guidance and counselling departments in some (6.2%) of the schools' limit students' opportunities of accessing career information essential for occupational decisions.

Most principals (75%) observed that teachers frequently organised career guidance and counselling activities in their schools. However, some (25%) of the principals reported that teachers rarely organised career activities in their schools. It means that many students were exposed to and involved in career activities by teachers who could have perceived the importance of career guidance and counselling programme in choosing occupations. The finding is supported by Yasar (2018), who ascertained that students seem to attend guidance and counselling activities based on how teachers perceive the programme. However, some students were left out of the programme as revealed by the 8 (25%) principals, indicating that there could have been teachers who experienced difficulties infrequently conducting career activities or did not perceive the importance of the programme in students' choice of occupations. Furthermore, teachers in schools where career guidance and counselling programme had not been implemented had no way of frequently attending career activities.

The researcher established from (65.7%) of the principals that teachers relied on career guidance and counselling programmes to help students make occupational choices. Some (31.2%) principals reported that teachers did not often rely on the programme, and 3.1% did not show any commitment. From the study total of 11(34.3%) principals were non-committal, implying the uncertainty about teachers' use of the programme. It indicates that some teachers

in these schools could either have relied on other programmes to assist students or did not use any programme at all.

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From the responses, 16 (50%) reported that students frequently sought career guidance and counselling services from teachers. It means that a substantial number of teachers perceived career guidance and counselling programme to be helpful. Three (9.4%) were non-committal, and 13 (40.6%) reported that students did not frequently seek the services from available teachers and were willing to offer the services. It indicated that many students did not seek career guidance and services from their teachers as reported by accumulated 16 (50%) Principals. Brokb and Koopman (2012) observed that the decision of students to make use of school counsellors or not depends on how students perceive counsellors' roles in the choice of occupation. The findings show that although students look up to their teachers for help on career decisions out of perceiving their essential roles, some students who, despite facing the task of occupational choices, did not seek career guidance. Students in schools where teachers did not rely on career guidance to help students make occupational decisions had limited or no way of accessing the services.

The Heads of career guidance and counselling were also asked to give their responses based on the statements on perception indicators. The HODs responses were considered necessary the teachers are in charge of planning, executing and overseeing activities in career departments. Their observation is presented in Table 4.7.

V: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.2.1 Teachers' Perceptions on Career Guidance and Counselling Programme on Occupational Choices in Public Secondary Schools

The study found out that most teachers were conversant with the MOE policy on career guidance and counselling in schools and had gone ahead and implemented it. The programme was operational in most of the schools, and that teachers were actively involved in the current

career activities. The study also established that most teachers relied on the programme to help students make occupational choices; they were enthusiastic about the activities in the programme. Some motivated students to seek career services in return. The study revealed that there was a significant number of students that sought career services.

However, the study found some schools where career guidance and counselling programmes were not effective in operation, mainly in the county and sub-county schools. It is linked to respondents who were not conversant with the MOE policy on career guidance and the absence of school policy on career services. Furthermore, some schools had less enthusiastic teachers about career activities and other schools where teachers did not rely on career guidance and counselling programme to help students choose occupations. Therefore did not motivate students to seek the services in career departments.

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