

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	S/C	Agree	Undecided	
		<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
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.

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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