

**EFFECTIVENESS OF CAREER GUIDANCE PROGRAMMES TO PUBLIC
SECONDARY SCHOOL STUDENTS ON CAREER AWARENESS AND
PLANNING IN SOUTH IMENTI DISTRICT, MERU COUNTY KENYA**



MARTINAH OBURU

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**A RESEARCH PROJECT REPORT SUBMITTED TO SCHOOL OF SOCIAL
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ABSTRACT

Career guidance services are components of counseling psychology. The career is the aim for going to school because individuals are motivated by the end result of good education. By the end of school learning and college training, the learner expects to be employed or get into self-employment. The main objective of this research was; to ascertain if students are making informed career choices according to their personality traits, interests, abilities and aptitudes, find out if the information given to them was sufficient enough to enable them make their career choice and to investigate whether students made their career choices out of other motivators such as parents, teachers, peers and popularity of given careers. The study was guided by two theories namely; Typology theory of vocational choice propounded by John Holland and Trait and Factor Theory by Frank Parsons. The study adopted a descriptive survey design to cover respondents from selected public secondary schools in Imenti South District. It involved form three students, class teachers, guidance and counseling teachers, principals and parents. Schools were sampled using stratified random sampling technique. The selection of form three students, class teachers, guidance and Counseling teachers was done through simple random sampling. The principals were sampled purposively. There was a FGD for parents. A sample size of 200 respondents was randomly selected from the public schools in the district to take part in the study. Data was collected using questionnaires and interview schedules. Quantitative data was analyzed using descriptive statistic (frequencies, means and percentages) with the aid of Statistical Package for Social Scientists (SPSS version 17.0) programme. The study established that the implementation of career guidance programme was in place in the public secondary schools and they were taken seriously even though the teachers did not have modern skills to handle career guidance. It was also shown that teachers had the will to offer professional career guidance if only they had relevant training, adequate time and a lesser workload in curriculum implementation. It was clearly established that parents had asserted their authority in choice of career for their children, yet the children tend to trust their teachers more by seeking advice from them about their choice of career. Parents did not have adequate information to guide their daughters on careers. There is a general feeling that there exists a disconnect between parents and career counselors, that is why students seek advice from counselors more than trusting what the parental influence would have on them. The study recommended that implementation of career guidance should be separated from guidance and counseling, and be given the attention it deserves on all areas of guidance and counseling. It is hoped that the findings of this study could assist in improving students' career choices in public schools. This could pave way for remedy measures to be undertaken by all the stakeholders in Education sector.

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