

*Original Research Article*

# Access to career information to secondary school girls in Nyahururu division, Kenya

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Abstract

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Girls especially in the rural areas need to access career information as part of secondary school education in order to make informed career choices. The study identified sources of information, problems experienced by girls in accessing them, role of career teacher and challenges faced in provision and access to career information. Recommendations and ways of improving access to career information have been discussed. The study was confined to nine private schools and seven public schools in Nyahururu Division. Both quantitative and qualitative research methods are used. A random sample of Form 3 and 4 students (n=365) responded to semi-structured questions. Career teachers (n=14) served as key informants and they responded to a semi-structured interview. National education officers' (n=3) in-charge of Guidance and Counseling units responded to semi-structured interview. Both career teachers and girls had challenges in accessing career information due to lack of resources and funding among other reasons.

**Keywords:** Information, Career, School, Nyahururu

## INTRODUCTION

Girls, especially in rural areas where traditional values are still esteemed, choose careers that are in keeping with the cultural expectations, stereotyping societal attitudes and discrimination. Indeed the gender gap in all levels of education in Kenya is still great with girls being disadvantaged. Adolescence pregnancy in the exit year of form four is 50% to 60% (Njau and Wamahiu, 1994). In Kenya's educational setting, it is significant that a majority of students are unaware of training opportunities and requirements at various levels of post secondary schools education (Kithyo and Petrina, 2005; Kasomo, 2007; Boniface, 2009; Nthangi, 2007; Okumu, 2009). Career information and guidance need to be accessed by girls in secondary schools in order for them to make well informed decisions that will help them make smooth transitions from school to higher institutions; from school to work, and from school to lifelong learning in this twenty-first century.

Access to career information enables secondary

school girls to have such skills as evaluating themselves realistically and understanding their abilities, making sound decisions, working effectively and independently and comparing themselves realistically.

Sources, both print and online, are necessary in order to help students to keep focused on their careers. In United States of America, a vast majority of schools stock computerized and non-computerized career information sources and college catalogues as well as conducting testing for career planning (Hughes and Karp, 2004). In many African countries, the situation is different mainly due to lack of government policy and commitment (Tindi and Silsil, 2008). In many secondary schools in Kenya, for example, even a newspaper is hard to come by. Gitonga, (2009) commenting on this situation states that relevant reading materials on career guidance for both teachers and students is lacking.

It is in view of this that this study is done to study how secondary school girls access career information.

### Statement of the Problem

Careers chosen by girls in rural areas are the culturally feminine careers such as teaching, nursing, secretarial, catering, hair dressing, law, commerce which are not as well paying as medicine, engineering and accountancy, which are culturally masculine (Obando, 2003; Osoro, Amundson and Borgen, 2000). Kenya Government is committed to gender equity in education and employment by, for example, ensuring access to and improving the quality of education for girls and women; and removing every obstacle that hampers their active participation. Enhancing women's participation in economic activities is also part of the government's commitment (GoK, 1999; Kenya, Ministry of Planning, 2002). The Government has committed itself to achieve gender equality in 2015 through Millennium Development Goal 3 that seeks to promote gender equality and empower women, (GoK, 2003). Access to career information would enable girls to understand the educational and career opportunities and the decisions that they must make in choosing careers which should be commensurate with their abilities and talents. This would be a step towards achieving Millennium Development Goal 3 on gender equity in 2015. Another government initiative towards gender equity is anchored in Vision 2030 which aims at increasing the participation of women in all economic, social and political decision making processes by 2012 through increasing opportunities by improving access (e.g. to education and entrepreneur funds) and minimizing vulnerabilities (e.g. early marriages) (GoK, 2007).

### Justification of the Study

Many Kenyans, especially girls, end up in careers they have very little information on or even one they have no abilities or interest (Senelwa, 2003; Sinha, 2003; Kasomo, 2007; Makabila, 2007; Kirui 2007). One of the reasons is lack of access to career guidance and counseling especially in secondary schools which are important years in career decision making. Being in such a job that one has no information, abilities or interest in, can lead to low productivity, drabness, frustration, and low self esteem. To avoid such an end to the schooling process, it is important for secondary school students to be provided with career information as part of their secondary school education. Then, they can understand what the career entails and whether they have got the abilities to fit in the career and enjoy it.

Girls especially in the rural schools need to access career information as part of their secondary school education because most rural schools have few television sets, radio or supply of newspapers. Nor are exhibitions held in rural areas. School libraries are also non-existent or poorly equipped. Access to career information by

secondary school girls becomes almost impossible. In addition, the socio-cultural mindset which dictates some careers as suitable for girls and others as suitable for boys has its strongest hold on rural areas.

The age group of those less than 20 years is 60% of the Kenyan population (Government of Kenya, 1996). Secondary school girls fall in this category. This is a large percentage of the Kenyan population and it is the right of the secondary school girl to access career information. This right is proscribed in the Constitution of Kenya (GoK, 2010). Effective provision of career information can only be achieved through research which would enable the government to understand how much of career information is accessed by girls in secondary schools and what challenges are experienced in the provision of this information. It is necessary to do this in order that girls can successfully transit from secondary school through higher education to the world of work. The world of work is highly complex and rapidly changing. Therefore, secondary school girls need to know the changing requirements for various jobs, trends and the preparations needed.

Gender inequality and inequity is traceable to lack of career information. In turn, the pace of the country's development is slowed. In view of the above discussion, this study has been done to explore access to career information to rural secondary school girls. It is hoped that its recommendations will enhance the access to career information especially in rural schools and thus bring about gender equity in education and employment and sustainable development by giving space and chance to over half of Kenya's population – girls and women.

It is in view of the above discussion that this study has been carried out to explore the access to career information and also highlight the challenges to access with a view to recommending solutions. Specifically, the study endeavored to:

- a) Identify the sources of information that girls access to get career information
- b) Identify problems experienced by girls in accessing career information.
- c) Role of career teacher in providing career information
- d. Propose solutions to challenges faced in accessing career information.

### Assumptions of the study

The study was based on the assumptions that:

1. Girls are hindered by inadequate access to career information when choosing and making decisions on careers.
2. All stakeholders in secondary school education can work together in the access to career information to girls in Nyahururu Division.

## Scope and Limitations of the Study

The study was confined to nine (9) private and seven (7) public secondary schools in Nyahururu Division of Nyahururu District in Kenya.

The research focused on Form 3 and 4 girls because they already have a focus on the career they would like to join. It is also at this stage that girls make decisions that reflect later on gender disparity in favour of men in regard to well paying and decision making jobs. The study was limited to girls because they have unique socio-cultural needs that hamper them when choosing and making decisions on careers.

## Theoretical Framework

This study was based on Frank Parson's Trait and Factor Theory propounded in 1909 and John Holland's Theory of Personalities. Trait and Factor Theory proposes that a choice of vocation depended upon:

(a) An accurate knowledge of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations and their causes.

(b) Through knowledge of job specifications, requirements and conditions, success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work.

(c) The ability to make a proper match between the two.

The major assumptions underlying Trait and Factor theory are:

(a) that individuals and job traits can be matched, and

(b) that close matches are positively correlated with job success and satisfaction.

John Holland's Theory of Personalities suggested that people can function and develop best and find job satisfaction in work environments, which are compatible with their personalities. The personality types and work environments are labelled as realistic, investigative, artistic, social, enterprising, and conventional. The closer the match of personality to the job, the greater the job satisfaction.

Parsons' Trait and Factor theory gave rise to many career theories such as Holland's Theory of Personalities, among others. Parsons' and Holland's theories continue to dominate career practice through out history and to undergird counselling for career practice (Patton and Mc Mahon, 2006). Parsons first element, self-knowledge, was to be assessed through test of abilities, aptitudes and inventories of interest. This is in keeping with contemporary practice of career assessment. Holland's work on understanding ones personality influenced and pushed development of interest inventories further.

Parsons second element which relates to knowledge about the world of work which Holland referred to as work environment was and is an important concept in career

planning and development and it led to organized classification of occupational information. Reference should be made here to the Kenya Ministry of Education (2007) *Career guide book for schools* which classifies personality types and subject combinations and matches it with lists of training, courses and institutions and occupation. In this book, careers have been coded into 28 types with corresponding personal characteristics relevant to these careers. This career guidance intervention is informed by Parsons' and Holland's work.

The concept of true reasoning, which is the third element of Parsons' theory, although not fully explained by Parsons can be deduced to be alluding to the cognitive processes and analytical skills as being fundamental to career decision making; a concept that is in keeping with contemporary career guidance concepts. Holland's and Parsons' theories have informed contemporary career theories in the above discussed ways. They also introduce many of the key concepts essential to an understanding to career development. For these reasons the researcher chose to use these two theories in this study. Another reason is that process of career development theories of Ginzberg et al and Super, among others consider career as the sum total of a persons roles and could therefore, not fit in well with explanations on access to information to secondary school girls facilitate girls to choose a right career since the study was restricted to a secondary school set up.

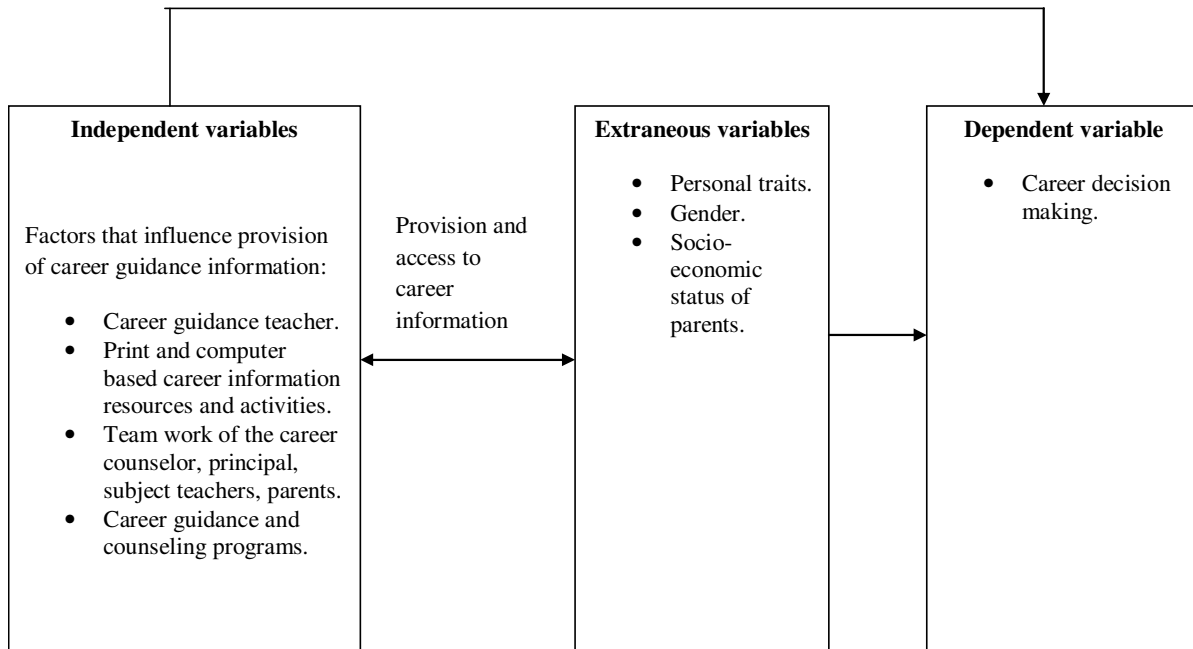
## Conceptual Framework

Secondary school girls need to have knowledge of themselves, and knowledge of job specifications and environments and ability to match the two. This knowledge can only be acquired when we have trained career guidance and counseling teachers, career information resources, career services and activities, career guidance programs, team work among all stakeholders – parents, teachers, students and government. Factors that act on girls when they are making decisions on careers are social-economic status, gender, personal traits, among others. All these variables inter-relate and affect girls' decisions on career. (Figure 1)

## Review of related studies

Girls in secondary schools have career information needs. In a study done by Rukwaro and Khayesi, (2004) in secondary schools, students requested for written information on various careers. They expressed interest in the following information:

- Duration of the courses.
- Institution(s) where the courses are offered.



**Figure 1.** Variables on provision and access to information on careers for decision making

**Source:** Authors

- Admission requirements such as subject combination and grades.
- Situation and trend of job markets.

Many students in the above study were reluctant to take some careers because they were weak in the required subjects. In a related study, Kithyo and Petrina (2005) observed that students were quite confused when called upon to choose careers basically without any information whatsoever.

Career information need is greater for girls because parents fear to release their daughters to seek information fearing for their security. Secondly, they fear losing the income to the household that girls bring when they engage them in the farm or the household chores. (Bellamy, 2004). It is critical that career information is availed to girls in rural areas because 80% of the Kenyans live here and there are no libraries, TV sets, radio or newspapers. Most parents are peasant farmers and they are their children's role models. Their level of education will influence their children's level of education.

Career guidance is important in order to correct influence of gender stereotyping in career choices. Stereotyping hampers girls in choosing careers that are commensurate to their abilities and interest because students and teachers have clear-cut careers for girls and boys based on attitudes, societal orientations, misconceptions and ignorance. Careers for girls were identified as nursing, teaching, secretarial, law and commerce while boys' careers were identified as engineering, accountancy, medicine, commerce and law. (Osoro, Amundson and Borgen, 2000) This means that

girls are limited to very few careers. Kinga, (2001) in agreement states:

Many students are exposed to very few careers. A student owes it to him / herself to find out what career opportunities exists.

Career guidance resources and activities is a great challenge to girls in Kenya when compared to the developed countries. Hughes and Karp (2004) report that in America:

Guidance programmes are generally equipped with tools students can use on their own. The vast majority of schools stock computerized and non-computerized career information sources and college catalogues as well as conducting testing for career planning. The availability of computerized and non-computerized sources enhances and keeps students focused on career guidance and counseling.

In Kenya, Tindi and Silsil (2008) observed: "this development where the HoDs handling guidance and counseling were required in every school, a policy which came into force in 1999 has not been backed by corresponding training or provision of necessary reference materials... salient needs – reading books, experiential excursions, requisite training e.t.c. were passed on the back burner."

Lack of career information resources hinders girls from accessing career information. Career guidance teachers who would help in guiding the girls do not also have resources. Neither does their basic teacher training equip them to be career counselors. This is discussed later in greater details under the role of the career teacher.

**Table 1.** Designation of Career Teacher (n=14)

<b>Designation of career teachers</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Career teacher	9	64
Principal	3	21
Guidance and Counseling teacher	1	7
Manager	1	7
<b>Total</b>	<b>14</b>	<b>100</b>

### **The Role of Career Guidance Teacher**

There are three major guidance services. These are: educational which deals with schooling; vocational or career which deals with the world of work and personal, social and psychological which deals with family relationship, psychological adjustment and intrapersonal relationships. All the three overlap (Wango and Mungai, 2007; Ngumi, Ngari and Mumiukha, 2007). In Kenyan schools, the career guidance teacher does all the three on top of his/her normal teaching load and may be disciplining the students as well (Kirui, 2007). This is in spite of career counseling being the most complex type of counseling because the counselor must possess all the skills of the counselors, and, in addition, know employment trends, methods of preparing for various work roles, career assessment techniques, and methods for changing work-related behaviour, emotions and cognitions (Teeling, n.d). Demand put on the Kenyan career counselor is heavy and there is urgent need to train and equip career teachers with relevant knowledge and skills so that they can effectively guide students in career exploration and decision-making. (Osoro, Amudson and Borgen, 2000).

This supports Kirui's (2007) recommendation that the Ministry of Education (MoE) should supply schools with trained career guidance teachers. Siele and Wanja (2009) report that "the 6,000 teachers trained as counselors so far were inadequate and more would be recruited." Studies on career information show that there is a possibility of infusing career information with the role of the subject teacher. New methods and techniques could be devised whereby the counselor coordinates the subject teaching staff, as a team of people who can effectively fulfill many of the career information needs of the students (Leary, (1990) as quoted by Oyaziwo, (2007). This study was to identify the challenges the girls experience in accessing career information and to suggest possible solutions. It was also to establish whether teachers understood their role and their perception of their role. Recommendations on what could be done to make their role more effective and efficient will be made.

### **RESEARCH METHODOLOGY**

The study used survey research design. Qualitative and

quantitative methods were used to bring out the responses from students, career teachers and Government Officers since they are key to career information provision and access. The students were randomly selected and they filled in a self-administered questionnaire while teachers and Government Officers responded to guided interviews. The study was conducted in nine private schools and seven public schools in Nyahururu Division.

### **RESEARCH FINDINGS**

#### **Teachers' Demographic Characteristics**

Fourteen teachers who did career guidance and counseling were interviewed. Table 1 shows their designations.

Table 1 shows that 64% of teachers were career teachers, 21% were principals in the schools who also doubled up to give career guidance and counseling and all the other forms of guidance and counseling to students, 7% was a guidance and counseling teacher who did all the various forms of guidance and counseling in the entire school. Seven percent was a manager of the school who doubled up to give guidance and counseling and specifically career guidance.

#### **Teachers' Academic and Professional Qualifications**

Teachers' academic and professional qualifications range from first degree to Form 6 certificate. Table 2 below shows this.

Sixty four percent of the teachers had degrees, fourteen percent had diplomas and twenty two had other qualifications such as 'A' level.

#### **Teachers' Teaching Experience**

The teaching experience of the respondents range from 0 – 12 years. Table 3 below shows this.

A majority (64%) of teachers had taught for over nine years. The teachers long teaching experience could have been the main basis of nomination by their principals to guide and counsel students on careers.

**Table 2.** Teachers' Academic and Professional Qualifications (n=14)

Qualification	Frequency	Percentage (%)
Degree	9	64
Diploma	2	14
Others (e.g. A-level)	3	22
<b>Total</b>	<b>14</b>	<b>100</b>

**Table 3.** Teaching Experience of Respondents (n=14)

Teaching experience	Frequency	Percentage (%)
0 – 2 years	2	14
3 – 5 years	1	7
6 – 8 years	2	14
9 – 11 years	3	21
Above 12 years	6	43
<b>Total</b>	<b>14</b>	<b>100</b>

**Table 4.** Respondents aspirations after Form 4 (n=365)

Institution	Frequency	Percentage (%)
University	318	87
Middle level college	44	12
Any other	3	1
<b>Total</b>	<b>365</b>	<b>100</b>

### Students Aspirations

A majority of students (87%) aspired to join university after Form 4. Twelve percent aspired to join middle level colleges while eighteen percent aspired to join the armed forces or business. Table 4 above presents this information.

### Five Popular Courses with Students

Students, when asked to list three courses that they would like to do in the University, listed Medicine/Surgery/Public health as the most popular with thirty percent, Law was second in popularity at twenty five percent, mass Media came third with twenty two percent, teaching had eleven percent and marketing/sales had nine percent. Figure 2 below represents the five most popular courses.

The courses the girls chose in this study are almost similar to the ones that Obando, 2003; Osoro, Amundson and Borgen, 2000 reported as often chosen by girls except for Medicine which they listed as a boys career. The courses said to be for girls are teaching, nursing, secretarial, catering, hair dressing, law and commerce while those for boys are medicine, engineering and accountancy.

Career information motivates students to work hard because they get to know what career they want to join; the subject clusters, the points needed and the

institutions offering the course. The students also get to know what the career they would like to join entails. It also helps students make knowledgeable career decisions.

### Career Information Influence on Students Career Choice

Career teachers were asked to state whether from their experience, career information influences career choice. All the teachers stated that it does. The reasons provided are in Table 5 below.

Fifty four percent of teachers responded that students, if given career information, are able to make informed decisions. Thirty nine percent stated that students weigh their abilities against a career and eight percent of the teachers stated that students were motivated to work harder.

### Career Teachers' Role and Challenges in Information Provision

A majority of students when asked how they came to know about the course they intended to pursue stated that it was through the career teacher. The teacher was considered the most useful source of career information by the students. The Government Officer at the national headquarters stated that teachers should be trained in

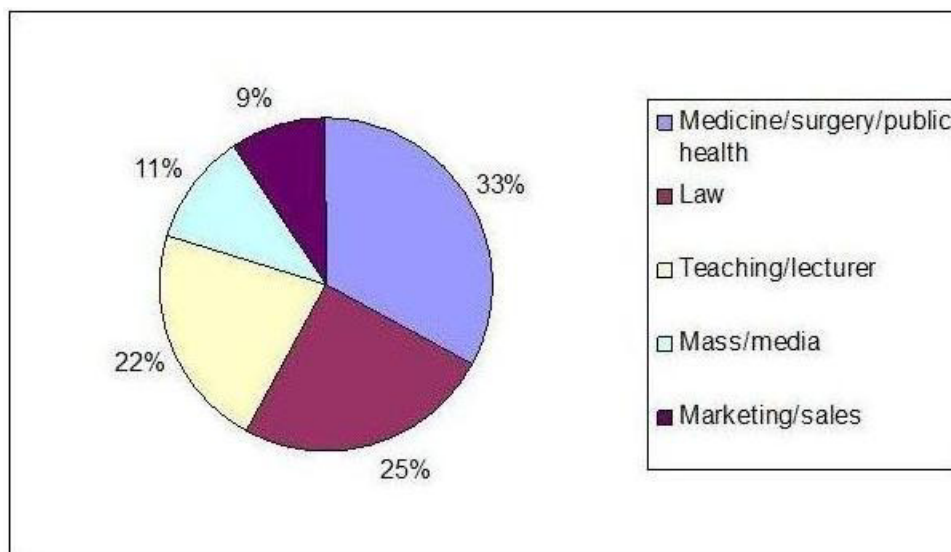


Figure 2. Five Popular Courses with Students

Table 5. Ways that career information influence career choice (n=13)

Explanation	Frequency	Percentage (%)
Students are able to make informed decisions	7	54
Students weigh their abilities against a career	5	39
Students are motivated to work hard	1	8
<b>Total</b>	<b>13</b>	<b>100</b>

career guidance and counseling to build their capacity because they play a significant role in career choice. Career teachers need training because the Bachelor of Education degree that 64% of the interviewed teachers hold has only a few units of guidance and counseling. Seventy one percent stated that they attended seminars but the seminars were mainly on drug abuse, indiscipline and HIV/AIDS. This shows that career teachers are not adequately trained formally and informally and that they do not have modern skills to handle career guidance. In support of this view, Ngumi, Ngari and Mumiukha (2007) argue that informal training is not offering adequate contribution towards improving the knowledge base and professional skills of school counselors.

Majority of career teachers have an equal workload as all other teachers in the school yet career guidance takes a toll on the teachers' time and energy. Some career teachers, 45% of those interviewed, also deal with the social, personal, psychological counseling discipline. Added to all this, is the fact that in a majority of the schools, career guidance is not allocated time in the school timetable and the career teacher is supposed to do this during his/her free time without compensation. The meetings between the teachers and the students took place anywhere in the school such as in the dining hall, field, or classroom. None of the schools surveyed had a career guidance room yet career guidance and counseling is supposed to be conducted privately.

A majority of career teachers described parents, subject teacher and the principal as supportive and involved in career guidance of the students in diverse ways. However, all these efforts are not coordinated and harnessed towards particular career objectives which would translate into effective career information provision to girls.

### Problems Experienced by Girls in Secondary Schools in Accessing Career Information

The study sought to identify challenges experienced by girls in accessing career information. The girls were asked what problems they experienced in obtaining career information. Their report yielded the following results from number one (1) being the most cited and therefore most critical problem while number five (5) was least cited and therefore least critical problem.

1. Lack of career guidance teacher
2. Lack of career activities
3. Lack of books, brochures on careers
4. Lack of guidance from the principal
5. Subject teachers do not relate what they teach to career

Career teachers were asked to give the main challenges encountered in the provision of career information. The teachers gave the following as the

greatest challenges. The number one (1) was the most cited and, therefore, greatest problem while number five (5) was the least cited and, therefore, least problem.

1. Lack of adequate and up to date information.
2. Lack of time due to teachers' heavy workload and students' tight programme.
3. Inadequate funds to facilitate career guidance.
4. Lack of interest by teachers in career guidance and counseling.
5. Lack of interest by students in career guidance and counseling because they have an attitude that career guidance would be of no use to them since they are very poor academically.

Some of the above challenges were cited by the national officer in charge of guidance and counseling unit. She stated that there was inadequacy of career information resources. She also stated that teachers were lacking in training on career guidance and counseling. All the officers in the headquarters stated that there was need for thorough consideration of career guidance and counseling in schools in order to enable and build infrastructure for it to operate effectively in schools.

### **Proposed Solutions to Challenges Encountered in the Provision of Career Information**

The study sought to propose solutions to challenges identified in the study. Students were asked to propose solutions to improve provision of career information. Their responses fell into two broad areas. Students repeatedly requested for career information resources and activities. They requested specifically for educational tours to organizations, institutions, e.t.c; seminars/discussions/debates; professional guest speakers; setting up of a career information centre/library/room; provision of a career teacher specifically and internet, among others. The other request was for more time to be allocated for career guidance. They went on to suggest that the time should be slotted in the timetable.

The career teachers were asked to propose solutions to challenges encountered in the provision of information. The career teachers' propositions are as follows:

- (a) There should be provision of comprehensive career information resources for example career guidebooks, brochures, internet e.t.c. They pointed out that the MoE should ensure that it does this.
- (b) Career guidance and counseling should be slotted in the school timetable to ensure that there is specified time for career guidance.
- (c) Career teachers workload should be reduced to enable them to give adequate, quality time to career guidance and counseling.
- (d) They needed to be motivated in order to effectively give career guidance and counseling. This can be done through allocation of lighter teaching load and provision

of career resources.

(e) Funding should be increased to enable career teachers to organize career guidance activities and services for the students.

(f) All stakeholders should be actively involved in a coordinated way in order to ensure that students are guided effectively.

(g) Career guidance should start progressively from nursery school up to university.

This would enable students discover their strengths, weaknesses and abilities progressively.

Officers at the national headquarters also felt that indeed it was important for career guidance and counseling to start from primary and progress to the university. They also suggested that there should be empowerment of students who would work as career guidance peer counselors. This is because students may listen more keenly to one of their own. This would also ease the workload of teachers making them more effective.

The Officers felt that extra training in career guidance and counseling should be given to career teachers. Except for the training they had as teachers in colleges and universities, no other training is ever given them to build their capacity and to empower them for career guidance and counseling. Resources on careers which are limited at the moment should be increased in number and diversity. Simplified brochures and flyers should be written in order to increase and complement the limited number of career information resources.

The national officer in the MoE reported that government policies are not well interpreted and communicated. She suggested that communication of the MoE policies through seminars/workshops organized for teachers should be done. This will ensure that there is clear interpretation and implementation of policies on career guidance by teachers in the schools. This would lead to the MoE headquarters and the teachers in schools working together.

### **CONCLUSION**

The sources of career information were described by both teachers and students as few and incomprehensible. Those in agreement with the literature review, which found that career teachers in Kenya were required to provide career information without provision of corresponding training or provision of necessary reference materials. Neither are funds availed by the MoE to facilitate organization of experiential excursions, invitations of professionals to schools to speak to students or screening inspirational films to students, among others. In this study, a majority of students stated that the career teacher is the most useful information resource even though the teachers have not been trained formally to guide and counsel on careers. Tindi and Silsil

(2008) stressed about this and reported that the development of guidance and counselling has not been followed through by corresponding training of teachers or the provision of necessary reference materials.

Career teachers had no time allocation in the school timetable to meet with students for career guidance and counseling. Lack of allocation of time for career guidance and counseling robs students of a chance to be guided through activities which are conducted on a regular, planned and systematic basis. Kithyo and Petrina (2005) and Kirui (2007) reported that career teachers have normal teaching loads and they are also called upon to be discipline masters. With all this, the career teachers obviously cannot make time to meet the students.

All the schools in this study did not have a career guidance room where the career teacher can meet with the students. Career guidance when done one on one, is a private affair which should be done in the privacy of a room. In the developed world, for example America, the career guidance room is within the career resource centre.

## RECOMMENDATIONS

The following recommendations have been made arising from the findings and conclusions.

### **Seminars/Workshops/Short Courses for Career Teachers**

Career teachers, it was found, hardly go to seminars. The majority of them said they have never heard of them. It was also found out that the only training the career teachers had was the degree training that basically every teacher goes through. It is recommended to the Ministry of Education decision makers to ensure that every career teacher gets trained in career guidance and counselling upon being appointed. The training/exchange of ideas and notes in seminars will build the teachers capacity and capabilities for career guidance and counselling. Such seminars/workshops/training would help career teachers to know how to guide their students even though they may face a scarcity of resources and funds. In such seminars/workshops/training, resolutions should be drawn and communicated to the MoE and all other stakeholders in the education sector. Apart from this, a career guidance program for all schools can be drawn and written down by career teachers in a seminar/workshop/training and then recommended to the MoE for adoption. In this way, the schools in Laikipia West District, for example, would have a uniform curriculum for career guidance and counselling and this would ease the work of the career teacher greatly because he/she will have something to fall back on and sharing of ideas with other career teachers will be eased.

Apart from the MoE, other community based organi-

zations could be approached by such organizations as Laikipia West Guidance and Counselling Teachers' Association to give funding and facilitation to hold seminars/workshops/short courses. This would help to supplement what the MoE is doing toward career information provision and access. In such seminars, teachers and other education stakeholders would get homegrown solutions to problems on career guidance such as scarcity of career information resources. For example, in such a forum they can decide on creating a model resource centre in the most accessible school. Teachers can pool career information resources and borrow from it for the common good of all cooperating schools. Such a resource centre should have career books, magazines, videos, films, brochures and internet services, among others. Career teachers can use and borrow the resources for the good of their students.

### **Career Information Resources, (Human and Material)**

It was found that girls access to information sources, services and activities did not satisfy the information needs because the resources were few, incomprehensible and lacking in diversity. It is recommended that career information sources should be commensurate with career information needs of girls. The MoE should see to it that more career information sources are published and distributed to schools as it does with other subjects in secondary schools. The government also should give greater funding to ensure that career activities e.g. visits to organizations are done. Since resources are limited, the MoE *Career Guidebook for Schools* should be maximally delivered to all schools. Career teachers who are the most preferred source of career information should be trained for it was found that career guidance teachers did not have the knowledge base to do career guidance and counseling effectively.

It is recommended that school libraries should be reinvigorated through adequate funding by the community and government. School principals should spearhead this endeavor. The right caliber of staff for the library should be employed so that they can acquire, organize and store career information resources. Dissemination of career information from school libraries would enable girls to access career information conveniently.

The MoE should work together with the Ministry of Communication in order for the mass media (Newspapers, T.V, Radio) to publish programmes on career information to create awareness on the need of career guidance and counseling. The MoE should ensure that articles to guide students on careers are written on papers since girls stated that this is an important source of career information.

It is recommended that career teachers through the auspices of the Laikipia West District Guidance and

Counselling Teachers' Association should create a model resource centre in an accessible school. Career teachers should meet and agree to pool career resources and borrow from it for the common good of all co-operating schools. Such resource centres should have career books, magazines, videos, films, brochures and internet services among others. Teachers could borrow for the use of their students. This would strengthen resource sharing and networking for the benefit of all.

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