INFLUENCE OF CAREER GUIDANCE PRACTICES ON CAREER ADAPTABILITY OF PUBLIC SECONDARY SCHOOL STUDENTS IN KIAMBU COUNTY, KENYA

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DECLARATION AND APPROVAL

This Thesis is my original work and has not been presented for a degree in this or any other university.

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DEDICATION

This thesis is specially dedicated to my late son, Eng. Samuel Kiburi Mwangi who believed in me and always consulted before undertaking any major decisions, worked with a lot of zeal with respect, a friend to many and quite generous. He died tragically at an early age of 25 years while diligently serving mankind through training and mentoring youth in technical training as well as undertaking his pedagogical training. To set the pace for him and the family this gave me impetus to undertake the training. May Almighty God, rest his soul in eternal peace. The Thesis is also dedicated to my late parents Samuel Kiburi Karia and Shelmith Nyawira Kiburi who started the journey by giving me a firm foundation in my early education. May Almighty God, rest their souls in eternal peace.

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ABSTRACT

One of the key developmental tasks for students in secondary schools is the ability to make successful career choices. To make career choice, they require to have developed career adaptability which is career choice readiness. Many students continue to struggle making choices despite numerous efforts by school, family and other stakeholders in facilitating career choice. The importance of developing students' career adaptability through career guidance cannot be over emphasized. This study examined how selected career guidance practices influenced career adaptability of secondary school students in Kiambu County, Kenya. The study was guided by five objectives to: identify the extent to which exposure to career exhibitions influences career adaptability; ascertain the extent to which provision of career information influences career adaptability; examine the extent to which resource persons talks influences career adaptability; establish the extent to which workplace visits influences career adaptability of public secondary schools students and; determine the extent to which mentors' advice influences career adaptability of public secondary schools students. The study was guided by Super's Life-Span, Life-Space theory and Savickas Career Construction theory. The study utilized *ex post facto* research design. Quantitative data was collected using students' questionnaires while focus group discussion and interview guides were used to collect qualitative data from students' and guidance and counselling teachers respectively. The sample respondents were 1230 (3.8%) form four students selected through simple random sampling from 30 (10.5%) public secondary schools selected through stratified random sampling out of 285 from Kiambu County with a target population of 32,600 form four students. The study also used 30 student focus groups and interviewed 30 guidance and counselling teachers selected through purposive sampling. Reliability of career guidance practices items was calculated from the pilot data and an average Cronbach's Alpha of .843 was obtained while for career adaptability an average alpha of .873 was obtained. Results were presented through descriptive statistics such as means, standard deviations, frequencies, percentages, and cross tabulations. Data for the five hypotheses was analysed by Linear Regression Analysis that enabled prediction of the amount of variance in career adaptability accounted for by each career guidance practice, provided correlation coefficient to indicate the measure of strength and direction of influence. The findings revealed that all the five career guidance practices had a positive and statistically significant influence on career adaptability and its four dimensions of career concern, career control, career curiosity and career confidence. Specifically, the magnitude of influence on career adaptability was exposure to career exhibitions, r=.155; Provision of Career information, r=.160; Resource Person Talks, r=.230; Workplace Visits, r=.124; and Mentors advice, r=.228. Further findings showed that all five career guidance practices accounted for a significant proportion of the variance observed in career adaptability and its four dimensions. Specifically, the career guidance practices accounted for changes observed in career adaptability as follows; Career Exhibition, 2.3%; Provision of Career Information, 2.6%; Resource Person Talks, 5.3%; Workplace visits, 1.5%; and Mentors Advice, 5.1%. The findings revealed that exposure to career exhibitions, provision of career information resources, workplace visits and mentorship were all crucial career guidance practices that influenced the career adaptability of secondary school students and thus important to career guidance policy and practice. The study recommends that Policy Makers in the Ministry of Education, KUCCPS and Teachers organize capacity building and advocacy forums to sensitize teachers, parents, and students on the significance of the five career guidance practices to students' career adaptability and highlight the roles played by each of the stakeholders in fostering career guidance for informed career choice of the students.

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LIST OF ABBREVIATIONSAND ACRONYMS

ANOVA	Analysis of Variance
CAAS	Career Adapt-Abilities Scale
CAAS-SF	Career Adapt-Abilities Scale – Short Form
CBC	Competency Based Curriculum
CIDP	County Integrated Development Plan
ESSA	Every Student Succeeds Act
G&C	Guidance and Counselling
GDP	Gross Domestic Product
HIV/AIDS	Human Immuno|Deficiency Virus/ Acquired Immuno Deficiency Syndrome
JAB	Joint Admissions Board
KESSP	Kenya Education Sector Support Programme
KICD	Kenya Institute of Curriculum Development
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examinations Council
KUCCPS	Kenya Universities Colleges Central Placement Services
MOE	Ministry of Education
NACOSTI	National Commission for Science and Technology

NLCB	No Child Left behind (NCLB), Act
OECD	Organisation for Economic Co-operation and Development
P	Probability
P-P Plots	Probability – Probability Plot
Q-Q Plots	Quartile-Quartile Plot
r	Pearson Product Moment Correlation Coefficient
R	Coefficient of Determination
R^2	Coefficient of Determination Squared
SPSS	Statistical Package for Social Scientists
STEM	Science, Technology, Engineering and Mathematics
TED	Technology Education
TVET-A	Technical Vocation Education and Training - Authority
UK	United Kingdom
USA	United States of America
UNESCO	United Nations Education Scientific and Cultural Organization
Z-pred	Predicted Values Z scores
Z-resid	Errors to Z Scores

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This first chapter covers the background of the study, the statement of the problem, purpose of the study, objectives of the study, hypothesis for the study, significance of the study, scope of the study, limitations of the study, assumptions of the study and the operational definition of terms.

1.2 Background of the Study

It is completely impossible to exaggerate the importance of education in terms of both individual and society growth. According to the World Bank (2005), education is a significant factor in increasing individual productivity. This is shown by the association that has been established between educational attainment and personal income. According to the findings of the World Bank's investigation, the growth of the economy is greatly influenced by the education system at the national level. According to study conducted by the World Bank in 2005, modern economies that are rapidly expanding are dependent on the development, acquisition, diffusion, and use of information. As a result, modern economies need a population that is both educated and knowledgeable.

In addition to playing a part in the process of economic growth, secondary education is also connected to the decrease of social inequalities. It has been shown that one of the most important factors that motivates elementary education is the increase in the number of students enrolling in secondary schools. According to the findings of a study conducted by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), in order to attain universal primary education, developing countries need

a "critical mass of secondary school participation" (UNESCO, 2004b). The growth of secondary schools in the United States from 1910 to 1940 was a significant factor in bringing about a transition that resulted in a fifty-year lead in economic performance over European countries, as shown by Goldin (1999).

Education improves the health conditions of a society, as demonstrated by a study conducted in Botswana by Neve et al. (2015). The study demonstrated that each additional year of secondary schooling that resulted from policy changes resulted in an absolute reduction of 8.1 percentage points in the cumulative risk of HIV/AIDS infection. The effect was observed to be more pronounced in women, with 11.6 percentage points being observed. Secondary education for mothers is one factor that leads to the decline in the mortality rate of newborns. According to the World Bank (2005), recent demographic and health surveys conducted in 49 developing countries revealed that the mortality rate of children under the age of five is highest in households where the mothers have not completed secondary education and is lowest in households where the mothers have completed post-secondary education or hold post-secondary qualifications.

It is estimated that the majority of students attending secondary schools are in the teenage stage (UNICEF, 2011). Individuals are confronted with a huge developmental problem when it comes to building their own identity, as stated by Eric Erickson (1968) in his psychosocial theory. Significant questions, such as "Who am I?" and "What will my future responsibilities in society be?" are posed by the individual throughout this period of life. What kind of reputation should I have in the community? What are the ways in which I should separate myself from similar individuals? Each of these

questions helps the person develop their ability for self-awareness as well as their comprehension of other people. As a result of the replies to these queries, the student who is now in this developmental period is equipped with the resources required to choose and pursue the occupations that they have sought.

According to Kulcsar et al. (2020), professional decision-making has become an increasingly prominent and difficult task in the modern workforce. This is because a large number of persons are confronted with impediments that often impede their capacity to make the best possible choices. The conclusions drawn from this show that the students' professional decision-making skills are lacking. From higher education institutions to the workplace, there are complete systems in place to assist young people in making educated career selections in developed countries such as the United States, which have a lengthy heritage of formal education. These systems are designed to help young people make informed judgments about their future careers. One of the laws in the United States of America that encourages students to seek career guidance is the Every Student Succeeds legislation (ESSA), which was signed into law by President Obama on December 10, 2015. This legislation succeeded the No Child Left Behind (NCLB) Act of 2002, which was passed in 2002.

According to Gysers (2013), the United States of America's approach for career advising is to provide a complete career advisory program to each and every student in order to aid them in making well-informed selections about their future fields of study. According to Gysers (2013), the comprehensive guiding and counseling (G&C) plan is comprised of three distinct aspects: academic development, career development, and personal and social development. It was via the large school counseling program that

the three components were investigated in a manner that was both collaborative and thorough.

In the United Kingdom, career guidance is provided in a manner that is distinct from other types of general guidance and counseling. At the present time, it is governed by the "Good Career Guidance," which is also commonly referred to as Gatsby's Benchmarks (Holman, 2014; Guidance Career Strategy, 2017; Career Statutory Guidance, 2022). A group of eight (8) criteria was developed by a working group that was chaired by Holman in 2014. This group was responsible for analyzing the best practices that were implemented in OECD countries. These eight benchmarks, which are now considered to be national standards for career advising, were created after receiving permission from the Department of Education of the United Kingdom via the Careers Strategy (2017). Subsequently, the Careers Statutory advising (2022) was used to further strengthen these benchmarks. Recent study reveals that benchmarks are being utilized in schools and sixth form colleges throughout the United Kingdom, with favorable effects on the influence of career guidance on work preparation and development (Dodd et al., 2021; Nightingale et al., 2020). These findings were published in two independent studies from the United Kingdom.

Countries such as Australia (Rothman & Hillman, 2008) and New Zealand (Furbish & Reid, 2013) have clearly defined policies and programs that are designed to provide career support to those who are now employed as well as students who are currently enrolled in educational institutions. For the purpose of professional development, Canada places a high importance on career coaching and uses a system that is widely acknowledged as the "High Five plus One" (Redekopp et al., 1995; Hiebert, 2005). The

concept of the "high five" incorporates a number of different aspects, including the following: loyalty to one's interests; a focus on the journey; ongoing education; and the ability to be an ally. Not only that, but there is also the sixth principle, which places an emphasis on the significance of "self-belief" (Hiebert, 2005; Hiebert, 2010).

The South African Ministry of Education, in conjunction with the Department of Higher Education and Training, developed a national plan for an integrated career development system for the country in the year 2017. In order to put into effect the constitutional provisions that guarantee the right to select a trade, vocation, or profession, as well as the right to access information that is necessary for the provision of career development services, the policy was developed. The South African system is an all-encompassing framework for career guidance that incorporates both students and employed persons. It places an emphasis on the notion of "lifelong career guidance from birth to grave."

The process of making professional decisions continues to be challenging for students who come from wealthy countries, despite the existence of support networks as well as extensive laws and conventions. A thorough study was carried out by Chambers et al. (2020) on a total of 7,000 students in the United Kingdom. The results of this survey revealed that while the majority of young people were confident in their career choices, there was a mismatch of at least three times between their goals and the employment needs in almost half of the economy in the United Kingdom. The fact that this is the case demonstrates that the high level of certainty is not based on reality, which brings to light problematic aspects of choosing a vocation or work. In light of the fact that countries with highly developed and well-funded institutions still struggle with the process of selecting a profession, what is the situation like in poor countries like Kenya,

which do not have frameworks that are as extensive and well-resourced? In light of the limited resources available in Kenya, it is essential to investigate the efficiency of the decision-making process used for career advancement.

It was originally noted in the Ominde Commission Report of 1964 and 1965 that there was a need for career guidance in Kenya. Since then, the need for career advice has been stressed in a number of subsequent educational commission reports, such as Gachathi (1976), Mackay (1981), Kamunge (1988), and Koech (1999). The guidance and counseling unit was established in the 1970s by the Ministry of Education in response to concerns regarding the process of career decision-making. The unit's purpose was to provide services to students attending secondary schools and teacher training colleges, as well as to conduct in-service courses for teachers working in primary and secondary schools (Republic of Kenya, 2005). Over the course of many years, the guidance and counseling unit has been hard at work developing and disseminating a career advising handbook (Republic of Kenya, 2009). The purpose of this handbook is to give secondary school students with information on various career paths, therefore assisting them in the process of making professional decisions. The Ministry of Education established a program that built career offices at universities and other tertiary institutions in order to give student career services (Ministry of Education, 2018). This was done in order to address shortcomings in career advice at the secondary school level.

The Kenya Universities and Colleges Central Placement Service (KUCCPS) has published a career guidance handbook titled "The Essential Career Guide: Making an Informed Choice" (KUCCPS, 2019). In addition, additional career guides have been

developed, such as those from Mount Kenya University (2018), the Kenya National Examinations Council (Republic of Kenya, 2018), and the Kenya University of the Central Placement Service (KUCCPS). In addition to offering career advising services to secondary school students, the Kansas University College and Career Planning Service (KUCCPS) is responsible for distributing information on entry requirements for various academic programs offered by post-secondary institutions throughout the country (Universities Act, 2012, Revised 2020). This study investigated the relationship between the availability of career information and the degree to which students attending public secondary schools are able to adjust their careers.

Despite the attempts that have been described above, the problem of choosing a professional path continues to be a major obstacle. It was reported by Gicharu (2015) in his article that was published in Saturday Nation on March 14, 2015, page 34, that the results of the Kenya Certificate of Secondary Education (KCSE) had been issued. He questioned whether or not students were adequately equipped for the vocations that they sought. Njogu et al. (2019) made a similar observation, stating that secondary school students consistently encountered difficulties when it came to making well-informed judgments on their future employment. There has been a limited amount of research carried out in Kenya with regard to this matter. The majority of the studies that have been conducted have concentrated on the factors that determine career choice, the obstacles that prevent individuals from making effective career decisions (Achungo, 2004; Kagume, 2010; Kochung & Migunde, 2011; Nyong'a, 2014; Rukwaro, 2015; Ongang'a, 2016; Musorewa, Ngunjiri, & Makadi, 2018; Njogu, 2019), and career aspirations (Mung'ara, 2012; Winga, 2021; Mukisu & Kiptala,). The influence of career advising on the career preparation of secondary school students has been the subject of

a limited number of research. Career advice assists students in making well-informed decisions about their future careers before they graduate from secondary school.

Among the studies that have been carried out in Kenya to investigate the influence of career guidance on the outcomes of career development (Lugulu & Kipkoech, 2011; Gitonga, 2013; Ombaba et al., 2014; Ooro, 2017; Ayiro et al., 2017; Kituma, 2020; Maina, 2020; Migunde, 2021; Migunde et al., 2015; Gacohi, 2017; Mudulia, 2017), none of the studies have utilized career adaptability or a comparable construct as a metric for evaluating readiness for career development. In addition, there was just one specific research project carried out in Kiambu County that fell under this category. The purpose of this research, which was carried out by Gitonga (2013), was to investigate the degree of decisiveness that secondary school students in Kiambu West Sub County, Kiambu County, had in making decisions on their future careers. According to the results of the survey, 64 percent of students had mixed feelings about the employment opportunities available to them, and 88 percent of teachers said that they lacked the necessary resources to give career guidance to students at educational institutions. Considering that this study was carried out more than a decade ago, it is essential to have an understanding of the present situation. A study that was carried out not too long ago by Wangombe (2020) examined the role that parents play in career counseling and the degree to which they are involved in the process inside public secondary schools located in Kikuyu Sub-County, Kiambu County.

An assessment of the 2021 Kenya Certificate of Secondary Education (KCSE) candidate list, which was processed by the Kenya University College of Colleges and Schools (KUCCPS) during the first selection for university admission, revealed that

20,205 students were not assigned to university academic programs due to their selected fields of profession. As a consequence of this, people were required to make adjustments to their career selection choices in order to meet the requirements of the ensuing selection process. Kiambu County, which is located in close proximity to Nairobi, Kenya's capital, had the highest number of unplaced students during the first selection process. The county had a total of 537 applications, which was equivalent to 2.7% of the overall number of unplaced candidates throughout the country. In comparison to the counties that are located nearby and other locations in Kenya, Kiambu County continues to have a considerable challenge when it comes to accommodating career flexibility.

The guidance of careers is provided through various activities, including the involvement of career resource personnel, teacher counselors, career events, trained peer counselors, integration of career guidance concepts into subjects, direct consultations with counselors, personality assessments to evaluate competencies and interests, charitable organizations for experiential learning, literature such as books, brochures, and college and university catalogs, job shadowing, career exhibitions, and trade discussions (Kagume, 2010; Orenge, 2011; Lugulu & Koech, 2011; Mutie & Kyungu, 2011; Migunde et al., 2011; Mung'ara, 2012; Gitonga, 2013a, 2013b; Oigo & Kaluyu, 2018; Kituma, 2020; Maina, 2020). Several initiatives have been made to examine the supply of online career advising solutions. One such initiative is Too (2017), who developed an application that makes use of personality tests to provide assistance to students in the process of selecting a profession.

Keshf and Khanum (2021), Rukwaro (2015), Kunnen (2015), Oigo and Kaluyu (2016),

and Khamadi et al. (2011) are just few of the academics that have voiced their disapproval of the challenges that students face while attempting to choose appropriate choice of professions. The majority of these issues may be attributed to a lack of adequate career guidance. The major emphasis has been on easing career path selections rather than strengthening students' professional decision-making abilities, despite the fact that educational institutions utilize a variety of career guidance tools to assist students in picking professions. Solberg (2017) proposes for a change in the focus of career advising programs and services, shifting from assisting individuals in picking appropriate profession choices to cultivating competencies in decision-making, proactiveness, and resilience.

Evaluating the influence of career advising approaches on the career adaptability of public secondary school students in Kiambu County, Kenya, with a particular focus on form four (4) students and guidance and counseling teachers, was the purpose of this study, which was aimed to solve the deficiencies that were indicated before. The purpose of this study was to evaluate the influence that various career guidance strategies, such as Career Exhibitions, the Provision of Career Information, Resource Person Talks, Workplace Visits, and Mentors' advise, have on the flexibility of a person's career.

It has been said that career adaptability is the same thing as career choice preparation, which is a notion that was first introduced by Savickas (1997) to indicate professional maturity. In subsequent years, the word has been used by several other academics to indicate the concept of career flexibility (Durosaro & Adebanke, 2012; Manfud et al., 2020; Hirschi & Laros, 2007; Hirschi, 2012; Chan et al., 2014; Malcianik et al., 2020;

Yap, 2021; Azhenov et al., 2023; Brauch-Boger & Forster, 2024). It was established by Harun et al. (2021) that vocational flexibility had a positive and modest impact on the decision-making process for career choices. According to the findings of this study, professional flexibility is defined as the capacity, willingness, and readiness to make choices about one's career. Participation in a variety of career guidance activities and interventions, whether they are consciously arranged or unintentionally structured, in both formal and informal settings, is what helps to nurture it.

Four components, which are often referred to as adaptability resources, are included in the concept of career adaptability. These components are career concern, career control, career curiosity, and career confidence. According to Carkit (2022), career concern demonstrates a proactive posture towards future preparation and appreciates the necessity of making preparations for the future. On the other hand, career control refers to the view and belief that a person is accountable for designing their own professional path. The concept of career curiosity refers to the process by which a person investigates not just themselves but also the professional world, as well as the relationship between the two. In the end, professional confidence is defined as an individual's belief and self-assurance in their capacity to overcome challenges and issues that are associated with their job (Savickas, 2002). In this study, the researchers investigated the influence that professional counseling strategies have on career adaptability and the components that comprise it, namely anxiety, control, curiosity, and confidence.

Individuals who are able to successfully manage the activities associated with professional growth, facilitate effective transitions from school to employment, and overcome work-related traumas such as job loss are able to benefit much from career

adaptability, which is an essential resource. Research that has been carried out all over the world, notably in the United States and the United Kingdom, has shown that career advice provides enormous benefits not just to the people who get the intervention but also to the country as a whole. It has been shown by Hughes et al. (2016) and Hooley and Dodd (2015) that the provision of career guidance has a major impact on the educational, economic, and social results of students as well as nations. Kunnen (2014) made the observation that high school students who are having problems making professional decisions may be more likely to drop out of school or suffer from mental conditions such as anxiety, depression, and psychotic disorders.

A lack of adequate professional advice, which may result in a reduced capacity to adjust to changing circumstances, can lead to career regret, which in turn may push people to reevaluate their choices and look into other career paths. A sample of 6,933 nurses in the United States was used for the study by Dyrbye et al. (2020), and they found that 15% of those nurses had such regret. The findings of two further studies, which included 6,000 surgeons and 7,000 physicians, were highlighted by Dyrbye et al. (2020). These studies found that 26% and 33% of the surgeons and doctors, respectively, felt regrets about their careers. It is possible that these elements are indicative of flaws in the development of professional adaptability and its four dimensions, which are career anxiety, career control, career curiosity, and career confidence. These weaknesses seem to be the result of problems in the provision of career guidance. It was pointed out by Pambudi et al. (2019) that students have difficulties in terms of work flexibility, and that not all students are able to effectively adjust to their circumstances.

1.3 Statement of the Problem

Due to the fact that it helps people to deal with professional developmental duties, adjust to work changes, and overcome working traumas, career adaptability is of utmost importance to teenagers who are ready to make successful career choices for their post-secondary education. The capacity to effectively choose occupations, which in turn leads to successful transitions into higher education and the pursuit of studies in the selected field, is connected with a high degree of career flexibility. Through the provision of a broad range of career guiding techniques and interventions, it is possible to nurture and build flexibility in one's profession. It has been discovered that career guidance that encourages professional flexibility may contribute to a broad variety of economic advantages to the outcomes of an individual person. These benefits include human capital, social capital, and facilitated transitions. These individual achievements have an impact on the attainment of main outcomes and secondary outcomes at the societal level, which ultimately leads to the realization of macroeconomic advantages for the nation, such as high levels of productivity and living standards, as well as strong economic growth.

Individuals who have low levels of career adaptability may make bad job choices, which may occasionally end in career regret. This is a situation in which the person may be ready to reconsider their profession decision and transition into a new one. Research studies that were conducted out all around the world showed this information. In addition, the provision of insufficient career guidance would result in low levels of career adaptability, which would lead to a situation that would be the opposite of the positive economic benefits that were highlighted earlier. This situation would be characterized by unemployment, poor health standards, high job turnover, low labor

productivity, poor standards of living, and low economic growth, in addition to psychological problems. Furthermore, poor levels of job adaptability as a result of insufficient career advice have also been linked to the abandonment or postponement of studies in higher education institutions, which may result in the loss of one or more years of study time before beginning another course. Students in this condition not only lose time but also run the risk of incurring additional costs for a whole academic year in circumstances where public financing is time-bound.

The majority of research conducted in Kenya have concentrated on the variables that impact career choice and ambitions, as well as the hurdles that hamper them. This is despite the fact that career guiding practices and career adaptability play a significant part in the decision-making process of teenagers about their chosen jobs. According to the findings of a survey that was carried out in Kiambu by Gitonga (2013), 64 percent of students who were enrolled in Form Four of secondary school were unsure about the professional paths that they would take when they graduated from secondary school. In addition to this, the data showed that 88 percent of the G&C instructors who were surveyed were not adequately equipped to provide careers recommendations to their students. In addition, secondary schools did not have sufficient resources to provide G&C services, which had a detrimental influence on the achievement of professional adaptation competences. Furthermore, a review of the report by KUCCPS on the placement of the 2021 KCSE cohort revealed that Kiambu County had 537 candidates who were not placed in the first selection out of a total of 20, and 205 candidates who were not placed nationally. This equated to 2.7% of unplaced candidates who were required to revise their course preferences for the second placement, which was higher than the percentage of candidates in Kenya's seven neighboring counties. There were

2.3% of people in Nairobi County, and 1.8% of people in Murang'a County.

Therefore, the purpose of this research was to evaluate the impact that career guiding methods have on career adaptability and the resources that are associated with it (career concern, career control, career curiosity, and career confidence) among students attending public secondary schools in Kiambu County, Kenya. Despite the fact that the problem of career choice is a phenomenon that occurs on a global scale as well as in Kenya, Kiambu County was selected to demonstrate the problem. This is due to the fact that the student population of Kiambu County is comprised of students drawn from all over Kenya. This is because the government has a policy of selecting and admitting students from all over the country to secondary schools in both National and Extra Counties.

1.4 Purpose of the Study

The purpose of the study was to examine the influence of career guidance practices on career adaptability of students' public secondary schools in Kiambu County, Kenya.

1.5 Objectives of the Study

The specific objectives of the study were to:

i. Identify the extent to which exposure to career exhibitions influences the career adaptability of students in public secondary schools in Kiambu County, Kenya.

ii. Ascertain the extent to which provision of career information influences the career adaptability of students in public secondary schools in Kiambu County, Kenya.

iii. Examine the extent to which resource persons talks influences career adaptability of students in public secondary schools in Kiambu County, Kenya.

iv. Establish the extent to which workplace visits influences career adaptability of students in public secondary schools in Kiambu County, Kenya.

v. Determine the extent to which mentors' advice influences career adaptability of students in public secondary schools in Kiambu County, Kenya.

1.6 Hypotheses of the Study

The study tested the following Null Hypothesis:

H_{o1}. There is no statistically significant influence of exposure to Career Exhibitions on career adaptability of students in public secondary schools in Kiambu County, Kenya.

H_{o2}. There is no statistically significant influence of provision of Career Information on career adaptability of students in public secondary schools in Kiambu County, Kenya.

H_{o3}. There is no statistically significant influence of resource person(s) talks on career adaptability of students in public secondary schools in Kiambu County, Kenya.

H_{o4}. There is no statistically significant influence of workplace visits on career adaptability of students in public secondary schools in Kiambu County, Kenya.

H_{o5}. There is no statistically significant influence of mentors' advice on career adaptability of students in public secondary schools in Kiambu County, Kenya.

1.7 Significance of the Study

It is anticipated that the findings will be of significance to educators, and they may offer a glimpse into the impact of career guidance practices on career adaptability. This is a measure of the students' readiness or preparedness in terms of making career choices while they are transitioning to higher learning institutions, as well as their adaptability once they have settled into the world of work. The knowledge may be useful to teachers when they are constructing the classroom environment in order to facilitate students' access to career guidance opportunities, their utilization of those opportunities, and their consequent attainment of maximum benefits from those opportunities. This will

contribute to the students' vocational development, thereby facilitating effective career choice and transition to higher learning institutions and the world of work.

The knowledge that instructors have on the ways in which different career guidance practices promote career adaptability is very important, and it is anticipated that they will utilize this knowledge when creating an appropriate mix of career guidance practices to aid students in making their own individualized decisions. Furthermore, it is anticipated that it will raise awareness among students about the significance of career guiding practices and, as a result, encourage them to take part in activities of this kind.

It is hoped that the results of the research would make a contribution to expanding the boundaries of knowledge on career adaptability, particularly in the context of an African setting. There is a good chance that this will encourage more study. Additionally, new research avenues that might be investigated in future studies have been uncovered as a result of this work. The Kenya Universities and Colleges Central Placement Service, which is responsible with the coordination of placement of students to universities and colleges in Kenya as well as coaching students on selection of a career path (Universities Act, 2012; KUCCPS, 2019), may find the results of the research to be of interest. These kinds of information might be used by the placement service in order to provide career advise from a position of informed understanding. In addition to this, it may provide direction on the actions that should be carried out in order to improve career adaptability.

It is possible that the policy makers in the Ministry of Education could benefit from having knowledge about the level of career adaptability of this population. This

knowledge could be used to inform the design and implementation of career guidance interventions that are intended to assist these young people in making a smooth transition from school to their future occupational lives. It is anticipated that the findings of the study will provide insight on the development and mounting of career guidance and counseling intervention programs. These programs are intended to develop the preparedness and confidence of secondary school students in order to assist them in making an appropriate career choice. These programs are designed in accordance with the recommendations made by Skovhus and Thomsen (2021). In addition, it is anticipated that parents will be able to put the knowledge gained into practice while simultaneously providing students with resources for job information and taking part in the development of their children' professional paths.

1.8 Scope of the Study

- The study was conducted in public secondary schools in Kiambu County covering form four students from selected national, extra county, county and sub county schools as the main respondents.
- The study collected data on student demographic variables such as age, ethnic group (through mother tongue language), school type, gender, academic performance and parental level of education.
- In addition, information on career guidance practices that form four students have been exposed to at home, school and community settings covering exposure to career exhibitions, provision of career information, resource person talks, workplace visits and mentors' advice and the students level career adaptability were collected.
- The study only assessed the career adaptability of the form four students but steered clear of assessing the actual vocational choices of the students.

1.9 Limitations of the Study

The following were the limitations during the study:

i. Study was undertaken in one county, Kiambu out of the 47 in Kenya. The researcher selected a large sample and used probability method of selection through stratified random sampling for schools and simple random sampling for students to ensure that a representative sample of the target population is selected thus allowing generalization of findings to all public secondary schools in Kenya.

ii. Reluctance by some of the schools to participate in the study due to misconception that it was a monitoring and evaluation exercise due to fear of victimization/sanctions. The researcher addressed this through explanation and assurance that information collected will remain confidential, anonymous and used only for purpose of answering the research questions.

iii. Time constraints to administer the instruments especially for student respondents given the strictly scheduled activities in the secondary schools. The researcher visited the schools in advance and made arrangement with school management on appropriate time for data collection usually after lessons or during preps as appropriate to avoid disrupting learning activities during class time.

iv. The challenge of getting to all sampled schools in far flung areas of expansive Kiambu County. The researcher mapped all sampled schools and prepared a schedule to allow data collection from schools in a particular region and then moving after to other areas. A motor vehicle was used to access all the schools.

1.10 Assumptions of the study

The study made the following assumptions:

i. The Form Four students would be willing to respond and provide honest responses to the research instruments.

ii. The school administration and guidance and counselling teachers in the selected secondary schools would cooperate and encourage students to participate in the study.

iii. Career guidance is available to all secondary school students both formally and informally in school.

1.11 Operational Definition of Terms

Career Adaptability – Represents the student's ability, readiness and preparedness to select a career path to pursue in tertiary education and eventually transition to the workplace. In other words, it represents the students' preparedness to undertake career decision making at the fourth year of the secondary school education level (Form Four). Career Adaptability has four dimensions namely: concern, control, curiosity and confidence.

Career Choice – Career choice is defined as the selection of a career path to undertake after comparison of various alternative paths.

Career Concern – Is the feeling of awareness of the need by secondary school students to prepare oneself and plan for future career selection tasks.

Career Control – Is taking ownership or responsibility by secondary school student in preparation of their future career.

Career Confidence – Is the feeling of self-sufficiency and capability by the secondary school student to successfully make occupational and educational choices.

Career Curiosity – Is information seeking behaviour to explore oneself and acquire occupational information by secondary school student to gain self-awareness and knowledge about careers to facilitate selection of career path from various alternatives.

Career Exhibitions – Is an organized event and shows where secondary school students meet prospective employers and academic staff from higher education institutions to gain knowledge and insight on careers to facilitate career path choice.

Career Information – Is composed of resources that provide awareness about careers and occupations to enable secondary school students to consider various alternatives while making career choice. These include career guides, books, university calendars, KUCCPS Student portal, journals among others.

Career guidance – Refers to the activities/ practices and services that the secondary school students has been exposed to prepare them for selection of career choices by the time of administration of the research instruments in formal and informal settings within the school, home and in the community.

Career guidance practices – Refer to the following career guidance activities: career exhibition; career information; mentors' advice; resource person talks; and workplace visits.

Mentors' advice– Is assistance provided by an expert or professional on one-to-one basis to secondary school students providing knowledge and experiences to help improve educational performance and guide in choosing careers.

Resource Person Talks – Refers to group meetings facilitated by experts from various professions to secondary school students to help them in acquiring knowledge, skills and competences to make effective career choices. It also includes motivational, and guest speaker talks.

Workplace Visits – Refers to opportunities provided to secondary school students to visit universities, tertiary colleges, factories and industries to get practical experience on careers, various programmes of study and work practices for effective career choice.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews and discusses literature from related studies on career guidance practises that influence career adaptability of secondary school students. It is organized in six areas aligned to the objectives of the study namely: career exhibition and career adaptability; provision of career information and career adaptability; resource person talks and career adaptability; workplace visits and career adaptability; and mentors' advice and carer adaptability. It also presents a summary of literature review and identified research gaps. The chapter ends with presentation of the theoretical framework and the conceptual framework that guided the study.

2.2.0 Career Guidance Practices and Career Adaptability

This study investigated the influence of career guidance practices on career adaptability of Public Secondary Schools in Kiambu County Kenya.

2.2.1 Career Guidance

Career advice is a notion that is essential to the development of young people as they navigate the process of determining acceptable career choices, which is a developmental activity. Secondary school students in Kenya, just like students in any other area of the globe, are forced to make decisions about their future careers while they are still in school. In order to assist the process of choosing professional choices and selecting the tertiary institution where they will follow their chosen career routes, it is necessary for the students to have participated in activities that provide career advice.

Career Guidance has been defined by the Council for European Union (2008) as “a range of activities that enables citizens of any age, at any point in their lives, to identify their capacities, competencies and interests; to make meaningful educational, training and occupational decisions; and to manage their individual life paths in learning work and other settings in which these capacities and competences are learned and or used. This definition acknowledges the necessity for the individual who is making the decision to conduct an introspective analysis of themselves in order to gain an understanding of their own strengths and weaknesses, interests, values, and beliefs. Additionally, the individual must conduct an introspective analysis of their environment in order to acquire information regarding the available occupations and the requirements to enter them.

However, it is expected of them that they will acquire the essential skills and competencies to support the synthesis of knowledge about themselves and information about occupations. This will allow them to make well-informed judgments about their preferred career route, which they will then follow and finally transition into the career that they have envisioned for themselves. The term "career guidance" was operationally defined in this study as the career advice and counseling services that the student had been exposed to by the time the research instruments were administered. These services came from official and informal settings inside the school, at home, and in the community.

It has been demonstrated through research conducted all over the world that career guidance interventions are beneficial in assisting students in successfully navigating through the numerous stages that require them to make choices that lead to the

successful pursuit of an appropriate career that enables the individual to earn a living, experience job satisfaction, and ultimately achieve success in life. The primary focus has been on the learners' ability to make choices rather than on developing their capacity to negotiate the problems involved with achieving the developmental objective of vocational choice. This is despite the fact that schools utilize a variety of career advisory activities to aid learners in making career decisions. The European Training Foundation (2020) has noticed that secondary schools should provide an atmosphere in which all students have access to career advice interventions. This is because even a tiny amount of exposure to these interventions may have a significant influence, particularly when it comes to giving information on new developing vocations among students.

Research results from all around the globe, particularly in the United States and the United Kingdom, have shown that career coaching has huge advantages not just for the individual person who is exposed to the intervention, but also for the country as a whole. According to Hughes et al. (2016) and Hooley and Dodd (2015), the provision of career advice has a major influence on the educational, economic, and social results of students as well as the countries in which they are located. According to Hughes et al. (2016), career coaching has a favorable influence on a number of educational outcomes, including greater participation rates in education and training as well as enhanced academic proficiency. According to Hooley and Dodd (2015) and Hughes et al. (2016), the economic and employment results include an increase in compensation, the retention of employees, an enhanced possibility of obtaining job, and a seamless transition from school to work, as well as social mobility. There were a number of elements that contributed to the social outcomes, including a decreased risk of participating in criminal action, increased community participation, increased

confidence, increased resilience, increased self-esteem, enhanced non-cognitive abilities, and improvement in mental health wellness (Hughes et al., 2016).

In addition, Kunnen (2014) found that high school students who had a difficult time making decisions about their future careers were more likely to drop out of school or suffer from psychiatric problems such as anxiety, sadness, and psychotic disorders. Furthermore, Kunnen (2014) made the observation that thirty percent of first-year students in the Netherlands ceased attending university or dropped out during their first year of study, and they were required to wait one year before beginning fresh studies. In addition to the time that was wasted, the students ended up paying an additional twenty thousand pounds sterling to cover the cost of the additional year of study. Studies conducted in the United States of America and other countries around the world have also reported instances of career regret. These studies document instances in which professionals who have already established themselves in their current position have expressed that if they were given the opportunity to make a career choice, they would reevaluate their preference and choose other careers that are different from what they pursued (Dyrbye, 2020). Despite the fact that the researcher has not conducted any research on career regret in the Kenyan context, a study conducted by Njeru (2016) found that sixty percent of respondents said that if they had the opportunity, they would examine in order to determine which job path is the most suitable for their personality. Another 33.3% of those who participated in the survey said that they would continue to choose the same job route, while the remaining 6.67 percent of respondents indicated that they would not select the same career path. According to this, it seems that some of them had regrets about their careers, which is why they needed to reconsider their decisions in the event that they were given another opportunity.

According to Ayiro (2016), between twenty and fifty percent of students who enroll in their first year of university in Kenya are unsure about the professional pathways they want to pursue. He also made the observation that around 56% of students who have been accepted to a university want to alter the courses that they are enrolled in, and 36% of those who enroll in institutions have asked to change their courses. Kesh and Khannum (2021), Rukwaro (2017), Kunnen (2015), Oigo and Kaluyu (2016), Bowen and Oladipo (2011), Owino et al. (2017), and Lwangu et al. (2020) are only few of the researchers that have reported on the difficulties that students have when it comes to making proper choices about their careers. These difficulties have been ascribed to a lack of effective career advice. In general, the majority of the research that have been conducted in Kenya on the effects of career advice on job choice and the results of career development have looked at career guidance as a global concept. However, these studies have not examined how specific activities contribute to the overall effect on the outcomes of career development. The purpose of this research was to address this vacuum by investigating the ways in which the career guiding methods of exposure to career exhibitions, provision of career information, resource person talks, workplace visits, and mentors advice impact the degree to which public secondary school students are able to modify their careers.

profession guidance treatments have been found to have a favorable influence on students who are experiencing some of the negative repercussions associated with profession choice issues and poor career advice. This is shown by research that has indicated that these students would benefit from the interventions. For instance, Blustein et al. (2017) conducted longitudinal research and found that people who had a

history of major depression and emotional distress saw a reduction in the number of bouts of depression after being exposed to five sessions of employment/job search curriculum. These findings provide further evidence that the adverse effects may be mitigated by the use of career advising strategies.

2.2.2 Career Adaptability

professional adaptability is a valuable resource that may be used to aid people in effectively navigating professional development responsibilities, making a smooth transition from education to work, and overcoming work-related traumas such as the loss of a job. It has been linked to a number of different factors that measure professional outcomes. These include: career guidance (Alfianto et al., 2019); turnover intention (Sun et al., 2022; Haibo et al., 2018; Omar & Noordin, 2013); study engagement (Paradnike et al., 2016; Carkit, 2022); life satisfaction (Yalcin et al., 2022; Carkit, 2022; Matijas & Sersic, 2021); job search (Matijas & Sersic, 2021); career success (Haenggli & Hirschi, 2020); resilience (Yalcin et al., 2022); career satisfaction (Haibo et al., 2018); performance (Haibo et al., 2018; Matijas & Sersic, 2021); training (Koen et al., 2012); and emotional intelligence (Ntarangwe, 2021), among others.

Career adaptability was first described by Savickas (1997) as the preparedness to deal with the unanticipated duties of preparing for and engaging in the job role, as well as the unpredictable adaptations triggered by work changes and working situations. This definition was initially proposed by Savickas. Career Adaptability has also been characterized as an individual's psychological resources for dealing with present and prospective vocational developmental challenges, occupational transitions, and work traumas that, to some degree, disrupt their social integration (Savickas, 2013). This

definition was provided by Savickas. In the context of this research, the term "career adaptability" refers to the capacity, readiness, and preparation of students to choose a professional route to follow while they are enrolled in higher education.

Concern, control, curiosity, and confidence are the four components that make up career adaptability. These psychological resources are sometimes referred to as the four aspects of personality. According to Ozdemir (2017), one of the most important questions that teenagers need to address about their concerns about their future careers is whether or not they have a future. She makes the observation that if the response to this question is negative, then it is very probable that they are experiencing difficulties with professional indifferences. If they come to the conclusion that they do have a future, they will participate in the planning process and make comprehensive preparations for the future. Concern is a factor that gives priority to a person's capacity to plan and prepare for their present and future occupations, according to Ntarangwe et al. (2021). Consequently, this makes it possible for the person to acquire the abilities and skills of career concern, which are essential in order to progress to the subsequent competencies of career management.

As an additional observation, Nurten (2017) made the observation that having worry for the future is the primary need for having control over one's career. As a result, the one who has career concern is expected to take responsibility for making choices about their profession. Concerning the ownership of one's profession, he makes the observation that the most important question that the teenager has to address is, "Who owns my future?" Savickas and Porfeli (2012) point out that a lack of career control competency and career adaptability might result in hesitation and ambiguity when it

comes to making decisions about one's professional path. In addition to this, she said that curiosity is the process of discovering oneself via the many events and chances that occur in one's surroundings. According to Ozdemir (2017), confidence occurs when an individual has self-efficacy beliefs and self-esteem, as well as convictions that no one else can handle the obstacles that they face in relation to transitions and tasks in their working life. According to the findings of Ntarangwe et al. (2021), confidence can be defined as the trust and belief that people have in their ability to independently execute their decisions and ultimately accomplish particular objectives that they have set for themselves in life. It necessitates the capabilities of problem-solving as well as the resources necessary to effectively confront obstacles, hurdles, and challenges.

The new curriculum revisions that are being implemented in Kenya on Competency Based Curriculum (CBC) are in accordance with the study on career adaptability that is being conducted. According to the Kenya Institute of Curriculum Development (KICD), the CBC framework places an emphasis on providing learners with the competences and skills necessary to show what they are capable of having accomplished. Within the context of the CBC, the content of the curriculum includes a variety of competences, as well as values and different concepts. Responsibility, critical thinking, problem solving, imagination, creativity, and self-efficacy are all core values and concepts that contribute to professional flexibility (KICD, 2017). These are all essential components of the career adaptability framework. In order to assist students' choices of which road to follow in senior secondary school from among the three paths that are comprised of arts and sports, social sciences, and science, technology, engineering, and mathematics (STEM), the Knowledge, Innovation, and Creativity Development (KICD) (2017) allows for comprehensive career advice in junior

secondary schools.

In the year 2021, Ntarangwe carried out a research in which 202 academic staff members from public and private institutions in Nairobi County participated. The purpose of the study was to determine the link between emotional intelligence and the adaptability of their careers. According to her studies, she discovered that there was a statistically significant and favorable correlation between emotional intelligence and the capacity to adjust one's job. Career worry had a mean of 4.24, with a standard deviation of.60; career control had a mean of 4.11, with a standard deviation of.61; career interest had a mean of 4.25, with a standard deviation of.58; and career confidence had a mean of 4.12, with a standard deviation of.57. The high scores on career adaptability resources may be ascribed to the sample group, which consists of university academic staff members who have successfully handled developmental tasks and made job transitions. In addition, these individuals are responsible for guiding students in their academic work and career choices. This was determined to be significant in relation to the present research since it was similarly conducted at Kenyan universities, utilized career adaptability as the dependent variable, and also employed emotional intelligence as the independent variable. This was in contrast to the career advising techniques that were investigated in the current study.

In the research that Alfianto et al. (2019) conducted, they asked 215 students from 10 vocational secondary schools in the cities of Malang and Bliter in Indonesia to participate. The purpose of the study was to determine the extent to which parental support and career advice influence the degree to which students are able to change their careers. The results of the study showed that the support of parents did not have a

major impact on the degree to which students were able to modify their careers. On the other hand, career advice was shown to have a statistically significant impact on career adaptability, as demonstrated by the statistically significant association that existed between the two variables. The results of multiple linear regression showed that the coefficient of determination was R=.709, which translated to an adjusted R2 value of.502. This indicates that career Guidance is responsible for 50.2% of the variation that was seen in career adaptability, while the remaining 49.8% is impacted by other variables. Despite the fact that it was conducted in Indonesia, this research is significant to the one that is now being conducted since it included career advice and career adaptability as the components of the study parameters.

To determine if graduates who had undergone university training programs boosted their job adaptability, Koen et al. (2012) performed a research utilizing a longitudinal field quasi-experiment design. The purpose of the study was to determine whether or not graduates who had finished such programs were able to effectively navigate through the transition to the workplace. The outcomes of the research showed that there was an overall rise in professional worry, control, and curiosity among the participants in the training group. On the other hand, participants in the control group did not experience any gain in concern, and there was even an overall reduction in control and curiosity. This demonstrated that the training was successful in enhancing the participants' sense of control and interest during the course of the session. The participants who had obtained job half a year later reported a greater quality of employment than the individuals of the control group did. This indicated that the participants had found employment. Therefore, they came to the conclusion that if graduates were provided

with tools that helped them adjust to their careers, it would increase their chances of obtaining positions that were of a high quality.

2.3Students Exposure to Career Exhibitions and their Career Adaptability

Activities that are characterized by events and exhibits are referred to as career exhibitions. Career events have been used all around the globe in the field of education as essential career advice techniques that aid in the development of careers for children, adolescents, and adults. Career exhibitions are a common feature that can be found in many universities across the United States of America (USA), the United Kingdom (UK), other countries in the first world, and even in African countries such as Kenya. These exhibitions are accessible to the community of the university, parents, industry, and students at other levels of education, as well as the general public. Additionally, the activities could be accessible at locations such as universities, schools, churches, and other organizations, in addition to some community events. There have been relatively few studies that have studied how these events impact the career development of secondary school pupils, despite the fact that they are so prevalent. With the purpose of addressing this gap in knowledge, the purpose of this research was to investigate the degree to which exposure to professional exhibits or events influences the career adaptability of students attending public secondary schools in Kiambu County, Kenya.

Studies conducted in the field of research have shown that participation in career exhibits has a beneficial impact on the results of career development, such as flexibility in the workplace. Based on student input from survey research, testimonials from instructors, employee volunteers, and follow-up from surveys of experienced practitioners, Rehil et al. (2017) investigated the effect of career events that were hosted in colleges and schools in the United Kingdom. They came to the conclusion that

professional events were constantly beneficial and valuable to young people, especially around crucial decision-making periods in their school careers. According to the results of the study, educators were of the opinion that when such events were conducted by employers, students benefitted from the employer visits by enhancing the development of their professional aspirations and initiating practical efforts to accomplish those aspirations.

Rehil et al. (2017) went on to highlight that students who participated in career events were able to widen their horizons by meeting real-life examples of practitioners from the labor market. Additionally, they were introduced to a variety of different paths to work, such as apprenticeships, university, or training. In addition, Rehil et al. (2017) found that kids may develop their soft skills by connecting with adults from the working world. This interaction further enhances the youth's communication and social abilities, which ultimately leads to an improved feeling of self-sufficiency and confidence. It is possible for an increased feeling of self-sufficiency and confidence to have an influence on improving their level of confidence, which is a fundamental resource of the career development outcome of career adaptability. In a nutshell, they made the observation that students' involvement in the career showcase events has the effect of motivating them to work hard, so increasing their feeling of concern, which is an essential resource in terms of career adaptability.

The conclusions of the research conducted by Rehil et al. (2017) are based on findings from the United Kingdom, where resources that facilitate the organizing and involvement of secondary school and college students in professional displays or career events are easily accessible. It is not always clear if career exhibits or career events are

held in Kenya among secondary school students. This is because of the resource restrictions that impact the provision of education in Kenya. If career exhibitions and events do take place, there seem to be relatively few studies undertaken on them in the context of Kenya. By carrying out the current research in Kiambu County, this study has resolved the issue that was previously present.

An experimental research was carried out by Katlu and Bedel (2023) with the purpose of examining the impact of career days on irrational career beliefs and the decision-making process about career paths among students in the tenth grade attending two high schools located in the South-eastern Anatolia area of Istanbul, Turkey. In the experimental group, there were 102 students, and in the control group, there were 102 students combined. The experimental group participated in ten career day sessions that were led by a variety of experts, such as engineers, medical physicians, and other specialists. On the other hand, the control group did not participate in any of these sessions. The results of the pre-test and post-test indicated that career days were successful in lowering the irrational beliefs of just the experimental group. This was shown by a drop in the illogical scores related to profession choice, as well as an increase in the scores related to decision making.

Turkey was the location of this research, which investigated the impact of career days on the preparedness to choose a career decision. As a result, this study is significant to the one that is now being conducted. The fact that the research was conducted using an experimental methodology meant that the number of respondents recruited was restricted to just two schools. This made it difficult to generalize the results to the setting of Kenya due to the fact that the contexts of Kenya and Kenya are quite different from

one another. The purpose of this research was to investigate the ways in which job exhibitions impact the adaptability of students at public secondary schools in Kiambu County, Kenya, in terms of their career choices.

Makola et al. (2021) conducted a research in the African environment that included 204 high school students in the tenth grade who were studying STEM subjects at a township school in Tshwane, South Africa. The purpose of the study was to investigate the advantages that individuals received from attending career talks. The results revealed that career events provided students with access to experts and role models who gave information that aided students in expanding their knowledge about a variety of vocations and acquiring work experience, including new fields. This enhanced their passion and self-efficacy in their work, which made it easier for them to make decisions about their career. This ensures that the students' curiosity is piqued to explore the available options, that they have concern to pursue it, and that they take charge as they plan the next course of action, which ultimately results in them gaining the confidence to implement their chosen path. In addition, the students learned about key factors to consider when making their choice of career path.

The researchers Makola et al. (2021) used a descriptive research approach to describe their results in descriptive statistics. This method does not include the testing of hypotheses in order to determine the link between their career advice and the career development outcome of career adaptability. Similar to this study, the research was conducted with secondary school pupils, however it was conducted in South Africa. The purpose of this study is to expand upon the findings by conducting the current study in Kiambu County to establish the Kenyan perspective on the matter. Additionally, this

study will make use of both quantitative and qualitative approaches, which will allow for the testing of hypotheses and the utilization of triangulation methods, in order to determine the influence that exposure to career exhibition has on career adaptability.

Otwine et al. (2022) conducted a research that was conducted closer to home within the Eastern Africa Community. The study was conducted on a sample of 161 secondary school students and 35 instructors from four schools in Western Uganda. The purpose of the study was to investigate the degree of knowledge and usage of career advice services shown by students. According to the data, the most prevalent career guidance techniques were career class days, which were reported by 78.2% of students, general special days, which were recorded by 82% of students, and regular class meetings, which were reported by 74.5% of students. It is clear from this that career displays seem to be frequently employed in educational institutions; nevertheless, relatively few research have concentrated on the impact that they have on the accomplishment of successful career development objectives. In this particular sample, it would have been fascinating to study how the career events in question impact the degree to which public secondary school students are able to change their careers.

Otwine et al. (2022) conducted their research using a descriptive study approach, which involved reporting the findings through the utilization of descriptive statistics in the form of frequencies and percentages. As a result, the application of inferential statistical techniques was restricted, which would have enabled the testing of hypothesis in order to establish the relationship between the independent variables and the dependent variables respectively. Obtaining information about the extent to which career exhibition is used and the impact it has on the career development outcomes of

secondary school pupils, as assessed by career adaptability, would have been an intriguing endeavor. The research was conducted in Uganda, and the sample size was rather small, consisting of just four secondary schools and 161 pupils. This limited the ability to generalize the results to the setting of Kenya. The purpose of this study was to fill this gap by conducting the research in Kiambu County, using a large representative sample, and employing both descriptive and inferential statistics. This allowed for the testing of hypotheses in order to determine the influence that career exhibitions and career events have on the ability of secondary school students to adapt to different career paths.

The purpose of the research that Orenge (2011) conducted was to evaluate the current state of career advice programs for students attending public secondary schools in the Nairobi Metropolitan Area. 150 students from Form 3 and Form 4 were included in the sample, along with 19 administrators and 19 instructors that specialize in career assistance. As a result of the studies, it was discovered that schools provide career coaching techniques such as career displays. On the other hand, there was a general lack of diversity in the activities that were available for kids in schools, which resulted in their being less possibilities for students to explore their talents, interests, skills, and attitudes when it came to making decisions about their careers. Orenge (2011) focused on determining the current state of career advice in secondary schools as well as the issues that impede the efficient provision of career guidance services. However, he did not investigate the ways in which career guidance effects the results of student career development, such as career adaptability. Furthermore, the research was carried out in Nairobi County; it was conducted more than ten (10) years ago. By performing the research in Kiambu County, this study was able to bridge this gap in knowledge and

determine how career display impacts the adaptation of students attending public secondary schools into different career paths.

A study conducted by Rukwaro (2011) investigated the supply of career information, access to such information, and the use of that information among 365 female students attending secondary school in Nyahururu Division, Laikipia County. According to the findings of the researcher, the utilization of career lectures and career conferences/career fairs are two of the career advice practices that schools use in order to give students with information about professional opportunities. In addition, Rukwaro (2011) found that career days were the most common intervention performed by schools in order to provide students with information about career opportunities. This information was reported by both students and instructors who work in guidance and counseling. In addition, the researcher made the observation that the Ministry of Education had been organizing career exhibits, which had a significant role in supporting students in choosing choices that were based on accurate information.

Additionally, she demonstrated that parents took part in academic clinics in order to discuss the academic performance of their children with the professors as well as the kids themselves. Additionally, parents were also active in the career days that were held. The significance of this research lies in the fact that it was carried out in Laikipia County. The research, on the other hand, only looked at professional exhibitions and career days among female students, thus there is a lack of information about what the results would be if male students were also included in the investigations. Rukwaro's (2011) research was carried out a very long time ago (more than ten years), which emphasizes the need for another investigation that is comparable. By performing the

research among both male and female students and using career flexibility as the dependent variable, this study was able to bridge the gap that had previously established.

A research was conducted by Mudulia (2017) in which a total of 173 female students, 27 headteachers, and 28 guidance and counseling instructors from secondary schools in Vihiga County participated. The purpose of the study was to investigate the association between career advising and subsequent profession choice. The results of the study indicated that there was a statistically significant link between the perceptions of students about the impact of career advice and counseling services on their academic achievement and their choice of vocation. This was shown by the Pearson product moment correlation coefficient of r=.513 at a significance level of 0.001. Career fairs were assessed as being accessible by 60.5% of student respondents, while the remaining 39.5% of students reported that they were not available. These activities were included among the career advice practices that were available, as reflected by the answers of students. The research only looked at a limited sample of female students, hence it did not include any male students in its scope of investigation. Through the use of a large sample of students and the participation of both male and female students from public secondary schools in Kiambu County, this research was able to fill the gap that had previously been previously present.

In Meru County, Njogu (2019) conducted a research that included 348 students in the fourth form, 33 principals, 32 career guidance instructors, and 11 parents. The purpose of the study was to investigate the impact that career advice services offered to secondary school students and the mass media had on the students' decisions on their

future careers. The research findings demonstrated that the job choices made by students were substantially and statistically impacted by a number of variables, one of which was the availability of career advisory services. To assist students in making well-informed decisions, schools reportedly used the technique of conducting school talents day, as indicated by students who participated in the survey. A total of twelve percent (12%) of the students evaluated the frequency with which schools hosted talent days as either often or very frequently. The remaining eighty-eight percent (88%) of the students said that talent days were held seldom, very infrequently, and that others rated the supply of talent days as neutral. This suggests that the majority of students had the impression that their schools did not host talent days, and as a result, it is not a significant role in the professional choices that students choose.

Further findings from the study revealed that secondary schools utilized a variety of strategies to assist students in making well-informed decisions. One of these strategies was the organization of career days. Among the career guidance teachers, 59.4% of them rated the organization of career days as falling somewhere in the range of sometimes to all times. The remaining 40.6% of teachers reported that career days were not utilized at all. Therefore, it can be inferred that schools made use of career days as a method to assist students in selecting decisions that are based on accurate information. This research was conducted in Meru County, Kenya, with the participation of secondary school students and instructors of career advice. The purpose of this study was to investigate the variables that impact profession choice. This research investigated the impact that career displays have on the degree to which students attending public secondary schools in Kiambu County are able to adapt to different career paths.

An investigation was carried out by Maina (2020) with the purpose of determining the impact that career advising has on the process of altering one's academic program of study among 397 first-year undergraduate students attending Kenyan universities. According to the results, students' decisions to modify their academic program of study were significantly impacted in a ways that were both positive and substantial by the presence of career assistance. The career exhibition was one of the elements that had a role in the change of study. More than forty percent of the respondents said that this independent variable played a significant role in determining the course or program of study that they ultimately decided to pursue. In light of this, it may be deduced that career exhibition is a significant component in the process of boosting career growth, as assessed by career adaptability.

In spite of the fact that it was conducted among college students, Maina's (2020) research was conducted with the purpose of determining how career exhibitions inspire people to alter their course of study. Understanding the current state of the use of career exhibitions in secondary schools would have been an interesting thing to learn. Furthermore, descriptive statistics were the sole kind of statistical analysis that was used in the research to evaluate the association between the two variables. Through the use of inferential statistical approaches that include testing of hypotheses in order to create more research information that may contribute to the creation of theories, it would be interesting to examine how career exhibition effects the result of career growth in terms of adaptability.

According to Wangombe (2020), a research was carried out to evaluate the role and

engagement of parents in the process of career advising for children attending secondary schools in Kikuyu Sub-County, which is located within Kiambu County. In light of the data, it was discovered that the majority of parents took an active role in providing pupils with career assistance, and that career display was one of the most important activities that parents took part in. Under the banner of career exposition, the following activities were engaged in by parents: career days and expos, which accounted for 41.2% of the total; parents' meetings, which accounted for 35.3% of the total; and parents' workshops, which accounted for 11.8% of the total. Taking into consideration the fact that kids gain from exposure from both their instructors and their parents, this suggests that pupils were exposed to activities that were comparable to career exhibitions at the same frequency or even greater frequency. The scope of this research was limited to a single sub-county throughout Kiambu County's thirteen sub-counties, and it did not make any effort to determine the extent to which career advice methods affected the degree to which students were able to modify their careers. This research was carried out with the purpose of determining the extent to which career display has an impact on the degree to which students attending public secondary schools in Kiambu County, Kenya are able to modify their careers.

In order to determine the extent to which school factors have an impact on students' understanding of job opportunities in Meru County, Mbaka et al. (2023) conducted a research with a total of 368 participants. The participants included 12 administrators of studies, 12 instructors of guidance and counseling, and 12 parents' representatives from form 3 and form 4. Subject combinations, school career days, and the status of the school (National, additional County, and County) were shown to have a significant impact on students' understanding of potential career paths, according to the results of

the study. The statement "The school career days influenced the students' career awareness" was included in the item that was used to evaluate the effectiveness of career days. The comments from the students about the effect of career days were as follows: 7.5% of them strongly disagreed, 3.4% disagreed, 3.4% were neutral, 66% agreed, and 20.4% said that they highly agreed. On the other hand, the responses from the educators were as follows: 10% strongly disagreed, 15% disagreed, 0% neutral, 15% agreed, and 60% strongly disagreed.

As a result, the data that was collected showed that 66 percent of the students agreed with the assertion that school career days had an effect on student career awareness, and that another 20.4% of the students strongly agreed with the statement. This indicates that 86.4% of the students agreed with the statement, which confirms that career days have a significant effect on students' understanding of job opportunities. The remark was supported by sixty percent of teachers who strongly agreed with it, while fifteen percent of teachers agreed with it. As a result, this indicated that seventy-five percent of educators either agreed or strongly agreed with the assertion that career days had an impact on the students' understanding of potential career paths.

It is clear from the above that there is a paucity of research in Kenya that establishes a connection between career display and career flexibility. The majority of the studies that were accessible were conducted in a global setting, and in the cases where local literature was available, the primary focus was placed on profession choice as the central dependent variable. There are additional cases in which the subjects of the research are college students, as opposed to secondary school students, who are the primary responders in this study.

2.4 Provision of Career Information to Students and Their Career Adaptability

The provision of students with career information is of utmost importance because it helps them to investigate all of the chances that are accessible to them, so assisting them in making well-informed judgments by selecting the option that is most favored among the many alternatives that are available. According to Comfort et al. (2019), the dissemination of career information broadens the knowledge and breadth of individuals, and this ultimately acts as the foundation upon which successful choices are made. Furthermore, they point out that selecting on a field of study or a profession that one wishes to follow after the conclusion of the training period is not the only thing that is involved in career development processes. They consider it to be a process that continues throughout one's whole life, one that is characterized by the shifting of circumstances and, therefore, necessitates the making of choices about one's life and profession based on these shifts.

According to Comfort et al. (2019), career information is defined as the dissemination of information that is precise, up to date, easily accessible, objective, pertinent, and available in a number of different forms. This includes the prerequisites for entering certain vocations or occupations, the nature of the work, the tasks and responsibilities, the tools used, and the work schedules; the qualifications and the manner of admission into the job; employment prospects and progress within the job; pay and other perks; and workplace dangers, among other things. It is essential to take into consideration that the research conducted by Comfort et al. (2019) is also based in an international setting. The study's primary emphasis was on the current state of career information supply, and it did not investigate the impact that career information has on career development outcomes such as adaptability.

Through a study of the relevant literature, Care and Scholar (2016) came to the conclusion that students should have access to career information resources such as internal webpages and external websites. This would make it easier for students, instructors, and parents to explore potential career paths and get help throughout the process. In addition, they said that activities pertaining to career advising had to be conducted throughout the whole of the secondary school education cycle, and not simply at crucial departure points or at times when decisions are being made.

A sample of forty students in Indonesian secondary schools who were in the tenth grade participated in the study that was conducted by Datar and Ahmad (2019). The purpose of this research was to determine the impact that career intervention had on the students' knowledge of careers. Two groups, one of which was a treatment group and the other of which was an analogous control group, each included twenty students. The findings demonstrated that the experimental group experienced an increase in their career understanding following the implementation of the treatment, whereas the control group experienced only a marginal increase in their career understanding. This finding provides further evidence that the provision of career information services has an impact on the degree to which individuals are able to adapt their careers.

The research conducted by Datar and Ahmed (2019) is promising since it takes an experimental research design method and generates objective information by using treatment and control groups that are equal to one another. Nevertheless, Indonesia was the location where this investigation was conducted. According to Gay and Araision (2000), the current study utilized an ex post facto research design, which is analogous

to conducting an experiment in retrospect. This was done in consideration of the rigorous nature of experimental research, the enormous expenses involved in carrying out experimental research, and the funds that were available. The purpose of this study was to solve the problem of using small sample sizes in experimental research by selecting a large representative sample consisting of 1230 students via the use of probability sampling methods.

Mtemeri (2017) in his research of elements that impact high school students' career choice among 1010 students and 20 career guidance instructors in lower Limpopo Province, Zimbabwe found that career advice had a positive and substantial effect on students' selection of profession option. This was demonstrated via the examination of the factors that influence students' career choice. It would be reasonable to draw the conclusion that career information has a beneficial impact on the choice of professional route, given that career information is also offered in the majority of the interventions that are designed to provide career advice. As was said previously, career advice has been employed as a worldwide idea rather than doing in-depth research on the supply of career information. The purpose of this research was to investigate the extent to which certain career advice techniques have an impact on the degree to which public secondary schools in Kenya, and more specifically in Kiambu County, are able to adapt their curriculum to professional opportunities.

The purpose of the research study that Afunugo (2020) conducted was to determine the significance of career counseling information distribution in terms of inspiring secondary school students to improve their entrepreneurial abilities. The research study was conducted among thirty secondary school counselors in the state of Anambra,

Nigeria. Based on the results, it was determined that the distribution of information about career counseling instructed individuals in the fundamentals of entrepreneurial decision making and planning abilities, which are essential for being prepared to choose a career choice. In addition, the data demonstrated that the transmission of information about career counseling had a substantial significance in terms of pushing students to improve their entrepreneurial talents. The abilities to be an entrepreneur are included in the so-called 21st century talents, which are also a component of the flexibility of working careers. The information for the research was not obtained directly from the secondary school students; rather, it was obtained via a relatively limited sample of career counselors. A further limitation of the research was that it was exclusively concerned with the acquisition of entrepreneurial abilities. In order to solve this issue, the purpose of this research was to investigate the ways in which the supply of career information affected the career adaptability of students and the resources that comprised it, which reflect a variety of competencies that are much more comprehensive.

The authors Lugulu and Kipkoech (2011) stressed the need of providing students with proper career assistance in order to simplify the process of making well-informed decisions on their future careers. It was pointed out that students needed to be given sufficient knowledge about careers so that they could make decisions that were well-informed. During the course of their investigation, they came to the realization that the majority of secondary schools offered some kind of career help; nevertheless, some of these institutions were inactive, while others were ineffective. In addition, they made the observation that around 75.5% of the secondary school students in the sample never or seldom sought information about careers while they were in primary school or when they were in form one of secondary school levels of education. However, they observed

that as students reached form 2 of secondary school, their behavior regarding seeking career information improved to 50.2%. This coincided with the time when students require career information to assist them in deciding which optional subjects to pursue in form 3 and, as a result, to sit for them in the Kenya Certificate of Secondary Education (KCSE) from among the applied sciences, humanities, and sciences of the secondary school.

As was to be predicted, Lugulu and Kipkoech (2011) discovered that the behavior of seeking information about careers increased to 62.0% and 63.2% respectively in form three and form four respectively. This is evidence that when secondary school students neared the important decision-making stages, they increased their behavior of seeking information in order to equip themselves with more career knowledge that would assist them in making decisions about both their subjects and their prospective careers. When Lugulu and Kipkoech (2011) were doing their research, they found that the sources of career information included periodicals such as calendars and prospectuses, which had a significant impact on the selection of degree programs. Sixty-four percent of the students who participated in the survey provided information that showed that the majority of students had enough career knowledge to make decisions on their degree choices. The fact that this survey was conducted among students in secondary schools makes it relevant to the one that is now being conducted. The research, on the other hand, was carried out more than ten years ago, and it was necessary to determine the current situation in Kiambu County.

Gitonga (2013) found that 41.0% (31) of secondary school students in Kiambu West Sub-County who were confident about their profession choice had appropriate

occupational knowledge to support career decision making. This observation was made in the context of his research that examined the elements that determine career decisiveness. The career advice instructors who were sampled in the same research, on the other hand, had the impression that the students lacked personal information and were thus not properly equipped to synchronize their self-knowledge or self-data with the professional courses that they had chosen. In point of fact, the data demonstrated that students lacked information on personal characteristics and talents, in addition to a lack of professional knowledge, which is a fundamental necessity for mature decision making (Gitonga, 2013). Furthermore, Gitonga (2013) found that the insufficient occupational knowledge of secondary school students in the sample, the students' lack of self-awareness, and the lack of proper career education resources in their schools all contributed to a compromise in the students' ability to make a decision about their future careers. Given that this research was conducted in Kiambu West Sub-County of Kiambu County, which is also the location where the present study was carried out, it is significant to the study that is now being conducted. On the other hand, the research was conducted more than a decade ago and only covered a single sub-county district. The present research included public secondary schools across the whole of Kiambu County. The supply of career information was one of the independent variables, and the study also established the impact that it has on the students' capacity to adapt to different career paths. This was done so that the results could be generalized to other counties in the nation.

The purpose of the research that Mung'ara (2012) conducted was to determine the elements that influence the professional goals of 320 young women living in the Thika West District of Kiambu County. According to the findings, one of the career guidance

activities that were made accessible to female students attending schools in the Thika West District was the use of career guidance materials. These materials included magazines and flyers that offered information about various careers. Additionally, there were additional career advice practices that had an impact on the students' future goals. If this research had been conducted more than ten years earlier and had been limited to a single area in Kiambu County, it would have been fascinating to examine the results from an all-inclusive sample that included both boys and girls from the whole county. It is crucial to note that this study only utilized females as respondents.

In order to determine the extent to which students' peers have an impact on their decision to pursue a certain line of work, Kimiti and Mwova (2012) conducted a research with 240 secondary school students from Kitui and Machakos Counties. Kimiti and Mwova (2012) made the observation that student respondents made their career decisions based on the career information that they obtained from instructors who provided career assistance. Additionally, student respondents admitted that they were more informed as a result of the availability of career information in their schools. The researchers came to the conclusion that the provision of career advisory services has a favorable impact on the choices that students make on their chosen career path. Despite the fact that the research is pertinent to the present investigation, the dependent variable in the study was job choice rather than career adaptability. To address this issue, the purpose of this research was to investigate the ways in which the supply of professional information effects the flexibility of careers. In addition, this research investigated many additional potential sources of job information, including television and mobile phones, amongst others.

Gacohi et al. (2017) conducted a research study with the purpose of determining the impact that career information has on the selection of degree programs among a sample of five hundred students who are enrolled in six public institutions and who took the Kenya Certificate of Secondary Education in 2012. According to the results, students attending public colleges found that the information they received about potential careers had a significant impact on the degree programs they selected. They arrived at the conclusion that the availability of career information was a key factor that influenced the degree programs that students chose to pursue at public colleges. According to Gacohi et al. (2017), 59 percent of the students did not agree with the assertion that the career information resources provided by the school helped them make their decision about which institution to attend. Additionally, 67.5% of students were not in agreement with a statement that said that the school counselor's career advice provided information regarding university degree programs. This indicates that the students obtained knowledge about careers from a variety of sources, in addition to the career guidance and counseling professionals as well as the resources for career information that were available at the school. Other important persons and other resources in the community, at home, and in other contexts might be the source of this information respectively.

According to Gacohi et al. (2017), the decision about the degree program that a student wishes to pursue should not be made until they have been supplied with sufficient knowledge. This is with the intention of ensuring that the choices made are made from a position of informed decision-making, which in turn leads to increased levels of happiness and productivity in future jobs. Gacohi et al. (2017) performed a research that was different from the one that is currently being undertaken since it was carried

out among college students who had already decided on their career paths and were already enrolled in college. They employed career choice as the dependent variable, and as a result, they did not place any emphasis on the development of abilities that ease job choice and are given via resources that are related to career flexibility. Among secondary school students in Kiambu County, the purpose of this research was to investigate the effect of professional information on career adaptability. The study was conducted with the intention of expanding the existing body of knowledge in the concerned field.

224 students, six principals, and six teacher counsellors participated in the research conducted by Musorewa et al. (2018) in Gesusu Sub-County, which is located in Kisii County. The purpose of the study was to determine the impact that the availability of facilities has on the efficiency with which career advice services are provided. According to the findings, the availability of resources was shown to have a substantial impact on the extent to which guidance and counselling services were effectively provided. Furthermore, they arrived at the conclusion that just 33 percent of secondary schools had career advice and counseling reference books, while the remaining 67 percent did not own such literature. On the other hand, only around seventeen percent of secondary schools possessed guidance and counseling manuals, while the remaining schools did not have any. Although Musorewa et al. (2018) focused on successful provision of advice and counselling services as the primary outcome and dependent variable, they only covered a tiny percentage of the career information resources available. This is despite the fact that they considered career information as a main element when conducting their research. More career information resources were investigated in this research, as well as the impact such resources have on the flexibility

of students' careers. In addition, an analysis of the data was performed only via the use of descriptive statistics including percentages. The present investigation has used both descriptive and inferential methods in order to conduct an analysis of the newly emergent data.

Thuranira (2014) conducted a research to determine the perceptions of students and teacher counselors on the effect of career advice on the selection of training courses in public secondary schools located in the counties of Kiambu, Mombasa, and Meru in Kenya. Within the sample, there were 395 students in Form Four from 33 different schools who were chosen using a multistage selection technique. Additionally, there were 33 career counselors who were chosen using a purposive sampling approach. The results showed that both career counselors and students believed that career assistance in the form of career information was helpful in influencing the students' choice of training courses. This perception was shared by both professionals and students. Students had high levels of awareness, and it was believed that this factor played a role in the formation of their selection of training programs.

Thuranira (2014) conducted research to study the perspectives of students and instructors about the selection of training programs at public secondary schools located in a variety of counties that were geographically far from one another, which might have impeded the conduct of an in-depth inquiry into the topic. Additionally, the research included job choice as the dependent variable; however, career flexibility, which incorporates competences that may enable informed profession choice, was not utilized in the study. In addition, the research presented its results via the use of descriptive statistics; hence, it was unable to use hypothesis testing in order to

determine the nature of the link between the variables. Because of this, there is a gap in the sense that it would not be feasible to verify whether or not students had the essential skills and resources for making good career choices, which are achieved via the increase of vocational flexibility. The purpose of this research was to address this gap by conducting an in-depth study that focused only on Kiambu County, including career information and vocational flexibility, and assessing the effect using procedures that are used for hypothesis testing.

A research was conducted by Wanyama (2012) in order to determine the variables that impact job choice in public and private secondary schools. The study was conducted on a sample of 180 students who were enrolled in form 1 through 4 at schools located in the Kisii Central area of Kisii County in Kenya. The results demonstrated that, among other things, information from the mass media plays a role in the decision-making process about a professional path. As a consequence of this, the research suggested that career departments be reorganized, and that efforts be made to disseminate information about career opportunities to both students and instructors via the use of the internet and print media. The research that was carried out by Wanyama (2012) was carried out in Kisii Central Sub-County more than ten years ago. The researchers used a cross-sectional methodology and selected the sample of respondents from form 1 to form 4. It is difficult to generalize the results to the whole of Kenya due to the limited size of the sample and the fact that it was conducted in just one segment of a county that was geographically specific. This research addressed these shortcomings by drawing a large and representative sample that included all of the public secondary schools in the County of Kiambu. The purpose of this study was to investigate the circumstances surrounding the supply of career information and the impact that it has on the capacity

to adapt to different careers.

It was discovered by Rukwaro (2015) that the instructor was the most helpful source of knowledge on employment opportunities for pupils. Rukwaro found that students needed knowledge about careers in order to be able to make educated judgments about their futures. This was discovered in an earlier research that was carried out in 2011. Newspapers, television, career guides and books, university calendars, college and institutional brochures, and other publications were among the sources of information on jobs and careers. This research investigated the availability of various sources of career information and evaluated the impact that these sources have on the degree to which students attending public secondary schools in Kiambu County are able to modify their careers.

A research was conducted by Oigo and Kaluyu (2016) on a total of 266 students who were in their fourth year at a private university in Nairobi. The students were between the ages of 18 and 24. The purpose of the study was to evaluate the impact that career guidance activities, such as the supply of career information and career counseling, had on students' preparedness to make decisions on their future careers. The results of the study showed that there was no statistically significant influence of career advising services on the decision of which job path to pursue. In general, the researchers found that the majority of the students had limited access to career guidance services, despite the fact that they were very confident in their readiness to make decisions. This was demonstrated by the fact that 89.6% of the students indicated that they were ready to make decisions, while only 10.4% of the students rated themselves as being slightly ready to make decisions. In light of the aforementioned, the authors made the

observation that the provision of career information and career training had a very small impact on the readiness of students to make choices. As a result, they came to the conclusion that the readiness of students to make choices could have been primarily due to other factors, both intrinsic and extrinsic, in addition to career guidance services.

It would have been fascinating to find out the conclusions of this research if it had been conducted with a sample of secondary school kids in a different environment. The study was conducted from the perspective of university students in an urban environment. In addition, the instrument that was used in the research has not been the career adaptability scale, despite the fact that the study utilized career choice preparedness as the dependent variable, which is comparable to career adaptability. It would have been fascinating to examine the results following the implementation of CAAS globally and with other career guiding practices in addition to the supply of career information. This research has used both descriptive and inferential methods, which have allowed for the establishment of a correlation between the availability of career information and the adaptability of employment opportunities.

In their 2016 study, Getangwe and Sagwe explored the variables that influence the choices that students make while attending secondary schools in Manga Sub-County, which is located in Nyamira County. According to their findings, students made ill-informed decisions about their future careers as a result of poor career coaching. They came to the conclusion that the majority of instructors did not have appropriate training to deal with any career-related issues, nor did schools provide sufficient opportunities for advice. In addition, the data demonstrated that the students had not been exposed to a career book, and the instructors had not been well prepared to deal with job-related

issues. In addition, schools did not provide suitable sessions, which resulted in pupils having insufficient understanding on career-related topics. They went on to show that there was a disparity between the jobs that students desired and the perceptions that instructors had of their career goals. Sixty-seven percent of teachers regarded the students' career aspirations as low, while only thirty-seven percent of teachers saw them as having high career aspirations. The fact that kids received such a limited amount of knowledge about jobs is shown by this. Additionally, the findings suggested that there was a contradiction between the topic interests of the students and the wish of their parents for them to follow specific courses, which resulted in the children being unable to make a decision. It's possible that this is due to the low amount of information that is provided about careers. Nyamira County was the location of the research project, and the results were unfavorable. Furthermore, the study did not employ career flexibility as the dependent variable. The research conducted by Getangwe and Sagwe (2016) stands out as one of the rare instances in which exposure to career coaching practice had a detrimental affect on the outcome variable. The present research was carried out in Kiambu County with the purpose of determining the impact that the dissemination of career information has on the degree to which secondary school students are able to adjust their careers.

According to the findings of a research conducted by Njogu (2019) that investigated the variables that affect the profession choices of secondary school students in Meru County, it was discovered that the availability of mass media, including as television, radio, and newspapers, as well as the internet, had a statistically significant impact on the students' career choices. In terms of the overall career advice, teachers regarded the provision of the mass media as a method employed by secondary schools to aid students

in making informed profession choices at a rate of 87.5%. The remaining 12.5% of teachers ranked the provision as falling into the "not at all" category. This indicates that professors of career advice considered the supply of mass media to be of utmost importance in supporting students in making well-informed decisions on their future careers. To the contrary, the students ranked the use of various mass media resources as follows: radio at 25.6%, television at 35.7%, display of information on notice board at 25.3%, internet at 41%, and usage of print media at 38.2%. All of these ratings fall within the range of frequent and very often used. The conclusion that can be drawn from this is that, on average, students believe that the influence of the media on their decisions is quite minimal. Due to the fact that the supply of information is also one of the dependent variables that are being investigated in this research, this study is significant to the present study. Furthermore, the study was conducted in a context that is comparable to the current study, which was conducted at public secondary schools in Meru County. A period of time greater than five years ago was achieved. For the purpose of determining the results of the Njogu (2019) research, the present study was conducted in Kiambu County five years after the previous survey.

A research was conducted by Ongang'a (2020) among 152 secondary school students who were interested in agriculture. The purpose of the study was to assess the state of topic choice information as a component of career advice. In terms of topic choice, the findings showed that the majority of student respondents, who accounted for 94.7% of the total, agreed to having been presented with information. Specifically, 51.3% of respondents agreed, while 43.4% of respondents strongly agreed. There were 6.7% of respondents who were either unsure (0.7%), disagreed (2.6%), or strongly disagreed (2.0%) with the statement that they were provided with information on topic variation.

Their preparedness to make a professional choice and their capacity to adjust to new circumstances may be influenced by the availability of information about career choices, which in turn provides them with the knowledge and resources that may assist them in making career decisions.

A further investigation conducted by Ongang'a (2020) indicated that a significant number of respondents, totaling 84.5%, believed that they had sufficient knowledge to make a decision about their job, with 41.7% strongly agreeing and 43.8 agreeing with this statement. While 8.6% of respondents disagreed and 3.9% strongly disagreed that the information on topic choice that was supplied was acceptable, the remaining 15.5%, who were either not sure (2.0%), or not adequate (12.5%), were either not sure or not adequate. The findings of this study are significant and pertinent to the current study; however, it also investigates a very small portion of career information that is relevant for choosing agriculture as a subject. It does not investigate the entire breadth of knowledge, which includes, among other things, students' strengths, interests, attitudes, and information on the labor market regarding agriculture-based careers. Furthermore, descriptive statistics were the primary method of data analysis used, and the sample size was rather small, consisting of just 125 students. This limited the ability to generalize the results. If the research had been conducted with a bigger sample size of children from a different county, utilizing both descriptive and inferential statistics that included hypothesis testing, it would have been a more enlightening experience. Despite the fact that it is pertinent, the research has made a comparison between the supply of career information and the conclusion of the career development process, which is the subjects' choice of profession. The need to have acquired the abilities essential for making the option, which is career choice readiness, also known as career

adaptability, has been neglected as a result of this. The purpose of this research was to address this vacuum by determining the impact that the supply of career information has on the adaptability of students and their careers.

It was revealed by Maina (2020) that career coaching had a favorable and substantial impact on the change of program of study among first-year students attending institutions in Kenya. In addition, the data showed that the supply of career information was the most significant element that influenced the change in the program of study. On the other hand, it is essential to point out that the researcher has not accessed any study that was carried out in Kenya and investigated the impact that the supply of career information has on the flexibility of careers. In order to fill the void, the research investigated the connection that exists between the two most important factors. Through the use of university students, Maina (2020) conducted an investigation on the impact of career information on the decision to alter one's program of study. The career choice was used as the end of the career development process. The research conducted by Maina (2020) did not investigate whether or not students had gained the abilities that are essential for professional choice making and are included in the resources that are associated with career flexibility. By conducting a current research in Kiambu County with secondary school students and concentrating on determining the impact of providing career information on vocational adaptability among secondary students, the purpose of this study was to broaden the scope of the knowledge that was created by Maina's study.

Taking into consideration the study that was just presented, the supply of career information has been investigated as an independent variable in the majority of

situations. On the other hand, the majority of research come from either an overseas environment or, if they are conducted in a Kenyan context, the dependent variable that is often employed is career choice. In other cases, the subjects are members of a different group, the majority of whom are students at universities and very seldom pupils in secondary schools. This served as the basis for the present research, which aimed to evaluate the impact of providing career information on career adaptability in order to remedy the information gaps that were found.

2.5 Resource Person Talks to Students and Their Career Adaptability

For a variety of reasons, including student enrichment to facilitate reflection on various lifestyles and life choices as part of career guidance; to support citizenship activities; to understand various dimensions of work; and to support curriculum delivery, schools bring in guest speakers to their institutions, as noted by Percy et al. (2019). School speakers are brought in for a variety of reasons. For the purpose of gaining insight into the use of resource person discussions in career advising, Percy et al. (2019) carried out a research in the United Kingdom that included 327 teaching staff members from 303 schools, 858 students from 50 schools and colleges, and 14 independent schools. One of the most important findings of the research was that young people saw the use of resource person talks as being good and advantageous to them. This is because it enables them to grow in a variety of areas, such as their self-belief, their motivation, their knowledge of careers, and their attitudes. As the number of resource person speeches grew, the students' attitudes and motivation improved as a result of the additional exposure. In addition, students who came from poor backgrounds reported an improvement in their sense of self-efficacy as the number of resource person

speeches they were exposed to increased. There is a connection between self-sufficiency and the resource of professional confidence, which is career flexibility.

An observation made by Percy et al. (2019) is that the speeches given by resource people provide students the chance to hear from individuals who are not affiliated with the educational system. The research conducted by Percy et al. (2019) is based on data from the United Kingdom, where students in secondary schools and colleges have easy access to tools that facilitate the organizing and use of resource person presentations and guest speakers from educational institutions. Given the limits on resources that are affecting the provision of education in Kenya, it is not clear if Resource Person Talks or guest lecturers are accessible to secondary school students. What is more, if they do occur, there seem to be very few studies undertaken on them in a Kenyan setting. Kiambu County served as the location for the present research, which was conducted in order to fill this data gap.

According to Dalakis (2016), speakers from business may present students with useful practical information and examples from the real world, which enables them to relate real-world concerns to ideas learned in class; analyze real-world problems and make solutions; and think critically. The significance of this cannot be overstated for students who are making progress in the process of professional development and who are anticipating making choices about the choice of career path.

In 2015, Funnell investigated the influence that guest speakers had on the learning and understanding of students about jobs in the United Kingdom. For the purpose of gathering information, she conducted focused group conversations, which led to the

discovery that the discourse of a resource person may positively contribute to the learning and understanding of students about potential job choices. In addition, Funnell (2015) observed that the talks given by resource persons encourage student participation and active learning on academic and career development; they have the potential to reveal career opportunities that were not previously accessible to students; they stimulate student interests in subjects, which in turn empowers students to investigate the various career options that are available. Students are also able to acquire valuable career information and gain insight on possible vocations. In addition, students have the opportunity to receive this information. Their interests may become more clear as a result of this, which will help them make more informed job decisions.

According to Payne (2013), the purpose of a resource person's talk in schools and colleges is threefold. The first purpose is to introduce students to potential choices that are available to them. The second purpose is to assist students in becoming ready and able to make choices by providing them with "real world experiences" and employment issues. Finally, the third purpose is to promote active learning. The research conducted by Funnell in 2015 is based on data from the United Kingdom, where schools have access to resources that allow them to engage resource people and guest lecturers in order to introduce children to educational and training possibilities that are accessible in the nation, so promoting career development. When it comes to engaging resource people and guest lecturers, schools in Kenya have few resources at their disposal. There is consequently a lack of clarity about the degree to which schools provide kids with resources such as people who talk to them and guest speakers. The participants in this research were college students, and the sole method of data collection was via focus group talks. The research did not make use of hypothesis testing or descriptive statistics

in order to provide answers to the research questions; as a result, the results cannot be generalized to the setting of Kenya. Using both quantitative and qualitative methods, this research addressed this gap by studying how the usage of resource person presentations and guest speakers is being implemented in schools and how it effects the career adaptability of students. The information acquired by Funnell (2015) was used as a foundation for this study.

An investigation on the use of resource person talks within the educational program was carried out by Ormrod (2004). It was determined by him that the majority of students had a strong desire to have the opportunity to engage in conversation with resource individuals who are knowledgeable in each of the numerous areas that are covered in their course of study. As Ormrod (2004) pointed out, these kinds of activities not only promoted active learning but also made it possible to teach more quickly. As the resource person discusses the importance of active learning, this may have an impact on the acquisition of career adaptability resources about career control. These resources provide students the capacity to take charge, own, and be accountable for their career growth, which in turn positively influences the choice of professional path they make. Omrod's (2004) research was carried out in the United Kingdom in 2004, which is almost twenty years ago, and it featured the participation of students from universities. The manner in which resource person speeches are delivered to students and the ways in which they are beneficial to pupils from an African or Kenyan point of view are not entirely evident. This research determined the current situation of the utilization of resource person talks and the affects that these conversations have on the adaptability of careers.

In the lower Limpopo Province of Zimbabwe, Mtemeri (2017) conducted research to study the variables that influence the choice of career routes among a total of ten thousand and ten hundred high school students and twenty (20) career guidance instructors. The results of the study suggested that students' job choices were positively influenced by career assistance that included the use of resource person presentations within the curriculum. According to the instructors of career advice who participated in the research, the invitation of professionals (resource people) to visit schools was seen as having an impact on the career pathways that students chose to pursue. As was said previously, the research conducted by Mtemeri (2017) focused on career advice as a worldwide concept. However, it did not go further into particular career guidance techniques such as resource person presentations or guest speakers in secondary schools. In addition, the conclusion of professional development that is used is selecting a career path. In this research, the two factors were combined into the study by analyzing the status of the utilization of resource person talks or guest speakers talks on career adaptability among students attending public secondary schools in Kiambu County.

According to Mung'ara (2012), schools in Kiambu West had access to guest lecturers who had the ability to have an impact on the students' goals for their future careers. With the goal of positively influencing students' expectations for their future careers, Mung'ara (2012) suggested that secondary schools should take into consideration the possibility of bringing motivational speakers and experts from a variety of professions to talk to students.

When Mudulia (2017) conducted an investigation into the relationship between career

guidance and career choice among female students attending secondary schools in Vihiga County, she discovered that there is a statistically significant connection between students' perceptions of the effect that career guidance and counseling services have on academic performance and career choice within the student population. There were a number of career guidance practices that were accessible, as reported by students. One of these activities was the participation of role model speeches in schools, which was reported by 44.2% of students. On the other hand, 55.8% of students claimed that they were not available in schools. Because of this, the speech of a role model, which is comparable to the talks of resource individuals, was only accessible to a limited degree in the research that was mentioned.

According to the findings of Mbaka, Mwanzia, and Murungi (2023), who conducted a research to evaluate the effect of school variables on career awareness in Meru County, they found that schools gave motivational presentations to advise students on career awareness. 53.1% of students either strongly disagreed or disagreed with the assertion that the school arranges motivational speakers who instructed them on career awareness and professional pathways. This information was submitted by the students. Twenty-one point four percent of the students who responded to the survey agreed or strongly agreed with the statement. The remaining sixty-eight point one percent of the students were either neutral, disagreed, or strongly disagreed with the statement.Three-fifths of the teachers who responded to the question that the school arranges motivational speakers who assist them on career awareness and professional pathways were either strongly agreeing or agreeing with the statement. The other sixty-five percent of the teachers were either strongly disagreeing, disagreeing, or neutral.

This consequently shows that a tiny number of instructors and students reported that the arrangement of motivational lectures to advise pupils on career awareness was pretty poor. This is because of the fact that this percentage is relatively low. Additionally, this research was conducted in Meru, and the only independent variable that was employed was motivational lectures. The participants in this study were students in Form three (3) and Form four, as well as instructors of guidance and counseling. Career adaptability was not included in this study. This gap was filled by the present study, which had the purpose of conducting research on the practice of career assistance via resource person discussions and the effect that this practice had on career adaptability.

Njogu (2019) conducted a research that investigated the variables that influence the profession choices of secondary school students in Meru County. The findings of the study indicated that one of the tactics that was used to aid students in making informed career choices was the engagement of career counselors. It was stated by 53.1% of teachers who work in career guidance that schools employed the technique of engaging career advice consultants to assist students in making informed choices anywhere from sometimes to all the time. On the other hand, 46.9% of teachers claimed that the method of engaging consultants was never used. The remaining 59% of students assessed the usage of guest speakers as either seldom, very rarely, or neutral. On the other side, 41% of students ranked the frequency of invitations of guest lecturers by schools as being within the range of frequent to very frequent. It may be deduced from this that public secondary schools in Meru County, Kenya, had a relatively low use of guest lecturers on average. The research is beneficial because it offers a foundation upon which the results of this investigation can be comparatively evaluated.

Three hundred and ninety-seven first-year students from seven public institutions in Kenya were included in the research conducted by Maina (2020), which studied the impact of career assistance on students' decision to alter their academic program of study. In the research conducted by Maina (2020), one of the most important career advising strategies was the use of resource person talks. These talks had a favorable and substantial impact on the students' decision to alter their program of study. As one of the independent variables that had an effect on career flexibility, this research identified resource person talks as one of the factors. In the research conducted by Maina (2020), the dependent variable was not career adaptability; rather, it was university students and the change in the program of study that they were interested in. By including both of these factors in the present study, this research was able to close the information gap that originally existed.

Taking into consideration the studies that have been evaluated by the researcher on the use of guest speakers, it is obvious that the majority of the studies that have been undertaken are centered in countries that are well-endowed, and there are very few reports from an African viewpoint, including Kenya. The handful that are accessible cover a broad range of topics and mostly focus on other dependent variables of career development outcomes, such as altering one's program of study or decision to pursue a different line of work. As a dependent variable, career flexibility has not been addressed by any of them up to this point. The purpose of this research was to investigate the ways in which resource person talks have been deployed in Kiambu County and to evaluate the impact that these discussions have had on the vocational adaptability of students. In addition, the majority of research have used career advice from a worldwide

perspective, and they have not gone into the investigation of how resource person conversations impact career adaptability, which is the primary subject of this study.

2.6 Workplace visits by Students and their Career Adaptability

It was noticed by Mann et al. (2018) that every school is necessary to interact extensively with local companies and members of the professional community in order to guarantee that real-world linkages are integrated as part of their career plan. As a further observation, they made the following observations regarding the objectives of employer engagement in education through activities such as workplace visits: to improve the preparations of students for the working world; to address the skills shortage in the labor market; to enhance social mobility; and to improve student engagement and academic achievement. According to Mann et al. (2018), the participation of employers in the process of job learning contributes to positive effect, as shown by the improvement of educational results. Nevertheless, they made the observation that the influence is not large. Young people are able to have a better understanding of the connection between educational objectives and occupational results via the use of career interventions, which therefore increases the students' motivation and application. It was pointed out by Mann et al. (2018) that the impact of employer involvement is considered to be complimentary to the effect of time spent working.

After conducting a focus group discussion with teaching staff in the United Kingdom, Mann and Dowan (2014) came to the conclusion that students acquired something new from their connection with employers, mostly in the form of increased motivation.

Furthermore, the impact was more pronounced for students who achieved intermediate and lower levels of success. According to the findings of Mann et al. (2018), activities that include employer involvement might be beneficial to young people because they improve their capacity to make connections between schooling and the economic rewards that they would get in the future. According to Hughes (2016), who is cited in Mann et al. (2018), an international literature review reveals that young people make use of their first-hand experience to gain improved insights into the operations of the labor force. This, in turn, enables a more informed decision-making process, which in turn ensures a smooth transition into sustained employment.

The primary goals of workplace visits are to gain an understanding of jobs and careers, to broaden career aspirations, to acquire knowledge and skills required by contemporary industry, such as creative skills, problem solving, and team building, among other things; to acquire the knowledge and skills necessary for successful transitions from school to work; and to enrich and underpin the enrollment of students (Mann et al., 2018). The research carried out by Mann et al. (2018) is based on the outcomes of studies carried out in the United Kingdom, where there are clear policy rules for the use of business visits as a component of career assistance for students in schools, colleges, and universities. As stated in the Career Statutory Guidance, the policy mandates that every learner must be given the opportunity to participate in workplace learning for a minimum of eight times, in accordance with the Gatsby criteria (Holman, 2014). Additionally, educational institutions must be supplied with tools to enable this aspect of the learning process. There is a lack of clarity on the situation in Kenya, and schools do not have easy access to the resources necessary to include these activities into their curriculum. As a result, there is a lack of information about the

availability of possibilities for workplace visits, and even if these opportunities are offered, very few studies have been undertaken in Kenya on the subject, which has led to an excessive dependence on research conducted in the setting of the United Kingdom and the United States. The purpose of this research was to further knowledge in the field by studying the extent to which students attending public secondary schools in Kiambu County participate in company visits and the impact that involvement has on their capacity to adjust to different career paths.

The activities of field excursions and career trips are frequent in secondary schools, according to Ormrod (2004). When these activities are expanded to universities, colleges, and workplaces, they give students with the chance to learn about workplaces, which is useful for the students. According to Ormrod (2004), there has been a limited amount of study conducted to determine the advantages of business visits in relation to the processes of recruiting and the accomplishment of learning objectives. Furthermore, Ormrod (2004) made the observation that shorter periods of access to workplaces constitute an innovative approach to the integration of academic and work-based learning. This approach allows students to observe theoretical approaches being demonstrated in practice, which in turn allows them to appreciate the relevance of the material they are studying in their academic courses to the real world.

In accordance with Ormrod (2004), workplace visits consist of a short introduction, a tour of the facility, and a plenary discussion with key people. These activities take place over the course of five hours. Ormrod (2004) observed that it is via these kinds of trips that students are able to get a better understanding of the world around them, which in turn assists them in making decisions about their future work. It was noticed by Kemp

and Fraser (1995) that workplace visits are very important to industries. This is due to the fact that students have the opportunity to ask pertinent and well-structured questions during the visits. These questions motivate the business workers to get familiar with their organization, which in turn has a beneficial influence on the staff development exercise.

Based on the results of the research conducted by Ormrod (2004), it was discovered that the majority of students considered company visits to be quite suitable, educational, fascinating, necessary, relevant, and valuable in relation to their coursework. The majority of students are able to make connections between the theoretical concepts they cover in class and the professional examples that are brought up during visits. 61 percent of the material that they learned in class was knowledge that could be utilized in the marketing course, and 71 percent of the information could be used in other units within the marketing course. They loved the fact that the majority of the things that they learned in class were recognized by experts in the Marketing field. It has been noticed that this plays a helpful role in facilitating active learning. Ormrod (2004) did research at Manchester University in the United Kingdom, and it has been almost twenty years since the last time it was carried out. A search of the relevant literature on the subject has only produced a small number of papers that are pertinent to the present investigation, which suggests that there has been very little research done on workplace visits among secondary school students. The amount of study that has been conducted in Kenya on this subject is exceptionally low. The present research, which was conducted in Kiambu county and focused on the effect of business visits on career adaptability among students attending public secondary schools, was thus successful in resolving this issue.

In the aftermath of the COVID-19 Pandemic, Schoon and Henseke (2023) investigated the impact that school-based career preparation activities had on the flexibility of young people's careers and the cognition that was associated with such careers. The participants were 4040 young people between the ages of 16 and 25. A substantial and favorable association was found between school-based career preparations and career flexibility and life satisfaction, whereas a negative association was found between school-based career preparations and uncertainty. Workplace visits were one of the school-based career preparation activities that were investigated. The findings showed that workplace visits had a significant correlation with career adaptability, with a correlation coefficient of r=.547. Furthermore, workplace visits accounted for 29.9% of the variance in career adaptability, as indicated by the coefficient of determination of R2 =.299. The findings of this study suggested that trips to the workplace had a good correlation with career flexibility. Because of this, trips to the workplace are an important aspect that influences the adaptability of a profession. This study is relevant to the one that is now being conducted since it investigated the connection between career advising methods and career adaptability. Furthermore, it employed a large sample size while conducting its research in the United Kingdom.

In the study conducted by Tong and Yuen (2021), the authors investigated the perspectives of female students on the efficiency of career and life planning activities, as well as their perceptions and attitudes toward the implementation of these interventions. Fourteen female students between the ages of 14 and 18 participated in the study as respondents. The research was conducted via face-to-face interviews and focus group discussions with students in grades 10 through 12. The other work-based

experiences that students have, like as internships and job placements (also known as attachments), are significant aspects that have the potential to expose them to the issues that they will encounter in the workplace, so giving them with insights that may assist career flexibility. According to the findings of a research conducted by Tong and Yuen (2021), students indicated that they believed that being exposed to the daily routine of a person at a place of work, which included the responsibilities of being a university student, were valuable experiences learned in the workplace.

It is noteworthy that Tong and Yuen (2021) conducted a research in which they attempted to acquire the perspectives of students on the process of career development. The figure that was utilized, on the other hand, is ridiculously low and exclusively includes females. It would have been interesting to conduct a research that was comparable to this one in a location that was different from Hong Kong, with a large number of students that included both male and female students, and with a mixed methods approach to data gathering in order to permit a broad generalization of the results of the study. This research addressed this vacuum by using both quantitative and qualitative techniques of data gathering, as well as by employing a group of students from public secondary schools in Kiambu County who were picked at random. The students included both male and female students.

According to the findings of Mtemeri (2017), who conducted a research on the variables that impact the choice of career paths in Limpopo Province, Zimbabwe, career advice was shown to have a positive and substantial effect on the job choices being made by students. Career field excursions, career trips, and company visits were some of the strategies that were included in the category of career advising methods that had a

significant impact. However, workplace visits were included as one of the indications of career assistance in the research that was conducted by Mtemeri (2017). The study explored career guidance as a worldwide concept. Consequently, trips to the workplace were not given a significant amount of weight as a critical component in determining the choice of a professional path. As was indicated before, utilizing the students' choice of vocation as the dependent variable does not give the option to investigate the students' capabilities and resources that are helpful in making the decision. This research has contributed to the expansion of knowledge by concentrating on the impact that trips to workplaces have on the capacity of secondary school pupils to adjust to different career paths. The vacuum that exists between career coaching techniques and career choice corresponds to the concept of career flexibility. As a result, career adaptability was explored since it is a representation of the skills and resources that are required for secondary school pupils to make decisions.

Career advice was shown to have a favorable and substantial effect on students' decision to change their program of study, according to the findings of a research conducted by Maina (2020) that investigated the impact of career guidance on students' decision to change their program of study. For example, workplace visits were one of the career interventions that were investigated in this research. These visits were shown to have a modest positive impact that was statistically significant on the decision to modify the program of study. The research conducted by Maina (2020) was conducted among college students; hence, it did not contain the experiences of secondary school pupils who had visited workplaces. In addition, the change of programs represented the career development result that was used. The conclusions of such a research, which would have been done among secondary school students and used career adaptability as a

measure of career development outcomes, would have been intriguing to see. By investigating the impact that trips to workplaces have on the degree to which secondary school students in Kiambu County are able to modify their careers, this research addressed the two gaps that were mentioned above.

Students' perceptions of the influence that career advice and counseling services have on their profession choices were shown to have a statistically significant link, according to Mudulia (2017), who conducted the study on 173 females attending secondary schools in Vihiga County. Visits to universities and workstations were among the career guidance practices that were accessible, as stated by the students. Twenty-two point eight percent of the students indicated that they were available, while seventy-seven point two percent of the students said that they were not available in schools. Even at the worldwide level, there are only a relatively small number of research accessible on the subject, despite the fact that workplace visits have been addressed in studies that have been accessed. In general, this indicates that there are fewer research and a significant gap between them on a global scale. There is a very little amount of literature available in Kenya, which is a country that is not very wealthy in terms of resources, to provide information about the degree to which this service is accessible to secondary school pupils. Establishing the state of the availability of workplace visits in secondary schools and the effect that this availability has on the career adaptability of secondary school students in Kiambu County was the purpose of this research, which addressed the gap that had been identified.

In a survey of the literature on workplace visits, it was found that workplace visits are beneficial to both adults and secondary school children in terms of fostering career

development. The low number of research papers that are accessible in the domain is a reflection of the fact that there is a dearth of studies that investigate this significant subject, not just in Kenya but also in other African nations. In order to make a contribution toward reversing this tendency, the purpose of this research is to determine the degree to which secondary school students make use of workplace visits and the impact that this has on their capacity to adjust to different career paths within the context of Kenya.

2.7 Mentors' Advice to Students and Their Career Adaptability

According to Kram (1985), mentoring is a sort of developmental interaction in which an individual with more experience (the mentor) provides assistance to an individual with less experience (the protégé) within the context of the latter's professional and personal growth objectives. Two distinct forms of mentoring have been established by Palsa and Rosser (2007). These types of mentoring include formal mentoring and informal mentoring. They made the observation that formal mentoring often requires training and is pushed by the company in terms of identifying individuals who are to be aided and rewarded. Furthermore, formal mentoring frequently involves the protection and expectation of the time spent mentoring. On the other hand, informal mentoring occurs when one person, who is referred to as the protégé, seeks the aid of another individual, who is referred to as the mentor, for the purpose of receiving career guidance or counsel. As an additional option, the mentor may also choose to find and make contact with an individual whom they believe is likely to gain something from their experience and then provide the mentoring service to that individual. According to

Palsa and Rosser (2007), the connection has the potential to grow over an extended period of time, and it often proves to be very successful and satisfying (for both of the persons involved). The research that Palsa and Rosser (2007) conducted was conducted in the United States of America. A review of the literature, which is a kind of secondary data source, served as the basis for this report. This study used primary data gathered via empirical research in order to determine the extent to which the guidance provided by mentors has an impact on the degree to which secondary school students in Kiambu County are able to modify their careers.

According to Kram (1985), mentors provide assistance to their protégés via two broad categories of behaviors and functions. These consist of career development functions, which are designed to aid the progress of the mentee, and psychosocial functions, which are designed to support the personal and professional development of the protégé. Formal mentoring is distinguished from informal mentoring by the fact that informal mentoring often begins on its own accord, but formal mentoring comes from inside the company and deliberately assigns mentors or links them with protégés. Ragins and Cotton (1999) made this observation. According to Douglas (1997), the two styles of mentoring are distinct from one another in that informal mentoring is carried out over an extended length of time, while formal mentoring is only carried out for a relatively little amount of time. Krams (1985) is based on the standpoint of the United States of America. The extent to which this is relevant to underdeveloped nations like Kenya, who do not have the resources to carry out activities like mentoring, is not quite obvious. The purpose of this research is to determine whether or not secondary school students now make use of the guidance offered by mentors and to determine the extent to which this guidance influences their capacity to adjust to different career paths.

Within the context of career mentoring and psychosocial functions, Kram (1985) provided an explanation of the precise functions that are associated with these two primary behavioral types and functions. The concept of career mentoring was broken down into five distinct functions, which are as follows: Sponsoring promotions and lateral moves (also known as sponsorship); Coaching the protégé (also known as coaching); Protecting the protégé from adverse forces (also known as protection); Providing challenging assignments (also known as challenging assignments); and Increasing the protégé's exposure and visibility (also known as exposure). The psychosocial functions were broken down into the following five particular functions, which are aimed at improving the protégés' feeling of competence and self-efficacy, as well as their professional and personal growth. These functions address the element of interpersonal connections. A feeling of professional self (approval and affirmation), offering problem-solving and a sounding board (counselling), providing support (friendship), and identifying and modeling roles (role modeling) are the particular responsibilities that fall under this category. Ragins and Cotton (1999) made the observation that mentoring is not a phenomena that can be described as either all or none, but rather it is such that a particular mentor may do all of those particular roles or just a few of them. In this sense, it recognizes that a particular mentoring relationship might be a very rewarding experience, so achieving all of those roles within the context of a single mentoring experience.

Turban and Dougherty (1994) conducted a research study to establish the relationship between the personality characteristics of the proteges, the initiation of mentoring, the mentoring received, career attainment, and perceived career success among 147

managers and professionals. This study is considered to be one of the pioneering studies on mentoring. According to the results of the research, mentoring was shown to have a favorable correlation with professional achievement and career success. Furthermore, persons who proactively began mentoring relationships with mentors got a greater amount of mentoring. Furthermore, the research found that there was no gender difference in terms of the beginning of mentoring as well as the mentoring that was received. Despite the fact that it was carried out in a working environment, this research, which was carried out in the United States of America, is significant to the present study since mentoring is highly prevalent in both the working environment and the educational setting.

Ragins and Cotton (1999) is based on research that was carried out in the United States of America, which is a country that is rich in resources and has policy support accessible to schools in order to execute mentoring activities. There is, however, a lack of clarity on the manner in which nations like Kenya, who have limited resources, are delivering mentoring programs in schools. Given the small number of studies that the researcher has been able to obtain on the subject, it is not obvious how many studies have been undertaken in Kenya, even if the services are accessible. This research endeavors to address this deficiency by determining the manner in which mentorship is conducted in public secondary schools located in Kiambu County and the ways in which this impacts the career adaptability of students.

A significant number of studies that have been conducted on mentoring have focused mostly on the surroundings of the workplace in fields that are associated with management and health professions. There are studies that have been conducted outside

of the two domains stated, and one of them is in the subject of education. These studies have mostly used university personnel and students as the primary respondents. When it comes to the study of mentoring at the secondary school level, there are only a very small number of research accessible.

When it comes to the professional advantages that are linked with mentoring for the protégé, one of the most important studies is the one that was conducted by Allen et al. (2004). They conducted a meta-analysis in order to examine and integrate the current empirical evidence. In general, the data provided evidence in favor of the advantages that are connected with mentoring; nevertheless, the effect sizes that were related with objective outcomes were rather minor. There were also some indications that the outcomes that were analyzed had varying degrees of link with the sort of mentoring that was delivered (that is, career or psychosocial mentoring). According to the findings, there is some evidence to suggest that professional mentoring is more strongly associated with objective career success indicators, such as remuneration and promotion, than psychological mentoring is. It was also observed that the impact sizes for the objective career indicators were greater when comparing mentored groups to non-mentored groups. This was in contrast to the situation in which the association between mentoring functions supplied and objective career advantages was investigated.

According to the findings, the behaviors that are linked with psychosocial mentoring, such as role modeling, acceptance and affirmation, counseling, and friendship, were shown to have a higher degree of correlation with satisfaction with the mentor than career mentoring did. On the other hand, what came as a surprise was the fact that

professional and psychosocial coaching showed equivalent connections with work and career happiness. According to these findings, the advantages of mentorship that are most likely to be constant are those that have an effect on emotional responses to the workplace and good psychological sentiments toward one's profession.

Due to the fact that the study conducted by Allen et al. (2004) was based on a review of previous research on the advantages of mentoring, it is considered to be based on secondary sources of data. Within the context of an African viewpoint in general and Kenya in particular, the purpose of this research is to create and make use of primary data in order to investigate the use and effect of mentoring. Mentoring has been examined from the point of view of the working world, primarily as an independent variable. The career development outcomes that have been used in this research include career success in the domain of employment, which includes salary and promotion of staff members. Establishing the usage of mentoring at the secondary school level and investigating the ways in which it influences the adaptation of pupils to different career paths would be important.

Schoon and Henseke (2023) conducted a research in the United Kingdom and found that school-based job preparations were substantially and favorably related with professional flexibility and life happiness, while being adversely connected with uncertainty. A substantial link was found between being mentored and career adaptability, with a correlation value of r=.480. Furthermore, it was shown that being mentored accounted for 23.1% of the variation in career adaptability, as indicated by R2 =.231. Being mentored was one of the school-based career preparation activities. It is of significance to the present research since it focused on mentorship among the

career guidance practices that were linked with career adaptability, which is also the topic of this study. Both of these practices are connected with career adaptability.

In order to evaluate a proposed moderation mediation model between career adaptability, proactive career orientation, and subjective career success, Chang et al. (2023) conducted a research study that included 296 human resource directors with an average age of 26.30 years. These directors came from specific Chinese industries such as manufacturing, education, information systems, tourism, and services. The results showed that proactive career orientation has a good influence on career adaptability, and that career adaptability has a favorable impact on subjective career success. The findings also showed that the beneficial impact of career adaptability on career success is larger when mentoring is high compared to when mentoring is low. Further research conducted by Chang et al. (2023) shown that those who have received mentoring have reported stronger professional development than those who have not received mentoring. This demonstrates that there is a correlation between mentorship and the capacity to adapt and change careers. The statistical analysis of the correlation coefficient between mentorship and career adaptability, which was obtained in the research ($r=.43$), demonstrates that it is positive and meets the criteria for statistical significance at a level of $p<.001$. This research, which was conducted among human resource directors from Chinese organizations, is significant to the present study since it used two variables—mentoring and career adaptability—that have also been explored in the current study. This study was carried out in China. The purpose of this study was to expand upon the research conducted by Chang et al. (2023) by investigating the impact that mentorship has on the capacity of public secondary school students in Kiambu County, Kenya to adjust to different career paths.

The findings of the research conducted by Tong and Yuen (2021) on the opinions of female students regarding the effectiveness of career and life planning activities on their perception and attitudes regarding the effectiveness of the interventions among secondary school students in Hong Kong revealed that the respondents believed that their career decision making and career adaptability could be improved through increased face-to-face counseling as well as the sharing of ideas, information, and concerns. Individual one-on-one counseling, which allows for the ability to ask in-depth questions while in an individual appointment, was the kind of counseling that the student respondents said they would prefer. There is a possibility that this will entail the mentoring strategy. The conclusions of this research can only be generalized to a limited extent since, as was said previously, it was conducted in Hong Kong and only used a relatively small sample size of fourteen students. The present addressed this issue by doing research in Kiambu County with the purpose of employing a very high sample size in order to enable the results to be generalized to the demographic that was being targeted.

Lazarova et al. (2019) conducted a research study including 3126 secondary school students in the Czech Republic who were between the ages of 18 and 26 and were enrolled in a diverse range of academic programs. The purpose of the study was to determine the link between the assistance that teachers provide and the degree to which students are able to modify their careers. The Career Adaptability Scale (CAAS) international was used by the researchers. This scale was first established by Savickas and Porfeli (2012), however it was translated into Czech. From the results of the study, it was discovered that the total perceived teacher support had a mean score of 3.33

(standard deviation =.71) out of a maximum score of 5 on the Likert scale, which contained five different possibilities. The fact that this is the case is evidence that the link between the two variables is modest.

In addition, the data demonstrated that there is a correlation between the degree of perceived teacher support and total career adaptability, as well as the four characteristics of career adaptability, which are career worry, career control, career curiosity, and career confidence. When it comes to the aspects of career adaptability, the correlation coefficients between perceived teacher support and career control varied from r=.27 with career control to r=.29 with career interest to r=.30 with career worry to r=.33 with career confidence to r=.33 with career adaptability. As a consequence of this, the data demonstrated that there is a correlation that is both positive and statistically significant between the perceived support of instructors and all aspects of career flexibility. Furthermore, it was determined that the perceived teacher support was a major predictor of the four characteristics of career worry, career control, career interest, and career confidence. This was verified by subsequent research.

The research conducted by Lazarova et al. (2019) is of great significance since it evaluated the impact of perceived teacher assistance on job adaptability among secondary school students in the Czech Republic's secondary education system. The students were pursuing courses in a variety of disciplines of study, either leading to apprenticeships or waiting to sit for examinations before making a choice about their future careers. This scenario of the students is somewhat similar to the one that exists in Kenya at the secondary school level. The utilization of a large sample size of 3126 students and the concentration on perceived social support, which is comparable to

mentoring and is a crucial variable in the present study, are both important aspects of the research. The relationship between mentoring and social support has been discussed by Deng et al. (2022) and Turban and Dougherty (1994). Both of these researchers pointed out that mentoring is comprised of a series of role activities, such as coaching, role modeling, and social support, which mentors provide to their proteges.

The purpose of the research conducted by Kanten et al. (2017) was to determine the impact of mentoring roles on students' career adaptability and professional self-efficacy levels, as well as the role that career optimism plays as a mediator in this relationship. The research was conducted on 311 undergraduate students attending a university in Turkey. According to the results, the functions of mentoring and role modeling had substantial benefits on career flexibility, optimism, and self-efficacy in the workplace. Furthermore, they demonstrated that optimism played a complete mediating function between the mentorship of role models and the flexibility of employees in their careers. The research by Kanten et al. (2015) is pertinent to the present investigation since it was done in Turkey in a university context and contained factors that were comparable to those in the current study. This research was thus conducted in a Kenyan setting and among students attending secondary schools in order to determine the impact that the guidance of mentors has on the degree to which students are able to transform their careers.

Jyoti and Sharma (2015) conducted a study to determine the influence that mentoring duties have on the progression of careers among a total of 215 individuals who were employed in contact centers in India. All mentoring roles were shown to have a good and substantial effect on the workers' career growth, according to the findings. As a

result of the aforementioned, they suggested that individuals make use of both formal and informal mentorship in order to favorably affect the growth of their careers. This research was conducted in an Indian environment; nevertheless, it would have been fascinating to do the study among secondary school students in Kenya to investigate the impact that mentorship has on the capacity to adjust to new employment opportunities.

Koto et al. (2017) conducted a study with a sample size of two hundred students from a private university in Indonesia. The purpose of the study was to determine the interrelationship between three variables that are associated with students' career preparation. These variables are career decision making self-efficacy, career adaptability, and social support in the faculty of economics and business. The resource that they used was a career adaptability scale that was established by Savickas and Porfeli (2015). Additionally, they utilized an extra scale for collaboration. The findings showed that there is a positive correlation between career adaptability and professional decision making self-efficacy, and this correlation was statistically significant. This means that a greater level of career adaptability is associated with a higher level of self-efficacy in making career decisions. This indicates that there is a connection between self-efficacy in making job decisions and the capacity to adapt to different career paths. It was shown that social support had a favorable and statistically significant affect on the self-efficacy of individuals in making decisions about their careers.

Additional results from the research conducted by Koto et al. (2017) demonstrated that social support had a key role in mediating the connection between career flexibility and self-efficacy in making career decisions. According to the coefficient of determination,

a significant proportion of the effect in the model may be attributed to the flexibility of one's profession and the support that one receives from others. Due to the fact that it tried to demonstrate the correlation between professional choice making self-efficacy, career flexibility, and social support, which includes mentoring roles among students attending an Indonesian private university, this research is very important to the present study. The purpose of this research was to investigate the link between the advise of mentors and the capacity to transition to new careers among students attending public secondary schools in Kiambu County, Kenya. This study provided both an African and a Kenyan viewpoint.

Umukoro and Okurame (2018) investigated the predictive impact of mentorship on career flexibility and ambiguity tolerance among 1626 Nigerian adult entrepreneurs between the ages of 19 and 30 who were engaging in a National Youth Service activity. The findings demonstrated that the interaction between age and mentorship has a major impact and is responsible for a large rise in the capacity to adapt to new and different professional paths. Because of this, they came to the conclusion that the impacts of mentorship on the adaptability of careers were considerable among graduates of both younger and older ages. Despite the fact that mentoring has been proven to affect career-oriented variables across a variety of research, Umukoro and Okurame (2018) note that there have not been a great deal of studies conducted to investigate the impact that mentoring has on the enhancement of career flexibility. According to the majority of these research, mentorship roles that are referred to as role modeling have considerable influence on the flexibility of careers. The research conducted by Umukoro and Okurame (2018) is significant to this investigation since it has concentrated on analyzing the ways in which mentorship affects career flexibility. On

the other hand, the research has concentrated on people that are not associated with the educational system and are instead found in the working world. In order to better understand the results in such an important area of education, it would have been fascinating to have included secondary school students as participants in this research.

According to the findings of a research conducted by Mudulia (2017) among female students attending public secondary schools in Vihiga, 67.3% of surveyed students claimed that they had access to mentoring opportunities inside their schools. On the other hand, 33.7% of students said that they did not have access to such opportunities. As a result, mentoring was one of the career advice techniques that was responsible for the statistically significant association between students' perceptions of career guidance services and their choice of profession.

Using a sample of 101 principals, 100 instructors, and 1433 student leaders, Wambua et al. (2017) studied the utility of student mentoring programs in decreasing student indiscipline in secondary schools in Machakos County, Kenya. The study was conducted in Kenya. Based on the data, it was discovered that student mentorship was implemented in 66.3% of the schools in Machakos, which resulted to a considerable drop in the number of instances of judicial misconduct. Furthermore, the studies demonstrated that there is a substantial and significant association between mentorship and the discipline of students. This research was conducted in Machakos County, which is located in close proximity to Kiambu County. Machakos County has a sizable population of secondary school pupils, making it an essential part of the present study. Additionally, mentorship was employed as the primary independent variable in the research, and its impact on student discipline was investigated. Having the opportunity

to see the results about the effect that mentoring has on career flexibility would have been informative.

Midigo and Mberia (2018) conducted a research with a total of 457 college students who were enrolled in the Arts University of Nairobi faculty. The purpose of the study was to investigate the variables that impact the various career choices that students choose. Students' career decisions are influenced by opportunity variables such as mentoring, according to the data published in the study. The argument that they made was that students need to have mentoring in order to help them develop ideas about their professions, which would ultimately allow them to make more informed judgments about the occupations that they ultimately choose. It was discovered from the responses of the students to the question about the function that mentoring performs that the majority of the students, who accounted for 63.9% of the total, agreed or strongly agreed that opportunities for mentorships have an impact on the choice of a professional path. The remaining 36.1% of students who participated in the survey either disagreed, strongly disagreed, or were unclear regarding the impact that mentoring opportunities had on career choice. A mean of 2.28 out of a maximum of 5 and additional examination by regression analysis indicated a negative correlation coefficient of $r = -.604$ at $P < .01$ suggest that mentoring opportunities also play a role in job choice. This is supported by the fact that the mean value of 2.28 is higher than the maximum value of 5. This is evidence that there is a statistically significant negative association between mentoring and career choice. Furthermore, this relationship is negative. The substantial negative connection is an indication of a detrimental effect, despite the fact that they came to the conclusion that mentoring did not play a part in the decision-making process regarding profession choice.

It is probable that the insufficiency of the study instrument that was used to gather data, which only employed one item to quantify mentorship, was the source of the negative relationship that was found between mentoring and career choice. Conversely, it could have been caused by what Sulistiani and Handoyo (2017), meant when they observed that career adaptability may have both positive and negative effects on individuals in education contexts such as feelings of confusions while choosing school majors, negative influence of friends while making choices as well as parent orders that may follow feelings that students have not made the right decisions thereby forcing particular choices. For the purpose of determining the status of mentors' guidance and the impact it has on career adaptability, this research made use of a standard instrument that was established by Scandura and Ragins (1993). This instrument has since been used extensively and has psychometric features that are well accepted. According to Savickas and Porfeli (2012), the present study used the Career Adaptability Assessment Scale (CAAS-international) to assess career adaptability. This instrument is validated and recognized on a global scale, and it has strong psychometric qualities.

Another important study on mentorship that was conducted in Kenya was conducted by Kariithi et al (2022). They conducted a study with 499 respondents, which included 398 students, 18 principals, and 83 guidance and counseling teachers. The purpose of this study was to investigate the impact that mentoring interventions have on the level of discipline among students attending public secondary schools in Kiambu county. Based on the data, it was discovered that students were in agreement that their schools offered mentoring programs, and that each and every student participated in these programs to some degree. In the sample, guidance and counseling teachers reported that mentorship

programs were available in schools to a moderate extent, with a mean score of three (3) on a scale of 1-5. On the other hand, the majority of the student respondents rated the availability of mentorship programs at two (2) on the same scale, indicating that it was available to a very small extent. Additional results suggested that both instructors and students felt that mentoring interventions had a good affect on students' discipline, and that mentorship might have a favorable influence on relationships between teachers and students.

In addition, participants in the research conducted by Kariithi et al. (2022) said that mentoring programs provided students with emotional support, which further supported the students' academic performance outcomes. In addition, the inferential analysis that was performed to determine the association between mentoring and student discipline found a correlation coefficient of r=.403 at p=.000, which indicates that mentorship has a positive and statistically significant link with student discipline. The research conducted by Kariithi et al. (2022) is significant since it was conducted in Kiambu County, which is the location of this study. The study explored the impact of mentoring as a career guidance practice on vocational adaptability by using students and guidance and counseling instructors as the primary respondents in the study.

2.8 Summary of Literature Review and Research Gaps

According to the literature review, the process of career decision making by secondary school students is still fraught with difficulties. These difficulties are most likely associated with the manner in which career guidance interventions are implemented, which may place more of an emphasis on assisting students in making choices rather than emphasizing the development of skills and competencies that are necessary for

informed career decision made. Although there have been a few studies that have focused on the effect of career guiding techniques on career development outcomes such as career adaptability, there have been very few research that have been conducted. In the majority of instances, the outcomes of career development that have been used have mostly focused on either profession choice or career ambitions as dependent variables. The results of professional development, such as flexibility in the workplace, have been employed very seldom. Following are some research gaps that have been found as a result of the evaluation of the literature that was just presented.

- With regard to career flexibility and exposure to career exhibits, a review of the available research in Kenya indicated that there is a dearth of studies. The vast majority of the research that were accessible were conducted from a global viewpoint. Career exhibition was just one of the indicators that were employed, and the result dependent variable was not career adaptability but rather another career development outcome such as job choice. Among those from Kenya, particularly Kiambu County, the emphasis was on the global idea of career advice and career display. As a result of the fact that the majority of the studies that were available in Kenya on career exhibits were conducted about five to ten years ago, there was a need to determine the status of students attending public secondary schools who were exposed to job exhibitions and the impact that this exposure had on their capacity to adapt to different careers. When the studies were conducted in some instances, they were carried out in other counties, and the primary respondents were identified as being college students.

  Regarding the impact that the availability of professional information has on the

capacity to adapt to new circumstances, several research have been conducted in Kenya and the surrounding area. However, the majority of these studies have used additional dependent variables in addition to career adaptability. It was between five and ten years ago that those from Kenya were carried out in other counties around the country.

• The researcher had access to a limited number of studies that investigated the usage of resource person talks and their impact on career adaptability. The majority of these studies were conducted from an international viewpoint, and there were only a few studies from the area and Kenya that utilized career adaptability as the dependent variable. The majority of the time, the independent variable was focused on career coaching as a worldwide idea rather than resource person conversations.

Not just in Kenya, but also across the region, there was a dearth of published material about the impact that office visits had on the capacity to modify one's career. The few studies that are now accessible were also conducted more than five years ago, and none of them were conducted in Kiambu County. Because of this, it was necessary to determine the current situation in Kiambu County.

- There were a few studies that were accessible from the African area and Kenya that focused on the use of mentoring. However, the research employed other dependent factors, such as job choice, student discipline, and academic achievement, as dependent variables, as opposed to career adaptability. In the whole of the research that had been conducted in Kenya, just one of them had been conducted in Kiambu County.

The researcher was able to access four papers that focused on career adaptability as the dependent variable. These studies were analyzed to determine the link between career adaptability and other independent factors which were not career coaching practices. In addition, the responders was consisted of individuals from a variety of demographics other than students in secondary schools. Ntarangwe et al. (2021), who explored the effect of emotional intelligence on career flexibility from the perspective of university academic staff, is one of the papers that are included in this collection. The second research is the one that was conducted by Ntarangwe and colleagues (2021), who looked at the factors that are associated with career flexibility among university employees. A total of 814 Technology Education (TED) graduates from Kenyan universities participated in the third research, which was conducted by Odhiambo et al. (2023). The purpose of this study was to determine the extent to which non-academic elements had an impact on the flexibility of their careers.

A study was conducted by Ochieng, Aloka, and Kevogo (2019) in Rachuonyo County, Kenya, with the purpose of determining the relationship between adaptability and students' chemistry achievement. The study was conducted among 442 students who were enrolled in the third form of public secondary school. The participants included chemistry teachers, guidance and counseling teachers, and students. The career adaptabilities short form, also known as the CAAS-Shortform, was used in the first three investigations. This form was designed by Maggiori et al. (2015). The CAAS-international, which was established by Savickas and Porfeli (2012), was used in the present investigation in order to investigate the similarities and differences between the results acquired in the prior studies.

Taking into consideration the aforementioned, this research was conducted in Kiambu County, Kenya, with the purpose of determining the current state of career guidance practices (including exposure to career exhibitions, the provision of career information, resource person talks, workplace visits, and advice from mentors) and the impact these practices have on the degree to which public secondary school students in Kiambu County, Kenya are able to adapt their careers.

2.9 Theoretical Framework

The study has been guided by two theories namely: Super's Life Span and Life Space Theory and Savickas's Career Construction Theory.

2.9.1 Super's Lifespan and Life-space Theory

In line with Donald Super's (1990) interpretation, the process of career development or choosing a vocation essentially entails the development and execution of an individual's self-concept. According to the Life-span, Life-space Theory, an individual's self-concept is not fixed but rather evolves as they advance through the five phases of development that are described in the theory. According to Super, the process of career development is a process that continues over one's whole life. This process may be broken down into five stages: growth, exploration, establishing, maintenance, and disengagement. At each of these phases, there are developmental activities that humans are required to do in order to advance to the subsequent stage (Carmevale, 2017). The completion of these tasks permits the person to go on to the subsequent and subsequent stages. The maxi cycle of development is comprised of the accomplishment of these developmental goals as well as the progression from one stage to the next in a linear fashion, starting with growth and continuing through exploration, establishment,

maintenance, and disengagement (Super, 1980). It was observed by Super (1980) that individuals continuously cycle and recycle throughout the phases. Growth may be broken down into smaller cycles that are characterized by linear movement or cycling along the phases. When we talk about recycling throughout the phases, we are referring to the process of revisiting some previous development activities. This is often prompted by "roadblocks" that are faced along the route, such as work traumas.

Students in secondary school are in the second stage of development in the life span life space of exploration, which occurs between the ages of 15 and 24 years. During this stage, the individual is required to accomplish the following major developmental tasks: crystallization of a vocation, which involves understanding one's interests, skills, and values, as well as the need to pursue career goals that are consistent with that understanding; specification of a vocational, which involves making tentative and specific career choices; and implementation, which involves taking steps to actualize career choices by engaging in training and job positions. For the person to be able to do the responsibilities listed above, they must have investigated both themselves and the world of work in order to get the knowledge that is essential for making decisions that are informed. Additionally, they must have previously completed the growth stage and accomplished the developmental job of learning about and establishing their self-concept via identification with important persons (Schultz, 2017). This is a prerequisite for the development of emotional intelligence.

According to Super (1980), each human goes through a total of nine primary roles during their lifetime. These roles include: being a kid, being a student, being a parent, being a leisurite, being a worker, being a homemaker, and being a pensioner, among

other roles. As people perform different roles, society has a variety of expectations for each of these positions. In order to modify and conform to these expectations, individuals behave in a manner that is consistent with the expectations of society, which in turn shapes their behavior. There are four primary theaters in which the roles are performed, and these are the family, the school, the job, and the community. At any one moment, the people are concurrently playing several parts, and the degree to which each of these roles is given emphasis at a specific stage contributes to the formation of an individual's sense of self. The life space component of Super's theory is comprised of the many roles that are played.

According to Super, the development of a person's self-concept occurs as a result of social interaction between the individual and their surroundings. Self-concept is formed by a number of factors, including physical and mental development, personal experiences, environmental traits, and stimulation. These are the main variables that affect the formation of self-concept.

An individual's preparedness to make suitable choices along the numerous decision points that occur across the five phases of growth is referred to as career maturity, which was a concept that was employed by Super (1980, 1990). The career maturity inventory, which was established by Crites (1961), is one of the instruments that were used in order to evaluate the level of maturity in a profession. The concept of professional flexibility was first proposed by Super and Knasel (1981) as a replacement for career maturity. They believed that professional maturity was a biological construct (Hartung, 2013), and they made the unfavorable assumption that there are specific developmental milestones that are considered to be typical (Eshelman, 2013).

Super and Knasel (1981) made the observation that after workers enter maturity, the progression of their careers becomes more varied and unpredictable. As a result, the idea of distinct developmental stages can no longer be considered valid. Therefore, in order to provide a more accurate definition of the progression of a person's profession, they replaced the term "career maturity" with "career adaptability" when referring to adults. They observed that professional maturity was a biological construct that was first assumed to be stable. However, it was seen that it was dynamic because an individual's self-concept is always changing as a result of the individual's interactions with the social and biological environment, which requires continuous adaptation. Career adaptability has been defined as a changeable construct by Koen et al. (2012), Rudolph and Zacher (2021), and Chang et al. (2023). This statement reflects the flexibility and tendency of career adaptability to alter in relation to the scenario or environmental setting.

An eclectic theory that has been widely used across a variety of nations, continents, and cultures is formed by Super's theory, which draws from a large number of other theories to build an eclectic theory. According to Hartung (2013), it is one of the two theories on career development that have been used extensively all over the globe to explain the process of career growth. This theory has been characterized as being one of the two theories. The findings of this research are consistent with the developmental paradigm that proposes the formation of self-concept via people playing diverse roles in four key distinct theaters: the family, the school, the workplace, and the community. This paradigm is a reasonable method in which professional development takes place. In order to evaluate an individual's success in professional growth, which is equivalent to

the development and application of one's self-concept, it employed the notion of career adaptability as a measurement tool. Guidance and Resources from Mentors The supply of professional information is a significant component of the physical environment, while person-to-person conversations are a component of social contact. professional exhibits and company visits are some examples of activities that fall under the category of social interaction and physical environment.

2.9.2 Savickas Career Construction Theory

The notion of career adaptability and life space life span theory was expanded by Savickas, a student of Super. Savickas has had a significant effect on research in the field of career development across a variety of nations, continents, and cultures. With regard to the theory's assertion that it is necessary for people to accomplish certain developmental tasks in order to go from one stage to the next, as well as the use of the phrase "career adaptability" in order to evaluate preparedness for making decisions about one's profession, this research is in agreement with the theory. The phrase "career maturity" was deemed inappropriate by Savickas (1997) due to the fact that people were required to continue adapting to new job roles and careers throughout their working lives. Savickas acknowledged that individuals continue to change occupations throughout their working lifetime. Because of this, he proposed that the phrase "career adaptability" should be used instead of "career maturity" as the most relevant term to employ. The findings of this study are in agreement with Savickas (1997); hence, the Career Construction Theory is the second theory that served as the basis for this research. According to Savickas et al. (2009), he conceptualizes his developmental theory on career building as an updated and enlarged version of Super's theory of

vocational development. This theory focuses on ways in which individuals design their careers.

Careers are not something that evolve over time; rather, they are something that are formed via individual narratives, according to this theory, which conceptualizes development as the process of adapting to an environment that is always changing. According to Hojdal (2020), the career construction theory proposes that individuals are considered to develop their self-concept by means of the activities in which they get involved and by means of the narratives that they construct about their experiences. The person is a self that, during the course of their life, builds several self-concepts that are tied to the private and social roles and activities that they get involved in as a result of their contact with the environment, as stated by Super et al. (1996). According to Savickas (1997), people are constantly developing their job identities as they make decisions that convey their self-concepts and ambitions within the framework of their social environments.

It is a need for success in the contemporary work context, where the individual's capacity to adjust to new work conditions and adapt to present and future work settings is of the utmost importance, according to Hojdal 2020, which considers flexibility to be of utmost importance in the philosophy of career development. According to Schultz (2017), the career building theory utilizes three themes that were derived from earlier career theories. These themes are as follows: individual characteristic variations; developmental tasks and coping mechanisms; and psychodynamic motivation. Occupational personality, career adaptability, and life themes are the three components that are included into career building theory, as stated by Maggiori et al. (2015). These

components, in order, describe the what, the how, and the why of vocational behavior.

The concept of vocational personality, as described by Rasheed (2017), is concerned with the requirements, talents, values, and interests of an individual in relation to their chosen livelihood. According to him, the formation of a person's personality begins at home and continues through the individual's time spent in school and the surrounding community before they reach the world of work. The features of occupational personalities are thus practiced prior to joining professional jobs. This practice takes the shape of activities such as working from home on a daily basis, playing games, and engaging in hobbies, among other potential activities. "the self-regulation strengths or capacities that a person may draw upon to solve the unfamiliar, complex, and ill-defined problems presented by developmental vocational tasks, occupational transitions, and work traumas," is how Savickas and Porfeli (2012) describe career adaptability resources. A person may draw upon these resources to tackle problems that are new, complex, and ill-defined. In accordance with Savickas (2005), there are four components that comprise professional adaptability. These components are career worry, career control, career curiosity, and career confidence. When a someone is concerned about their career, it reflects the degree to which they are aware of and make preparations for their own professional future. Beliefs about personal responsibility for planning one's profession and the perception of personal control over one's occupational present and future are characteristics that are reflected in the concept of career control. Career curiosity is a reflection of both the personal desire and the capacity to investigate professional contexts. For instance, learning about different sorts of employment and occupational possibilities may be an example of how career interest can be shown.

Finally, career confidence may be defined as the perception of one's own abilities to solve difficulties and the capacity to effectively complete the tasks required to overcome challenges encountered in professional activities (Savickas, 2005; Savickas & Porfeli, 2012). The author Rasheed (2017) makes the observation that life themes concentrate on the reasons behind occupational behavior and provide an explanation of the nature of work life. In addition, he makes the observation that while an individual is making decisions about his profession, he takes into consideration his notion of who he is as a person. while he begins his occupation, he starts the implementation of his concept of himself, and after he has established himself in his occupation, he continues to preserve his self-esteem.

The career adaptability, which is one of the three components that make up the career construction theory, was chosen to serve as the dependent variable in this research. markers of professional adaptability include career worry, career control, career curiosity, and career confidence. The resources that are used to adjust to a career are the primary markers of career adaptability. The deficiency in development of the adaptability resources leads to negative consequences which have been outlined by Savickas (2013) to comprise of: indifference to career and life outcomes in the case of career concern; confusion, procrastination and indecisiveness on careers, inaccurate self-image in the case of career control; unrealistic view of careers in the case of career curiosity; and feelings of inadequacy as well as lack of self-efficacy in case of career confidence. Additionally, the profession Adapt-Abilities Scale (CAAS), which was designed in accordance with the theory, was used in order to assess the adaptability of a profession and the resources that it has (Savickas & Porfeli, 2012). In all, there are 24 elements that make up the CAAS, and each of the four dimensions is measured using

six items separately. The first six items (1-6) measure career worry, the next seven to twelve items measure career control, the next thirteen to eighteen items measure career curiosity, and the last eleven to twenty-four items evaluate career confidence. Concern, control, curiosity, and confidence are the four subscales that will be added together to form the career adaptability scale.

There is a complimentary relationship between the two ideas, and when examined together, they both provide a comprehensive picture of the evolution of career adaptability.

2.10 Conceptual Framework

The researcher developed a conceptual framework to guide the study based on the literature reviewed and the theoretical framework of the study.

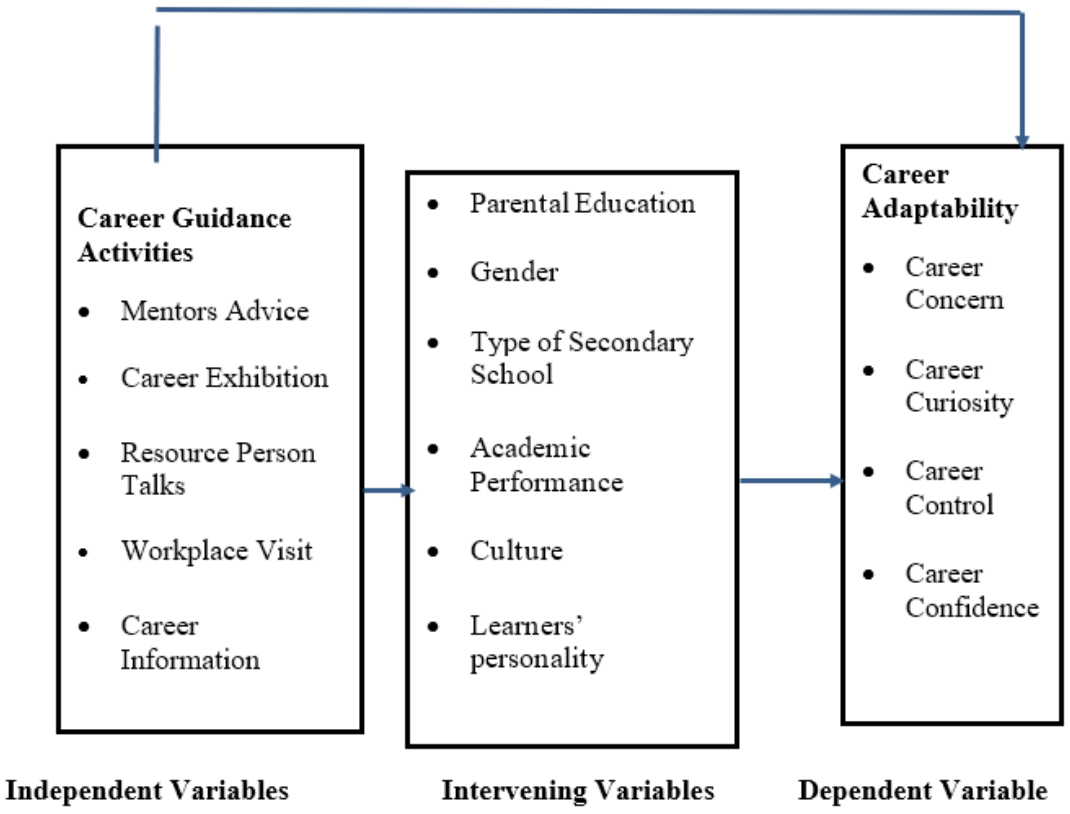

Figure 1: Relationship between Career Guidance Practices and Career Adaptability

It is through the process of receiving career advisory services and interacting with their social surroundings that people build and put into practice their self-concept. The individual's self-concept bestows upon them a set of competences and talents that prove to be beneficial when it comes to selecting a job route. According to the theory put forward by Super (1980), the process of professional growth or the selection of a career path is analogous to the process of developing and putting into practice one's own self-

concept. The application of self-concept may be mirrored via career adaptability, which is established on the basis of investigation of both the self and the world of professions, which ultimately leads to the facilitation of informed career choice. The person is not a passive spectator throughout the process of developing their self-concept; rather, they typically take an active part in the triple roles of self as subject, as agent, and as author (Savickas, 2013) of their self-concept (destiny). As a result, Savickas (2013) frames his theory as a self-construction theory, which acknowledges the active role that the person plays in the process of co-creating their own self-concept.

One of the most important outcomes of career advice is career adaptability, which is assessed by how successfully career guidance activities shape the self-concept. This is because the self-concept is established via the interaction of the self with the social environment. Certain characteristics in the physical and social environment, as well as experience, may also impact how career guidance activities shape the self-concept. Intervening variables in this research include aspects of the social, physical, and biological environment, such as gender, the kind of school attended, the level of education attained by the parents, academic achievement, and culture (ethnicity). Therefore, it is possible that the direct effect of career guiding practices on vocational adaptability does not always occur directly. However, it is possible that this influence is modified or altered by the interaction with other intervening factors.

For the purpose of controlling these intervening factors and preventing them from distorting the link between career advising practices and vocational adaptability, the research used a randomization technique, as suggested by Sekaran (2003), Kumar (2011), Bhattacherjee (2012), and Oso (2016). Randomization, as stated by Kumar (2011) and Oso (2016), eliminates the possibility of creating bias in the process of choosing and selecting instances to be included in the sample from the populations that

are accessible and the target population. In his observation from 2012, Bhattacherjee said that randomization approaches are designed to eliminate the impact of extraneous factors by means of the random sampling process. Random sampling and random selection are the two sorts of randomizations that Bhattacherjee (2012) identified: random sampling and random selection. The approach of random sampling was applied in this research for the purpose of selecting the schools and student responses who would be included in the sample. This study collected data on each of these intervening variables as part of the respondent's demographic data in order to properly describe the characteristics of the sample students for the purpose of comparison with findings from other studies that are similar. This was done in order to present the profile of secondary school students in an adequate manner. This, in conjunction with the use of random sample, made it possible to determine the real effect that career advising techniques have on career adaptability throughout the workforce.

Through the provision of career coaching, students are able to obtain insight into their own capabilities, interests, and values. This allows them to learn knowledge about jobs and build skills in career planning and decision-making, which ultimately leads to the attainment of career adaptability, which is the readiness to make decisions based on accurate information. The implementation of career advising techniques had a good impact on career flexibility, which ultimately led to the successful selection of a professional path. A successful career decision leads to the pursuit of the proper job, which in turn enables the student to develop within the chosen career and handle transitions from school, college, or university to work, as well as transitions from various work experiences, positions, and roles during the individual's life cycle. For an

individual, this may be an additional factor in determining their degree of work success and overall life pleasure.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology that was applied to accomplish the purpose of the study and the research objectives. It starts with the description of the research design to be employed in the study that is *ex post facto* research design also known as causal comparative research design. The chapter then discusses the location of the study; the target population; sampling design and procedures; data collection and instruments administration; validity and Reliability of research instrument; and data analysis techniques used in the study. The chapter then ends with discussion of study logistics and the strategies that were used to ensure ethical compliance in the study.

3.2 Research Design

Within the scope of this investigation, the causal comparative research design, which is also known as the ex post facto design, was used. According to Gay and Airasion (2000), causal comparison research is a sort of study that explains situations that already exist in the world. Within the framework of this study strategy, the researcher endeavors to ascertain the cause or causes for the situations that are now present. Ex post facto research is another name for this kind of study, according to Gay and Airasion (2000). This term comes from the Latin phrase "*ex post facto*," which means "after the fact." This is because both the effect and the putative cause have already taken place and are being investigated in hindsight. When doing research that is ex post facto, there is no manipulation of independent variables, and the researcher does not pick participants at random to be assigned to treatment groups. Instead, prior to the commencement of the

investigation, individuals are already divided into groups with predetermined characteristics.

According to Elmes et al. (1992), the researcher evaluates and determines the degree of association between the variables of interest in an ex post facto study design. This is done in the general belief that if we have one variable, we would be able to predict the other variable.

3.3 Location of the Study

In the course of this investigation, the public secondary schools located within Kiambu County were used as testing grounds. With an anticipated population of 2,417,735 in 2019, Kiambu County is the second most populous county in Kenya, behind only Nairobi in terms of population. Specifically, this data was obtained from the 2019 Kenya Population Census, which was included into the County Integrated Development Plan (CIDP) for the period of 2018-2022. According to the CIDP-2018-2022, Kiambu County is made up of a total of sixty County Assembly Wards, twelve constituencies, and thirteen sub-counties together. It is delimited to the south by the counties of Nairobi and Kajiado, to the east by Machakos County, to the north and northeast by Muranga County, to the northwest by Nyandarua County, and to the west by Nakuru County. Its total size is 2543.5 square kilometers, and it is surrounded by the counties of Machakos County, Muranga County, and Nakuru County. According to the CIDP-2018-2022, the county may be found between the latitudes of 00 25' and 10 20' South of the Equator and the longitudes of 360 31' and 370 15' East. In summary, the county is situated between these two coordinates.

With a Gross County Product (GCP) of 5.9%, Kiambu County is the second wealthiest

in Kenya. It contributes to Kenya's overall GDP by the same percentage as Nairobi County, which has a GCP of 27.5% (Kenya National Bureau of Statistics, 2021). Kiambu County is the second richest county in Kenya. In Kenya, Kiambu County is the second richest county after Nairobi County. The Kenya Population and Housing Census of 2019 found that out of the total population of 2,417,735 people living in Kiambu County, a total of 1,706,285 of those individuals were found to be residing in urban areas. One hundred and five percent of the county is considered to be urbanized, as shown by this proportion. The fast urbanization of Kiambu, which has been propelled by her closeness to Nairobi, the capital of the country, has been predominantly ascribed to it by the County Government of Kiambu (2018). This proximity has resulted in an average growth rate of 3.4% yearly, which is much higher than the national average of 4%. This places this county in third place among the most urbanized counties in Kenya, behind only Mombasa and Nairobi.

As an additional point of interest, Kiambu is home to a substantial number of educational establishments, which include one public university, one public university component college, one public university campus, and five private universities. Within the County, there are a total of 99 technical training institutes that have been licensed, registered, and authorized by the Technical Vocational Education and Training Authority (TVET-A). These institutions are all recognized by the government. The Ministry of Education has indicated that Kiambu County is home to a total of 366 secondary schools. Of these schools, 285 are public secondary schools, while the remaining students attend private secondary schools. Other institutions in the county include private secondary schools.

For the purpose of the study project, Kiambu County was chosen since it has all of the various kinds of secondary schools that are required. This was the primary factor in the selection of the county. National Schools, Extra-County Schools, County Schools, and Sub-County Schools are all included in this category of educational institutions. In addition, Kiambu County was chosen because of its proximity to Nairobi, which makes it more cosmopolitan and enables it to embrace people from a broad variety of racial and ethnic origins despite the fact that they are different from one another. Cross-cultural study is the source of Savicka's Career Construction theory as well as Super's lifespan and life-space theories. Both of these ideas have their roots in the same place. As a consequence of this, they need the incorporation of people that are distinct from one another in terms of both their socioeconomic standing and their ethnic classification. In Kiambu County, one could come across a setting similar to this one. Following Nairobi County in terms of social cohesion index, Kiambu County is the county in Kenya with the highest score (NCIC, 2014). Specifically, Kiambu County is the second highest in the country. It was also shown to be useful for logistics and for guaranteeing that the available financing for the study was sufficient. This was due to the fact that it is located in close proximity to Nairobi, also the location where the researcher is working.

Since the beginning of time, those who belong to the Kikuyu ethnic group have considered Kiambu County to be their original home. In spite of the fact that the county is situated in close proximity to Nairobi, the capital city of Kenya, it has also become home to people who belong to a wide range of various ethnic groups. As a consequence of the aforementioned considerations, as well as the secondary school admissions procedure that allows students to be selected from all over the country for National

Schools and Extra County Schools, the student population is often constituted of people who come from a wide variety of ethnic backgrounds.

3.4 Target Population

According to Oso (2016), the target population is defined as the wider population or universe from which the sample is derived and to which the researcher aims to generalize both his or her results and the findings of the sample. According to Cohen et al. (2011), in order for a researcher to be successful in obtaining a representative sample when carrying out a study, it is necessary for the researcher to identify the total population in advance. This is because it is practically impossible to evaluate how representative the sample is when it has already been drawn without taking into consideration the total population. For the purpose of making this process easier, the researcher got a list of applicants for the Kenya Certificate of Secondary Education (KCSE) for the year 2021 from the Office of the County Director of Education, Ministry of Education, Kiambu County. This information was used to extract the population that was being targeted.

According to the information collected from the County Director of Education, the target group for the research consisted of 32,600 students in the fourth form and 285 instructors who were responsible for guidance and counseling. These individuals were drawn from all 285 public secondary schools in Kiambu County. This population is outlined in Table 2, which may be found below. Students in the fourth form were selected for this research because they have reached an age when they are capable of making decisions on their future careers. This is because they have already decided the topics they would take for the Kenya Certificate of Secondary Examinations while they were in the fourth form. As a result, it was anticipated that they would have sufficient

experience in a variety of professions and had the necessary abilities to allow them to select decisions that were suitable for them. In addition, one guidance and counseling teacher was chosen from each of the sample schools to reply to the interview schedule and offer qualitative data to lend a hand in the discussion of the results that were collected from the student surveys.

Table 1: Target Population:

TYPE OF SCHOOL	NUMBER OF SCHOOLS	STUDENTS PER SCHOOL TYPE			NUMBER OF GUIDANCE &COUNSELLING TEACHERS
		Male	Female	Total	
National	6	927	1,585	2,512	**6**
Extra County	18	2,214	2,065	4,279	**18**
County	53	3,233	4,461	7,694	**53**
Sub County	208	9,556	8,559	18,115	**208**
Total	**285**	**15,930**	**16,670**	**32,600**	**285**

Source: Kiambu County Director of Education Records (2021)

The review of 2021 Kenya Certificate of Secondary Education (KCSE) graduates from Kiambu County who were not placed by the Kenya University College of Public Service (KUCCPS) into universities during the initial selection indicated that the county had a greater number of students as compared to its neighboring counties. This finding inspired the conduct of this research in the county. Kiambu County had 537 applicants out of a total of 20,205 students who were not placed. This represented 2.7% of the whole country's unplaced candidates, making it the county with the highest percentage

of unplaced candidates among Kenya's 47 counties. In comparison to Nairobi County and the seven other counties that are located nearby, Kiambu County stands out due to the unusually high number of applicants who were not placed (see Table 2 for more information). It is possible that the achievement of career adaptability, which is the readiness to make a decision, among secondary school students in Kiambu County may be lower than that of students in other counties. This is because the non-placement of candidates may be ascribed to deficiencies in the choice of academic programs.

Table 2: Number of year 2021 KCSE Candidates not placed by KUCCPS during first selection to 2022-2023.

County	**County Code**	**Number Students not Placed**	**% of Students not placed**
Nyandarua	07	203	1.0
Nyeri	08	280	1.4
Kirinyaga	09	213	1.1
Murang'a	10	371	1.8
Kiambu	**11**	**537**	**2.7**
Machakos	12	318	1.6
Kajiado	31	131	0.6
Nairobi	20	462	2.3
Total		**2,515**	**12.45**

Source: Second Revision List (2022/2023): KUCCPS June 2022.

3.5 Sample Size and Sampling Procedure

3.5.1 Sample Size

Sampling is the process of picking sufficient elements from a population in order to enable researchers to generalize the properties or characteristics of the sample to the elements of the population (Sekaran, 2003). This is accomplished via the study of the sample and the knowledge of its properties or characteristics. Creswell (2013) emphasizes the significance of selecting people or groups that are representative of the complete group of persons. This is a key step in the process. Furthermore, Mugenda (2008) recommends that researchers choose the sample size that is the most appropriate since this will guarantee that all potential causes of variation are accounted for in the study.

In accordance with the recommendations made by Mugenda and Mugenda (2003), a sample of thirty secondary schools was chosen to take part in the research from the total of two hundred and eighty-five public secondary schools in Kiambu County. This represents roughly ten percent of the total number of schools. An additional component of the sample consisted of the guidance and counseling instructors from each of the thirty public secondary schools that were sampled. These teachers were asked to reply to the data collecting tools.

Therefore, in accordance with the suggestions that were presented earlier, the researcher used the formula or table developed by Krejcie and Morgan (1970) in order to determine the sample size of the students who took part in the research.

$$n = \frac{X^2 Np\,(1-p)}{e^2\,(N-1) + X^2\,p\,(1-p)}$$

n = sample size

N = population size

e = acceptable sampling error

X^2 = chi-square of degree of freedom 1 and confidence 95% = 3.841

p = proportion of population (if unknown, 0.5)

N = 32,600

e = 2.6 %

$$n = \frac{3.84\times 32{,}600 \times 0.5\,(1-0.5)}{(0.026)^2\,(32600-1) + 3.84 \times 0.5\,(1-0.5)}$$

$$n = \frac{3.84\times 32600\,(0.5)^2}{0.000676 \times 32599 + 3.84\times(0.5)^2}$$

$$n = \frac{31{,}296}{22.9969} = 1360.879075$$

The sample size is 1361 which was rounded off to**1400** secondary school students

A sample of 1400 students was chosen by the researcher. This sample was computed using the Krejcie and Morgan (1970) formula, and it was based on an estimated population of 32,600 students in Form Four in 2023. The population estimate was derived from data on 2021 KCSE enrollment in Kiambu County, which was made available by the County Director of Education, Ministry of Education in Kiambu County. This conclusion was reached on the basis of a precision level of 2.6%, which is within the acceptable ranges of errors specified in the framework developed by Krejcie and Morgan (1970) of 5%, 3%, or 1% at a confidence level of 95%. Therefore, it was determined that the sample size of 1400 members was enough for the research project.

A total of thirty student focus groups, each consisting of eight students and one student from each school, took part in the conversation that took place inside their respective schools via focus groups. According to the information shown in Table 3, the final sample was thus made up of respondents.

Table 3: Sample Size

Respondents	Instrument	Number of respondents
Students	Questionnaire	1400
Student Focus Groups	Focus Group Guide	240
Guidance and Counselling Teachers	Interview guide	30
Total		**1670**

3.5.2 Sampling Procedure

Using stratified random sampling, the researcher chose thirty public secondary schools from among the total of two hundred and eighty-five schools in Kiambu County to be included in the sample. These schools were chosen from the following four categories of schools: national, extra-county, county, and sub-county schools. Additionally, the researcher took into consideration the possibility of gender representation within the sample. The County Director of Education was the first person the researcher contacted in order to collect the list of secondary schools along with the registration information for Form Four. In the beginning, the public secondary schools that were eligible for the program were separated into four distinct categories: national, extra-county, county, and sub-county schools. In order to facilitate the selection of a student population that is highly representative of the whole, the four kinds of schools were further subdivided into schools that were exclusively for boys, schools that were exclusively for girls, and mixed (co-educational) schools. Because of this, there are nine distinct sub-categories of schools.

After that, the researcher decided the number of schools that would be chosen from each sub-category by taking into account the total number of pupils that were enrolled in each of the sub-categories. This was done to guarantee that the sample was representative of the population. A list of schools was compiled for each of the nine sub-categories, which included National Boys Only, National Girls Only, Extra County Boys Only, Extra County Girls Only, County Boys Only, County Girls Only, Sub-County Girls Only, Sub-County Boys Only, and Sub-County Coeducational (Mixed) Schools. The list was created for each of these sub-categories. According to Bryman (2012), the needed number of secondary schools was then chosen using a method

known as simple random sampling. This was done to guarantee that any school that fell under a certain sub-category had an equal chance of being chosen to be a part of the sample. Table 4 provides particulars on the kinds of educational institutions that were chosen.

Table 4: Distribution of Sampled Schools by Type and Gender

Type of School	Sub-Category by Gender			Total
	Boys Only	Girls Only	Mixed	
National	1	2	0	3
Extra County	2	3	0	5
County	3	3	0	6
Sub County	1	1	14	16
Total	**7**	**9**	**14**	**30**

Using the approach of purposive sampling, the researcher chose thirty guidance and counseling instructors, one from each of the schools that were studied. This selection was made in conjunction with the principals of the schools. In purposive sampling, the researcher selects the instances that will be included in the sample by hand based on one's opinion of how typical the examples are in accordance with a certain criteria (Orodho et al., 2016). Due to the fact that they are the ones who deal with issues with career advising in schools, the instructors who are responsible for guidance and counseling answered to the questions that were included in the interview schedule.

Using a method known as simple random sampling, the researcher chose 1,400 kids from the sampled schools at random. This method assured that every student in each school had an equal chance of being picked for inclusion in the sample. According to

Oso (2016), the approach of simple random sampling ensures that every individual in the population has a known, equal, and independent probability of being included in the sample. Consequently, this removes bias and enhances the representativeness of the sample to the population, which in turn makes it possible to generalize the results to the group that was intended to be studied. The surveys were filled out by the 1,400 students who replied.

The students that were chosen were selected using a straightforward random sampling method, and thirty student focus groups were created, each consisting of eight students and one student from each school. These students were then selected to take part in focus group talks at their respective schools.

3.6 Research Instruments

The researcher used three research instruments to collect quantitative and qualitative data from the students and guidance and counselling teachers. The instruments included student questionnaire for collection of quantitative data, the interview guide for collection of qualitative data from guidance and counselling teachers and the student focus group discussion guide for collecting qualitative data from students.

3.6.1 Student Questionnaire (STQ)

Osu (2016) asserts that the questionnaire is the most suitable instrument for the investigation of social phenomena that cannot be directly seen. The primary instrument that was used in this research was the questionnaire, which was used to obtain quantitative data from students in order to evaluate the five-null hypothesis that was being investigated. This research made use of a structured questionnaire because it is an appropriate method for the gathering of a significant quantity of data in a short period

of time. Additionally, it guarantees that respondents provide replies that are consistent with one another, which helps to eliminate bias (Osu, 2016; Kothari & Darg, 2014). According to Kothari and Darg (2014), structured surveys are not only simple to conduct but also reasonably affordable to analyze. It was because of these benefits that the instrument was chosen to be employed in the process of data collection for this research.

The student questionnaire was divided into three portions which were designated as A, B, and C respectively. Section A was comprised of items that were designed by the researcher to collect information on student demographic characteristics. These characteristics included the student's age in years, gender, mother tongue language, type of school (national, county, extra county, or sub county), and the highest professional and educational qualifications of the respondents' parents (mother and father as appropriate). With regard to these issues, the students answered by filling in the necessary information on the blank spots that were supplied. In addition, information on the academic achievement of pupils during the first term of 2023 was gathered from the records of class examinations.

In Section B, information was gathered about the respondents' engagement in various career guiding activities, including exposure to career exhibitions, the supply of career information, the discourse of resource people, workplace visits, and the advise of mentors. The questions were presented in the form of a Likert scale with five different answer options, and the students replied by selecting the proper response that indicated whether they agreed or disagreed with the assertions that were presented on each of the topics for career advice practices. The following are the possible responses to questions

8 through 11: 1- Not at all; 2- Very little extent; 3- little Extent; 4- Large Extent; and 5- Very large extent. Regarding the guidance that mentors provide, the answers (choices) that were provided in Question 12 were as follows: 1- Strongly Disagree; 2- Disagree; 3- Neutral; 4- Agree; and 5- Strongly Agree. The following items were adopted for the purpose of collecting data on career guidance practices: exposure to career exhibition items from Njogu (2019) and Maina (2020); provision of career information from Njogu (2019); resource person talks from Njogu (2019); workplace visits from Oklahoma Government (2023); and mentors' advice from Scandura and Ragins (1993). These items were adopted from a variety of researchers.

The data on career adaptability, which is also known as career choice readiness (capacity to make career choice) and was established by Savickas and Porfeli (2012), was collected via the third component of the questionnaire, which was referred to as component C. Each of the four characteristics of professional adaptability—career worry, career control, career curiosity, and career confidence—were tested by six questions on a Likert scale with five answer sets. The section had a total of twenty-four items that measured these four dimensions. Students replied to the questions by marking the right response that indicated their degree of development of competencies for the assertions across all four dimensions of career adaptability. This was done in order to indicate their level of growth. Five is the strongest, four is very strong, three is strong, two is somewhat strong, and one is not strong. These are the replies (choices). The STQ may be found in Appendix II of the guide.

3.6.2 Interview Guide for Career Guidance Teachers (Interview Guide)

via the use of an interview guide that the researcher had produced, the researcher was able to acquire qualitative data from the guidance and counselling instructors. The interview guide had open-ended questions, which were essential in giving information for explaining the results of the study that was gained via hypothesis testing. The interview schedule was designed to gather demographic information on teachers, including their gender, age, and the highest academic and professional credentials they have; as well as their level of training in guidance and counseling, including any specialized training they may have had. There were a number of topics that were discussed, including the amount of time that is available for career guidance, the teaching load, the career guidance practices that are implemented in schools, the priority career guidance practices that are implemented in schools, the involvement of parents in career guidance, the difficulties that are encountered when providing career guidance, recommendations for improving career guidance, and school policies regarding career guidance. The guide for conducting interviews may be found in Appendix IV.

3.6.3 Student Focus Group Discussion Guide (FGD)

Students were asked open-ended questions in the Focus Group Discussion Guide, which was used to gather qualitative data from them. This data was then used to explain the conclusions that were acquired from the quantitative data that was collected from students earlier via the use of questionnaires. It has been observed by Gill et al. (2008) that focus groups may be used to create information on collective perspectives as well as the meanings that lie behind the ideas that are expressed by the group. A simple random sample was used to pick eight students from each school to participate in the

focus group talks. These students were chosen from the pool of students who had been chosen previously to reply to the questionnaires. The discussions were based on eight questions that covered the following topics: the career guidance practices that students were exposed to at home, school, and community settings; the age at which students began engaging in career guidance practices; the resources that are available in schools to facilitate career guidance activities; the amount of time that is available for career guidance practices in schools; and the involvement of parents in career guidance activities. The results of the FGD are included in Appendix III.

3.7 Pilot Study Testing of Research Instruments

In order to successfully carry out a research study, it is quite important to do pilot testing of the research equipment. The authors Creswell and Creswell (2018) state that pilot testing an instrument helps in establishing the content validity of its scores, gives the first review of the internal consistency of questions, and improves the structure and instructions of the instrument. Increasing the validity, reliability, and practicability of the research instrument is the primary aim of pilot studies, according to Cohen et al. (2011), who are also in agreement with this statement.

A total of three (3) guidance and counseling instructors and a sample size of one hundred twenty students from three (3) secondary schools in Kiambu County participated in the pilot projects of the research instruments. Through the use of comments made by stakeholders, the format and instructions of the Research Instruments were modified and improved utilizing the feedback that was gathered. This was done in order to make the instruments more easily comprehensible and suitable for the aim of data collecting. The three schools did not take part in the research that was actually conducted.

3.8 Validity of Research Instruments

Validity refers to the degree to which a research instrument takes into account the variables that it was designed to identify. According to Bryman (2012), validity is the question of whether or not an indicator or combination of indicators that was developed to assess a concept really measures that concept. The validity of the research instruments was assured by presenting them to supervisors and other subject matter experts in educational psychology and research. These individuals examined the instruments and offered ideas for how they might be improved. According to Freeman (1962), who made the observation that the validity of material should not be relied on the subjective opinion of a single expert, but rather should rely on comprehensive evaluations by numerous specialists of instructional goals and real subject matter specialists, this was in accordance with the suggestions that he made.

Additionally, Kerlinger (1973) makes the observation that content validity is essentially a matter of judgment. He states that each item must be evaluated, often by other judges who are considered to be "competent," and that after that, some form of pooling judgment may be used. Nevertheless, he makes the observation that the judges need to be provided with specifics of the things that they are evaluating. For the purpose of enabling the experts to supply suggestions that are appropriate, the whole proposal was shown to them so that they could comprehend the extent of the investigation. The Face Validity of the instruments is further ensured by the presentation of the instruments to a number of specialists.

Construct validity is the most significant kind of validity, according to Gay and Airasian (2000). This is because it poses the basic validity issue, which is, "What exactly is this test (Instrument) measuring?" It is important to note that Gay and Airasian point out that the process of assessing construct validity entails the collection of evidence to show and demonstrate validity. Additionally, Creswell & Creswell (2018) assert that construct validity is the most essential aspect to consider. Gay and Araisian (2000) make the further observation that construct validity gives insight on the appropriateness of intended test (instrument) interpretations and justification of the test that is being employed. Since this is the case, they urge researchers that when picking an instrument for a particular construct, they should seek for and critically examine data relating to the construct validity of the instrument.

According to Neukrug and Fawcett (2010), researchers often investigate construct validity by using one or more of a number of different methodologies. These methods include experimental manipulation, component analysis, convergence with other instruments, or discrimination with other measures. The Adapt-Abilities Scale–Short (CAAS) international, which was created by Savickas and Porfeli (2012), was chosen and used in this research to assess the degree to which students attending public secondary schools are able to adapt to different career paths. The findings of this study were compared to the outcomes of other comparable studies that have utilized a similar instrument.

3.9 Reliability of Research Instruments

The degree to which a research instrument consistently generates the same findings when its administration is carried out under settings that are comparable is referred to

as its reliability. According to Nchamis and Nchamis (1996), reliability is defined as the degree to which a measuring instrument is prone to variable errors. Variable errors are mistakes that manifest themselves in a manner that is inconsistent from one moment of observation to the next during any given measurement.

The reliability of the STQ was established by estimating the reliability coefficient using quantitative data received from 120 students who participated in the pilot testing of the research instruments. These students were recruited from three (3) public secondary schools, which accounted for 10.5% of the needed sample. In accordance with the advice made by Furr and Bacharach (2008), Cronbach's raw alpha was used in order to determine the reliability of the Adapt-Abilities Scale (CAAS) and the career guidance practices sections of the student questionnaire. This was due to the fact that both of these sections included questions that were assessed using a five-point Likert Scale.

Several causes, which were brought to light by Furr and Bacharach (2008), led to the utilization of Cronbach's raw alpha as the primary statistical tool for determining reliability. To begin, alpha is a default component of reliability in statistical programs, and it is always presented as a component of data analysis. Second, in comparison to other techniques of determining dependability, the amount of work required to acquire alpha is quite low. Thirdly, in comparison to other techniques of determining the internal consistency of test items, alpha is a very flexible approach in terms of the assumptions or criteria that must be fulfilled before it can be successfully used. Furthermore, as comparison to other alternative methodologies, alpha is likely to offer a more precise measurement of the trustworthiness of the data.

Table 5: Reliability Statistics for the Student Questionnaire - Section B

Variable	Cronbach's Alpha	Number of Items	Total
Career Exhibitions	.791	7	120
Provision of Career Information	.702	7	120
Resource Person Talks	.933	6	120
Workplace visits	.835	7	120
Mentors Advice	.928	9	120
Career Guidance	**.843**	**45**	**120**

The dependability of the research instrument was determined by utilizing the pilot data that was collected from 120 students. These students represented roughly 10.5% of the needed sample size of 1230 students and were picked from three schools that were chosen for the pilot study. Using a simple random selection method, the three schools were finally chosen. There were three schools that took part in the pilot project, but they were not included in the main study. Using SPSS version 25, the determination of the reliability coefficients, which are denoted by alpha, was carried out using the data from the pilot sample.

Based on the findings, it was discovered that each of the five questionnaire items, which were used to represent each of the five career advice methods, had a reliability level that was more than.7, which is regarded to be an acceptable degree of reliability for the

checklist items. The specific alpha values are reported in table 5, which may be found here. The supply of career information had the lowest alpha level, which was.702, followed by exposure to career exhibitions, which had a level of.791, workplace visits, which had a level of.835, and mentors' advice, which had a level of.928. The highest alpha level, which was.933, was for resource person discussions. Following further calculation of alpha for the combined average career advice from the five career guidance practices, a coefficient of.843 is obtained. This substantiates the fact that the career guidance practices questionnaire has a high level of internal consistency, making it a trustworthy instrument. It has been suggested by Furr and Bacharach (2008) and Pallant (2020) that an alpha coefficient of 0.7 or above is deemed to be an acceptable level of dependability for a research instrument.

Table 6: Reliability Statistics for the Student Questionnaire - Section C

Variable	Cronbach's Alpha	Number of Items	Total
Career Concern	.897	6	120
Career Control	.843	6	120
Career Curiosity	.865	6	120
Career Confidence	.887	6	120
Career Adaptability	**.873**	**24**	**120**

There were four aspects of professional adaptability: career worry, career control, career curiosity, and career confidence. Alpha coefficients were determined for all of

the dependent variables of career adaptability. In accordance with the recommendations made by Furr and Bacharach (2008) and Pallant (2020), all of the alpha coefficients for career adaptability and its components were more than.7. A career worry score of.897, a career control score of.843, a career curiosity score of.865, and a career confidence score of.887 were the alpha levels. Indicating that the questionnaire had good internal consistency and, as a result, was suitable for data collection, the alpha coefficient for the overall average career adaptability, which consolidates the questions for the four dimensions, was.873. This indicates that the questionnaire had great reliability. For the purpose of addressing the goals that were established for the research, the questionnaire that was used for the dependent variable was thus regarded as having a high degree of reliability. When compared to worldwide data gained from comparable studies that collected data from high school and secondary school students, the dependability coefficient for career adaptability is comparable and conforms with the findings of previous research. Maree (2012), Ozdemir (2017), Ryba et al. (2017), Paszkowska-Rogacz (2020), and Sulistiani et al. (2021) are some of the studies that fall under this category.

3.10 Data Collection Procedure

A number of different approaches were used by the researcher in order to obtain data from the students and professors of guidance and counseling who participated in the study as respondents. When the researcher arrived at the secondary school, and after receiving permission from the administrator of the school to carry out the study, he or she used a method known as simple random sampling to choose the necessary number of pupils from the school. The chosen pupils were then assembled in a single big hall or classroom, where they were introduced to one another and given assurances that they

had the right to maintain the anonymity of the information that was acquired. In addition, the students were made aware of the fact that they were free to withdraw from participating in the study at any moment without running the risk of being punished in any way. Following that, the students were provided with questionnaires and given a certain amount of time to reply to the questionnaire. The researcher was there during the whole process to offer any explanations that were necessary about the questions in order to ensure that the responses were easy to understand and straightforward.

A focus group discussion was held in each of the classrooms after the students had responded to the questionnaire in order to acquire qualitative data from the students. In accordance with Gill, Stewart, and Chadwick (2008), who recommend that the optimal size for focus group discussion is between six and eight members, eight students were chosen through simple random sampling from the sample of student respondents who had earlier been selected to respond to the questionnaires. This was done as part of the process of selecting students to participate in the focus group discussion. As the students answered, the researcher moderated the focus group conversation that was performed using the focus group discussion guide. These discussions were conducted by the researcher. The conversations were captured on a mobile phone in order to guarantee that the conversations would continue to be focused and free of interruptions caused by the need of writing down individual replies. It took an average of twenty-five to forty minutes for the focus group discussion to take place, which was within the recommendations made by Nyumba et al. (2017). They said that one to two hours is sufficient for adults, but that children and young people may need a shorter amount of time owing to their lower attention spans. Following that, the researcher composed a verbatim transcription of the data that was gathered on paper.

Face-to-face interviews were conducted with guidance and counselling instructors in order to acquire qualitative data. The researcher conducted interviews with thirty guidance and counseling instructors from thirty different schools that were sampled, and they documented the replies as the interview went. The transcription of the data that was obtained onto paper was made possible via recording. As a result of the researcher's ability to collect data on career guidance practices that students are exposed to in school, challenges encountered in providing career guidance, time available for career guidance, teacher workload, and recommendations for effective career guidance in schools that can facilitate choice, the researcher favored the interview method. This allowed the researcher to clarify information that students had provided in the questionnaires.

3.11 Data Analysis

The research generated both quantitative and qualitative data that was analysed as presented in sections 3.11.1 and 3.11.2.

3.11.1Analysis of Quantitative Data

A code book was developed by the researcher in order to summarize and minimize the amount of data to a size that was more tractable. After that, the information contained in the questionnaires was coded appropriately and recorded in the computer using the Statistical Package for Social Scientists (SPSS) version 25. The format of the data was designed to enable analysis of the data, which resulted in the production of descriptive statistics such as means, standard deviation, frequencies, and percentages, as well as inferential statistics such as the Pearson product moment correlation coefficient and the coefficient of determination. The questionnaires that were found to be lacking a

significant amount of information were thrown out and were not included in the data that was input. After that, the data that was input was printed out, compared with the questionnaires, and any required adjustments were made. After doing further checks using SPSS, the data was examined further, and 18 instances that were identified as having anomalies were removed from the research since they were considered to be outliers. From a total of 1248 questionnaires that were returned, the total number of viable questionnaires therefore decreased to 1230 respondents. Following the completion of the data cleaning process, the remaining data was put through a descriptive analysis for the purpose of generating demographic statistics using SPSS version 25. Through the use of tables, the results of the descriptive analysis were presented. The information is broken down into components such as the means, the standard deviations, and the frequencies.

In order to assess the five hypotheses that were being investigated in this research, linear regression analysis was used. Linear regression analysis is a flexible approach that allowed for the prediction of the amount of variation in vocational adaptability that was accounted for by each career guiding practice. Additionally, it provided a correlation coefficient that showed the strength of the association as well as the direction in which it was moving.

Through the utilization of Linear Regression Analysis, the objective was to acquire Pearson Product Moment Correlation Coefficients (r) between the independent variables of career guidance practices and the dependent variable of career adaptability, along with its dimensions of career concern, career control, career curiosity, and career confidence. This provides an indicator of the degree of impact that exists between the variables that are independent and those that are dependent.

A further benefit of linear regression analysis is that it yields the Squared Coefficient of Determination (R2), which, when multiplied by 100, yields a percentage figure that indicates the amount of variance in the dependent variable (career adaptability) that can be explained or accounted for by the dependent variable (specific career guidance practice). Additionally, it is an evidence of a shift in professional adaptability that can be traced to a certain career guiding technique. In other words, it is a change in career adaptability. An F ratio was obtained by the Linear Regression Analysis, which showed whether or not the regression model that was fitted to the data (which generated the squared coefficient of determination) was significant.

Miller et al. (2002) makes the observation that linear regression analysis demonstrates the influence of one (1) dependent (predictor variable), which in this instance is career guiding practice, on the dependent variable that is represented by career adaptability. For inferential statistics that incorporate hypothesis testing, the researcher used the alpha level of significance of 0.05%, which is similar to the confidence limit of 95% that is suggested in the majority of research studies that are conducted in the field of social science (Oso & Onen, 2009). According to Oso and Onen, this suggests that the effects that have been seen may only occur by chance five times out of every one hundred instances, while therapy is responsible for ninety-five percent of the cases.

3.11.2Analysis of Qualitative Data

Qualitative data obtained through focus group discussion from students and interviews schedules with guidance and counselling teachers was analysed thematically and summarized into totals and percentages and used to explain the findings obtained through student respondent responses to the questionnaires.

3.12 Logistics and Ethical Considerations

On May 1, 2023, the researcher submitted a request to the National Commission for Science, Technology, and Innovation (NACOSTI) for a license to do research. The request was granted, and the researcher was subsequently provided a license. After that, the researcher approached the County Commissioner of Kiambu County in order to get permission to do study at a public secondary school located inside the county for the region. After receiving consent from the County Commissioner, the study was allowed to seek further approval from the County Director of Education in Kiambu County, which was granted.

When the study team arrived to the school, they requested permission from the principal of the secondary school to include the students as well as the career guidance teacher or guidance counselor, depending on the circumstances for doing so. Following that, the researcher initiated communication with the Guidance and Counseling instructor, who would then react to the interview schedule and provide assistance to the researcher in gaining access to the students for the purpose of administering the questionnaire and conducting focus group discussions. When the researcher had access to the students, he or she used a method called simple random sampling to pick the students from form four at random to take part in the study as key respondents.

In accordance with the principles of research ethics, the researcher made certain that the activities that were planned for the purpose of data collection did not cause any harm to the respondents, which included both students and teachers of guidance and counseling. This was accomplished by providing the respondents with an explanation of the purpose of the study, which was made abundantly clear in the research

instruments, and without any form of deception. Second, it was required of each and every respondent that they provide their informed permission, which was shown by their participation in the interviews and focus group discussions, as well as by their responses to the questionnaires. Thirdly, respondents were also told that their involvement in the research is entirely optional, and that they are free to resign from the study at any moment without fear of any repercussions.

In addition, the researcher gave the respondents the assurance that the information that was acquired would be kept secret, that it would only be used for the purpose of answering the study questions, and that it would not be revealed to any third parties that were not allowed to receive it. In addition, consent was requested from the students in order to record the proceedings of the focus group talks using a mobile phone. This was done in order to make sure that nothing was overlooked throughout the data gathering process. In order to protect the confidentially of the information, the recordings of the focus group talks were removed once the data had been transcribed into thematic categories.

While the coding was being done, the data was kept in a closet that was secured with a lock and key. Additionally, the summary data was kept in a laptop that had a user password that was only available to the researcher. This was done to guarantee that the secrecy of the data was protected. For the purpose of preventing the findings from being skewed, there were no incentives presented to participants in the study. This was done to guarantee that respondents submitted replies to the items in the research instruments in an impartial manner. During the process of data coding, the researcher and/or research assistants gathered the completed questionnaires from the participants. The

respondents were urged not to put their names on the questionnaires and interview schedules in order to guarantee the anonymity of the data that was gathered. This would ensure that the data could not be identified or traced back to the particular individuals who participated in the survey.

Table 7: Summary of Objectives and Hypothesis and Method of Data Analysis used.

No.	OBJECTIVE	HYPOTHESIS	METHOD OF ANALYSIS & STATISTICS
1	To identify the extent to which career exhibitions influences the career adaptability of students in public secondary schools in Kiambu County, Kenya	There is no statistically significant influence of Career Exhibitions on career adaptability of students in public secondary schools in Kiambu County, Kenya.	Descriptive Statistics • Mean • Standard Deviations • Frequencies Inferential Statistics • Linear Regression Analysis • Pearson Correlation Coefficient
2	To ascertain the extent to which provision of career information influences the career adaptability of students in public secondary schools in Kiambu County, Kenya	There is no statistically significant influence of provision of Career Information on career adaptability of students in public secondary schools in Kiambu County, Kenya.	Descriptive Statistics • Mean • Standard Deviations • Frequencies Inferential Statistics • Linear Regression Analysis • Pearson Correlation Coefficient
3	To examine the extent to which resource persons talks influences career adaptability of students in public	There is no statistically significant influence of resource person(s) talks on career adaptability of	Descriptive Statistics • Mean • Standard Deviations • Frequencies Inferential Statistics

	secondary schools in Kiambu County, Kenya	students in public secondary schools in Kiambu County, Kenya.	• Linear Regression Analysis • Pearson Correlation Coefficient
4	To establish the extent to which workplace visits influences career adaptability of students in public secondary schools in Kiambu County, Kenya	There is no statistically significant influence of workplace visits on career adaptability of students in public secondary schools in Kiambu County, Kenya.	Descriptive Statistics • Mean • Standard Deviations • Frequencies Inferential Statistics • Linear Regression Analysis • Pearson Correlation Coefficient
5	To determine the extent to which mentors' advice influences career adaptability of students in public secondary schools in Kiambu County, Kenya	There is no statistically significant influence of mentors' advice on career adaptability of students in public secondary schools in Kiambu County, Kenya.	Descriptive Statistics • Mean • Standard Deviations • Frequencies Inferential Statistics • Linear Regression Analysis • Pearson Correlation Coefficient

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the study. The findings are presented, interpreted, and discussed in the light of literature from previous studies that was reviewed. The purpose of the study was to establish the influence of career guidance practices on career adaptability of public secondary students in Kiambu County, Kenya. The chapter begins with presentation on the response rate from the research instruments administered and is then followed by data presentation on student demographic statistics; presentation of the findings from data analysis, and discussions on each of the five objectives of the study that were evaluated through the testing of the five hypotheses of the study. The study sought to find answers to the following objectives/ hypothesis. These are to:

i. Identify the extent to which exposure to career exhibitions influences the career adaptability of students in public secondary schools in Kiambu County, Kenya.
ii. Ascertain the extent to which provision of career information influences the career adaptability of students in public secondary schools in Kiambu County, Kenya.
iii. Examine the extent to which resource persons talks influences career adaptability of students in public secondary schools in Kiambu County, Kenya.
iv. Establish the extent to which workplace visits influences career adaptability of students in public secondary schools in Kiambu County, Kenya.
v. Determine the extent to which mentors' advice influences career adaptability of students in public secondary schools in Kiambu County, Kenya.

Inferential statistical analysis was performed on the data using SPSS Version 25, which was then applied to the outcome. Linear regression analysis is the primary statistical method that is used in the process of testing the five (5) hypotheses that are being investigated. Through the utilization of Linear Regression Analysis, the objective was to acquire Pearson Product Moment Correlation Coefficients (r) between the independent variables of career guidance practices and the dependent variable of career adaptability, along with its dimensions of career concern, career control, career curiosity, and career confidence. This provides an indicator of the degree of impact that exists between the variable that is independent and the variable that is dependent. In addition, Linear Regression Analysis was used in order to make a forecast about the variation in vocational adaptability that was related to each of the career advising approaches. A Squared Coefficient of Determination (R^2) is obtained by Linear Regression Analysis. This coefficient, when multiplied by 100, yields a percentage number that represents the amount of variation in vocational adaptability that can be explained or accounted for by a certain career advising method.

With regard to the use of regression analysis for the purpose of hypothesis testing, Field (2005) and Pallant (2020) made the observation that there are eight assumptions that must be satisfied. Among them are the following: all of the variables that are considered independent must be quantitative or categorical, while the variable that represents the outcome must be quantitative, continuous, and unbounded; there should be no zero variance; there should be no perfect multiple collinearity; and the predictors should not be associated with any external factors. There is homoscedasticity, which means that the variance of residual terms should

be constant at each level of the predictor variable; independent errors, which means that the errors should not be correlated between any two observations; the data should be normally distributed; and there is linearity, which means that the values of the outcome variable for each value of the predictor variables should be independent. Each and every one of the aforementioned assumptions, which were made and addressed in section 4.3.2, were satisfied by the findings of the research. The study sought to evaluate the following five (5) hypotheses to achieve the five objectives of the study presented in section 1.5 and 4.1.0:

Ho_1. There is no statistically significant influence of exposure to Career Exhibitions on career adaptability of students in public secondary schools in Kiambu County, Kenya.

Ho_2. There is no statistically significant influence of provision of Career Information on career adaptability of students in public secondary schools in Kiambu County, Kenya.

Ho_3. There is no statistically significant influence of resource person(s) talks on career adaptability of students in public secondary schools in Kiambu County, Kenya.

Ho_4. There is no statistically significant influence of workplace visits on career adaptability of students in public secondary schools in Kiambu County, Kenya.

Ho_5. There is no statistically significant influence of mentors' advice on career adaptability of students in public secondary schools in Kiambu County, Kenya.

This impact was determined by conducting an investigation into the connection that exists between career advising techniques and the capacity to adjust to new careers. The magnitude of the Pearson Product Moment Correlation Coefficient, which showed the direction and intensity of the impact, was used to quantify this. That coefficient was used to determine the size of the influence. In addition, the coefficient of determination R2 served as an indicator of the effect, which allowed for the prediction of the proportion of the variation in vocational adaptability that was explained or accounted for by career guiding methods. This was done in order to determine the degree of influence.

4.2 Response Rate

A sample of form four pupils from thirty public secondary schools was chosen using stratified random selection, and the researcher distributed one thousand and four hundred questionnaires to the study's participants. Within the thirty secondary schools that were chosen to take part in the research project, the researcher conducted interviews with thirty guidance and counseling instructors. These teachers were chosen using the purposive sample approach. In addition, the researcher participated in 29 focus group discussions, one in each school, with a group of eight students each who had been chosen in advance to respond to the questionnaires. The only school in which the discussion was not held was the one in which the researcher was confronted with a family domestic challenge and the beginning of school mock examinations. A summary of the response rate is provided in Table 8, which may be seen here. We got a total of 1248 useable questionnaires, which corresponds to a response rate of $1248 \div 400 \times 100 = 89.14\%$, which is approximately equivalent to 89%. Through the use of SPSS, 18 questionnaires were deleted since they were found to be outliers. As a result, the total

number of valid questionnaires was reduced to 1230, which represents an 88% response rate.

Table 8: Sample Size

Respondents	**Instrument**	**Number of respondents**	**Number Response**	**% Return rate**
Students	Questionnaires	1400	1230	88
Students focus groups	Focus Group Guides	240	232	96.7
Guidance &Counselling Teachers	Interview guides	30	30	100
Total		**1670**	**1492**	**89.3**

The overall response rate translates to 89.3% which is higher than the threshold set by Mugenda and Mugenda (2003) who stated that a response rate of 60% and above is satisfactory and sufficient for a research study.

4.3 Statistics for Student respondents

The student respondents' characteristics are presented in Figures 1-5.

4.3.1 Gender, Age and Type of school

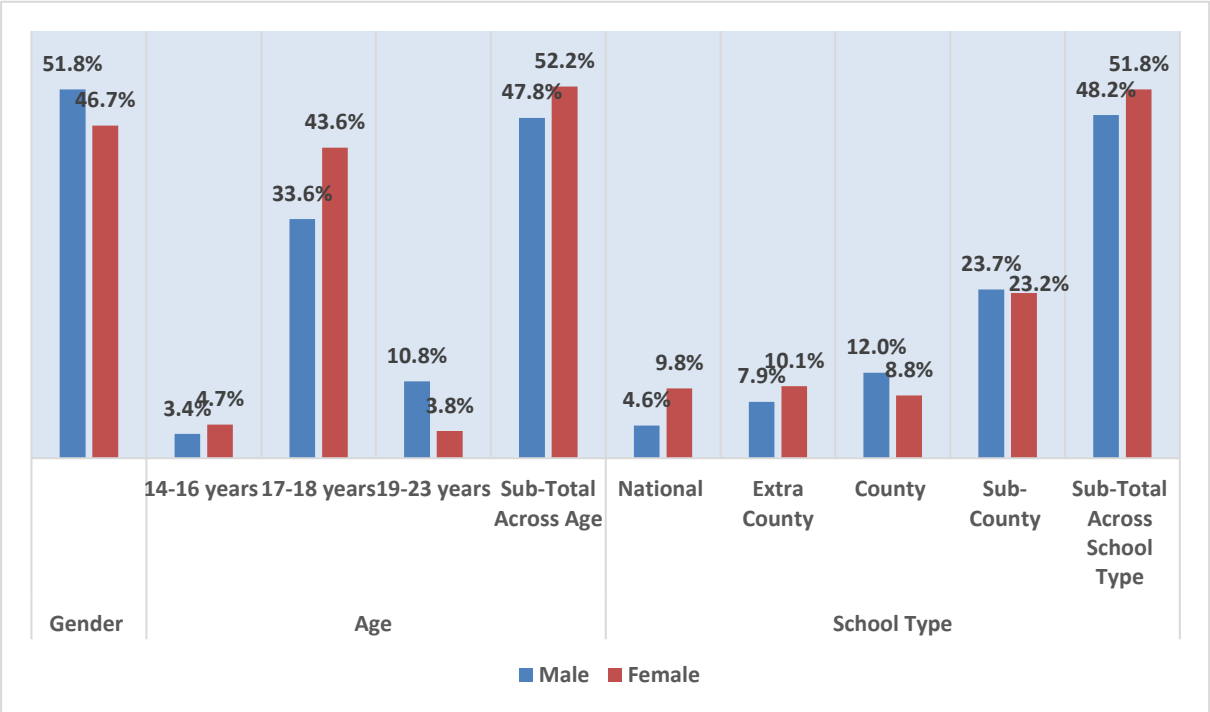

Figure 1: Student Respondents distribution by Gender Age and Type of School

The distribution of the sample of students, which was separated according to gender and the kind of school, indicated that there were 593 males, which accounted for 48.2 percent of the total, and there were 637 girls, which accounted for 51.8% of the total. This distribution is quite similar to the ratio of girls among the form four students in the group that was being targeted. According to the distribution of the respondents according to the type of school, national schools had a total of 177 students, which constitutes 14.4% of the sample. Extra county schools had 221 students, which constitutes 18% of the sample, and county schools had 256 students, which constitutes 20.80% of the sample. Conversely, sub-county schools had 575 students in the sample, which constitutes 46.7% of the sample.

There were students ranging in age from 14 to 23, with the bulk of pupils lying between the ages of 17 and 18, which accounted for 76.2 percent of the total student population.

Those who were between the ages of 14 and 16 years old and 19 and 23 years old made up just 23.7% of the total population. It was determined that the sample of pupils had a mean age of 17.54 years.

4.3.2 Distribution student respondents by Mother Education Level

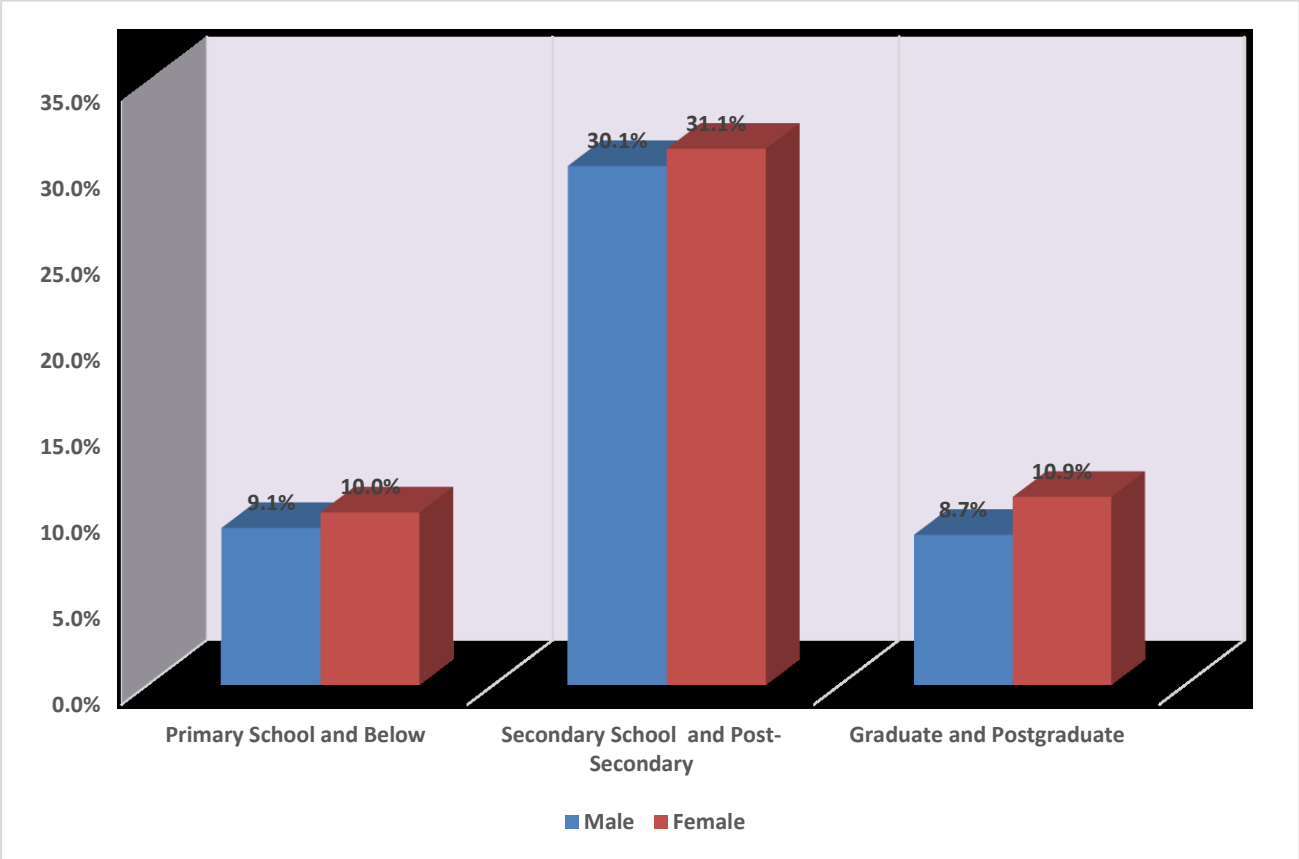

Figure 2: Student Respondents distribution by Mother Education Level

Most students had mothers' education level that was above primary education. This comprised of 80.8 % of students meaning that that whose parents' level of education was primary school and below were less than 20% translating to about one fifth of the total sample. The mean mothers' educational level was 3.87 which translates to above secondary education but in the range of high school level of defunct form 5 and 6.

4.3.3 Distribution of student respondents by Father Education Level

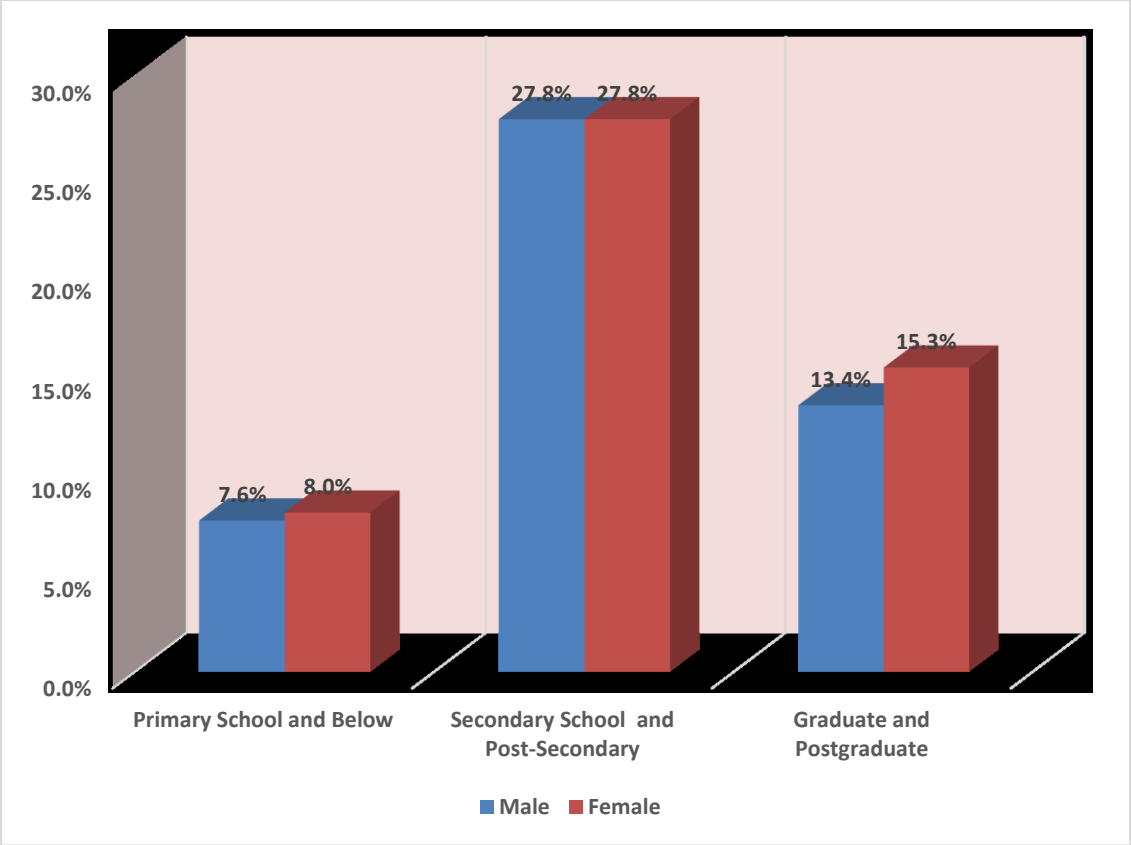

Figure 3: Student Respondents distribution by Father Education Level

In terms of the education level of the dads, the total number of students whose fathers had a level of education that was equivalent to or higher than that of a secondary school represented 84.4% of the total, which indicates that only 15.6% of the students had fathers whose level of education was an elementary school or below. Of the students, around 28 percent had dads with an education level equivalent to or higher than that of a university graduate, and some of them had postgraduate credentials such as master's and doctoral degrees. The educational level of the fathers, on average, was 4.2, which corresponds to post-secondary education credentials such as certificates and degrees from higher colleges.

4.2.4 Distribution of student respondents by Mother Tongue Language

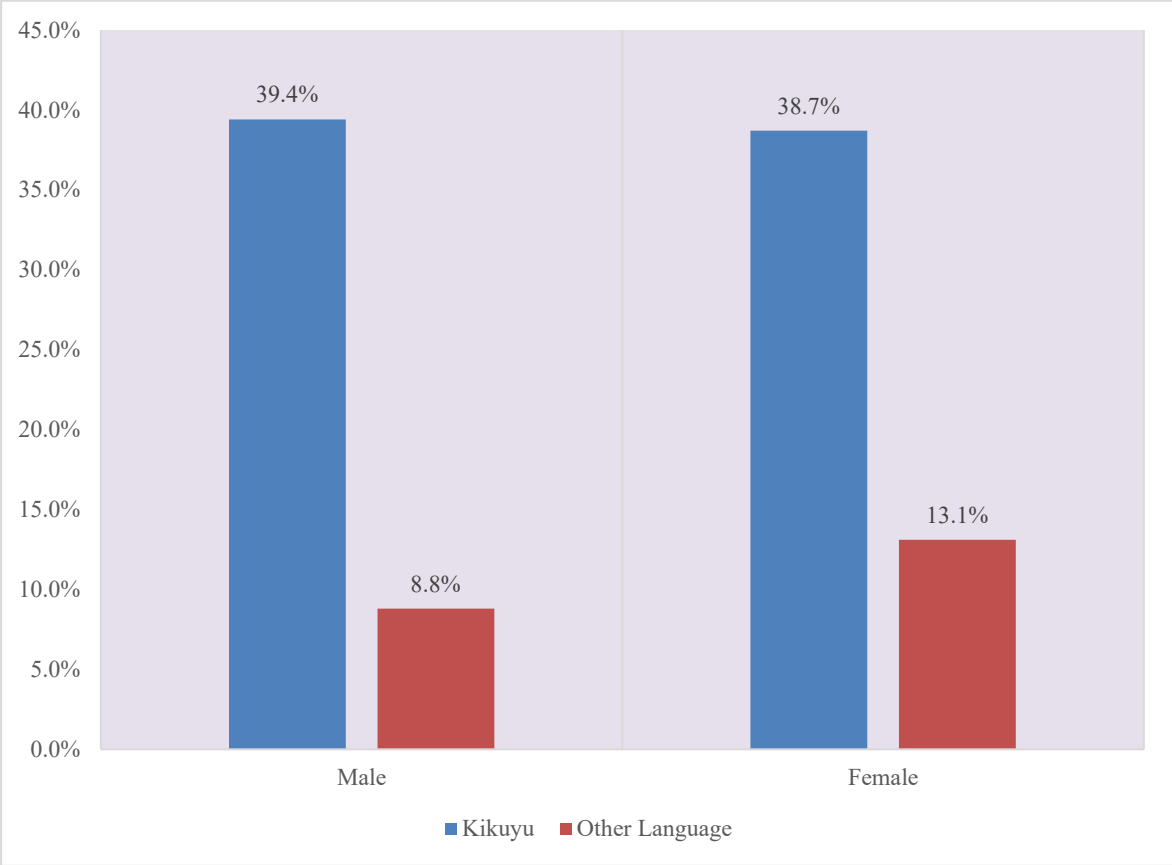

Figure 4: Student Respondent distribution by Mother Tongue Language

A sample of 1221 students indicated their mother tongue language representing and out of that number whose language was kikuyu were 954 respondents representing 78.1% while with other languages were 267 forming 21.9% of the sample as shown in figure 5.

4.2.5 Distribution of students by Academic Performance (Mean Grade)

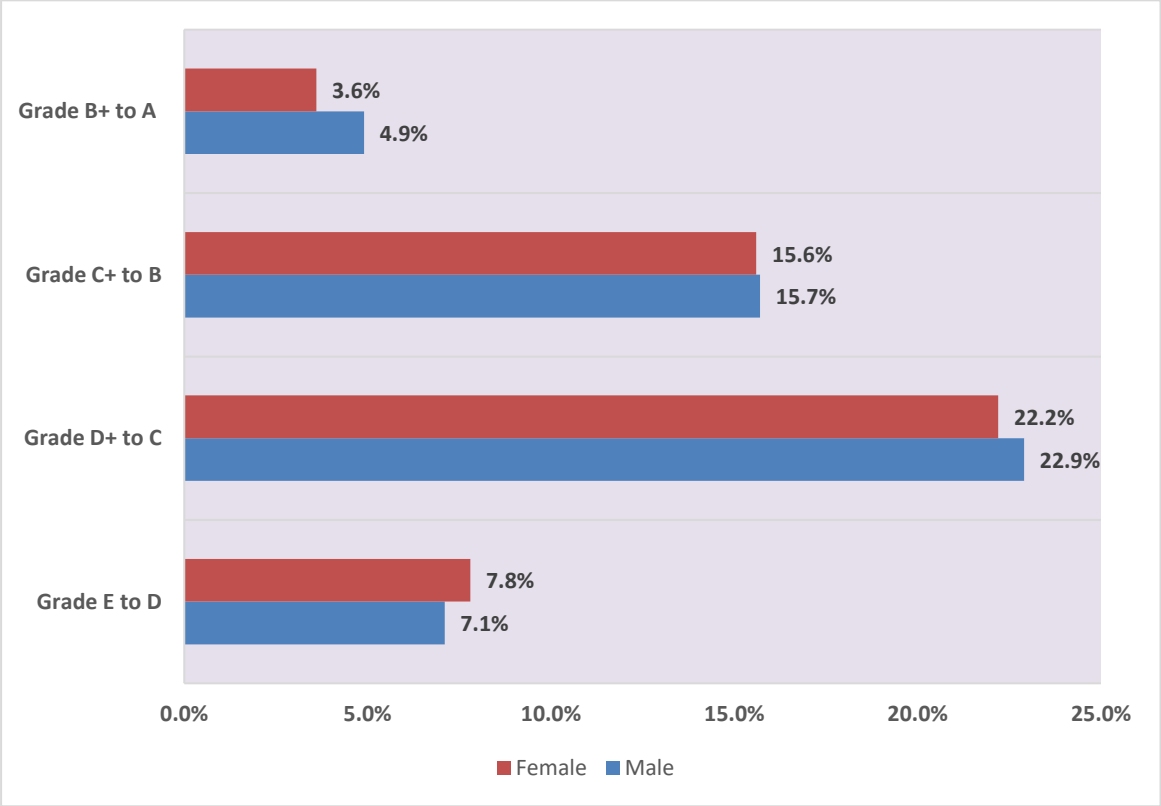

Figure 5: Student respondents' distribution by Academic Performance

The data as presented in Figure 5 indicates that those students who obtained grades B+ to A were 8.5% (96), C+ to B was 31.4% (353), D+ to C formed 45.1% (507) of respondents while those who scored E to D were 14.9% (168).

4.4 Influence of Exposure to Career Exhibitions on Career Adaptability

In the first hypothesis of the study required the establishment of the influence of exposure to career exhibitions on career adaptability and its four dimensions of career concern, career control, career curiosity and career confidence.

4.4.1 Exposure to career exhibitions

The student respondents' questionnaire had seven (7) questions that contained information on professional exhibits. These items included information on career days, job fairs, talent days, academic clinics, and class meetings. The data obtained on exposure to career exhibitions was acquired via these things. Table 8 provides a summary of the mean and standard deviations for exposure to career exhibition and career adaptability, both of which were determined from the analysis of data acquired from student surveys.

Table 8: Mean and Standard Deviations on Career Guidance Practises and Career adaptability and Career Resources:

Descriptive Statistics			
Variable	**Mean**	**Std. Deviation**	**N**
Career Exhibition	20.4561	6.44531	1230
Provision of Career Information	20.9390	5.10957	1230
Resource Person Talks	20.0528	6.04079	1230
Workplace Visits	19.1317	7.01855	1230
Mentors' advice	32.9846	8.14408	1230
Career Concern	24.5439	4.41953	1230
Career Control	23.6528	4.68666	1230
Career Curiosity	23.0069	5.08561	1230
Career Confidence	24.1707	4.88918	1230
Career Adaptability	**95.3687**	**15.16779**	**1230**

The average exposure and participation in the career exhibition were 20.46 against a maximum of 35. When this is converted to percentage it translates to 58.5%. This

implies that the overall participation of the students in career exhibitions was at moderate level.

4.4.2 Career Adaptability and its Dimensions

On a scale from a potential maximum of 120, the average level of career flexibility achieved was 95.37. This equated to a career adaptability capability that was achieved by 79.5% of the workforce, which was considered to be in the high range. With a maximum of 30, the mean for career worry was 24.6 out of a possible 30. Consequently, this resulted in a high level of development of competences under the career concern category, which was 82%. This suggests that the students who participated in the survey were aware of the importance of planning their future occupations and are actively going through the process of doing so. Furthermore, the average growth of career control was only 23.65 out of a possible 30. This is a significant difference. What this meant was that 78.8 percent of people were able to acquire career control, which was considered to be high. The fact that this is the case suggests that the students in this sample had a high degree of ownership and took the responsibility of making decisions about their careers extremely seriously.

Out of a potential maximum of thirty, the average number of competencies concerning the development of career interest was twenty-three. 76.7% of the competences that fall under the career curiosity category have been achieved as a result of this. The result was somewhere in the upper range. According to these data, the majority of pupils had acquired an interest in pursuing a job. It was inferred that the majority of students had conducted self-discovery and career exploration. As well as actively looking for

information about themselves, they were also looking for information on jobs and the employment market. In terms of the growth of career confidence competencies, the mean score was 24.2 out of a potential maximum of 30. In terms of percentages, this equated to 80.7%, which was also considered to be high. This indicated that the students who participated in the survey had self-assurance in their decision-making abilities and a sense of being able to solve difficulties and triumph over obstacles that were related with their profession choice.

Analysis of Exposure to Career Exhibition * Career Adaptability Cross tabulation

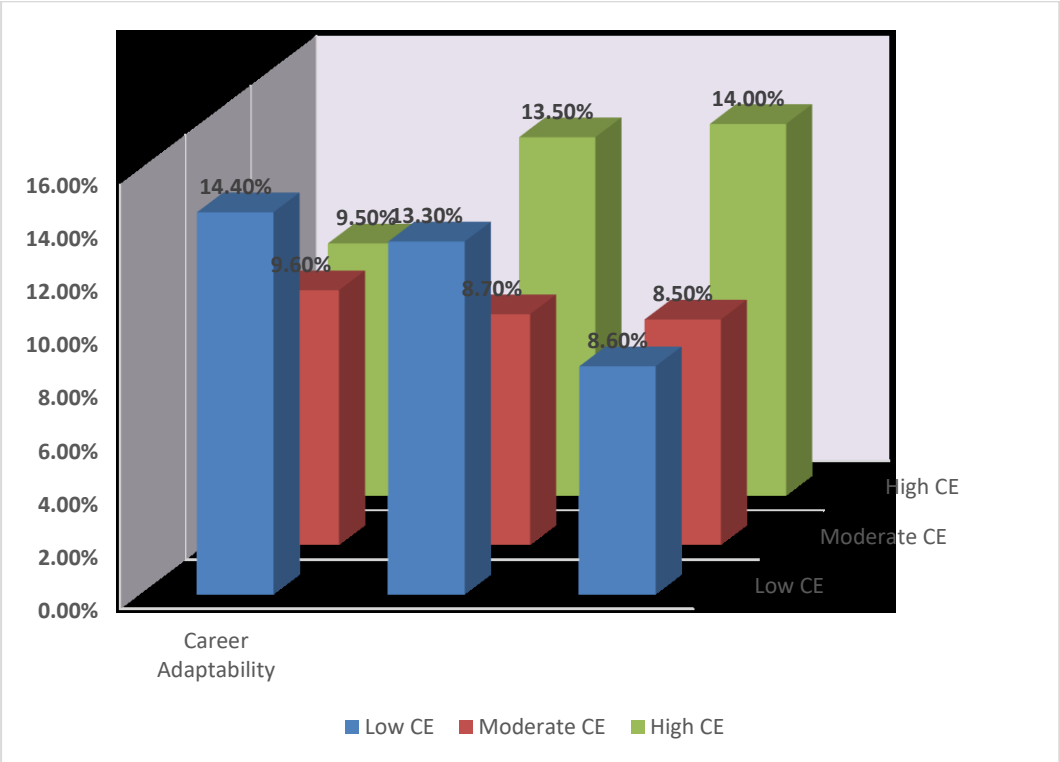

Figure 6: Analysis of cross tabulation of Career exhibition and Career adaptability.

In light of the findings, it was discovered that a greater degree of career adaptability was associated with both low and high levels of career display, as opposed to

intermediate exposure to career exhibition. Furthermore, the proportion of student responders who have a greater level of career adaptability falls as the level of career adaptability rises. This is the case for students who fall into the categories of having minimal or moderate exposure to employment displays. Among the student respondents who fell into the group of having a high exposure to career displays, a rise in career adaptability led to an increase in the number of students who had a higher degree of career adaptability. It may be deduced from this that the degree to which students are exposed to career displays has a variable impact on their capacity to adapt to various careers, depending on the amount of exposure they get (to career exhibitions). A consistently higher degree of career adaptability was achieved as a result of a high level of exposure to conversation with resource persons. It can be deduced from this that the degree of exposure to professional exhibits that one has is a significant factor in determining the impact that it has on the flexibility of one's career.

4.4.3 Hypothesis testing on influence of Exposure to Career Exhibition on Career Adaptability

The first objective that was to identify the extent to which exposure to career exhibitions influences the career adaptability of students in public secondary schools in Kiambu County, Kenya. The researcher realized this objective by testing of null hypothesis number 1. That is:

H_{01}: There is no statistically significant influence of exposure to Career Exhibitions on career adaptability of students in public secondary schools in Kiambu County, Kenya.

The hypothesis was examined via the use of linear regression analysis in order to determine the impact that students' exposure to career exhibitions had on their capacity to adapt to different career paths. One of the first things that the researcher did before testing the hypothesis was to determine whether or not the data were in accordance with the assumptions of linear regression. This was initially accomplished by compiling skewness and kurtosis statistics from the data collected from student questionnaires. The results showed that the data from five of the variables, namely career exhibition, provision of career information, resource person talks, workplace visits, and career guidance, were also the most symmetrical, indicating a nearly perfect distribution. On the other hand, the data from the remaining six (6) variables, which included mentors advice, career concern, career control, career curiosity, career confidence, and career adaptability, were negatively and moderately skewed. In accordance with the recommendations made by Kim (2013), the skewness of each of the eleven (11) variables fell within the permissible range of between -2 and 2. In accordance with the recommendations made by Mishra et al. (2019), the values for the absolute kurtosis for all of the variables included a range of -0.105 to -.915, which is between the acceptable boundary of -1 and 1. A further objective of the researcher was to determine whether or not the data were normally distributed. This was accomplished by doing hypothesis testing using the Kolmogorov-Smirnov and Shapiro-Wilk tests. The results of both tests indicated that the data were somewhat not normally distributed.

In large samples, there is a tendency for tiny effects of violation of normality to pile up, which results in the distribution being labelled as not normal. This is something that Field (2018) and Kim (2013) have observed. They would not be identified in the little samples that were taken. As a result, they warn that when dealing with a large sample

size, the problem of normal distribution should preferably be demonstrated via the use of histograms, P-P plots, and Q-Q plots, where normality can be visually seen by diagonal straight lines, rather than through the use of the hypothesis testing approach. In addition, Field (2018) recommends that researchers obtain large samples using random sampling approaches in order to guarantee that the data are normal.

To further address the assumption on the normality of the data, the researcher computed Probability-Probability (P-P) plots from the quantitative data using linear regression analysis with SPSS Version 25. This was done in accordance with the recommendations made by Field (2018), Mishra et al (2019), Kim (2013), and Kim and Park (2019). As a result of the fact that the P-P plots for the predictor exposure to professional exhibits (independent) and outcome (dependent) variables of career adaptability created diagonal straight lines, it was determined that the data was normally distributed. Quartile-Quartile (Q-Q) plots were also calculated by the author for all career advising techniques and career adaptability. In addition, the author also computed these plots. When the Q-Q plots were examined, it was discovered that virtually all of them presented a straight diagonal line, which is evidence that the data follows a normal distribution. In addition, secondary schools and student respondents who agreed to take part in the research were chosen by the process of randomization, often known as probability sampling.

Regarding the assumptions of homoscedasticity and linearity, the researcher computed scatter plots of the predictor residuals (career guidance practice) against the career adaptability predicted by the regression model, which consisted of the Z-Pred and Z-resid for each pair of predictor and outcome variables. This was done in accordance

with the recommendations made by Field (2018). As a result of the scatter plots for all of the pairs of career guiding practices and career adaptability, it was discovered that the scatter plots did not assume a certain form. Instead, the points were dispersed over the plane, and there was no curve present. Due to the absence of a particular shape and the distribution or spread of points across the plane, it was determined that there was no correlation between the values of the career guidance practices (predictors) and the errors in the model. This finding provided confirmation that the assumptions of homoscedasticity were satisfied (Field, 2018). According to Field (2018), the absence of a curve was another indication that the assumption of linearity of the data had been satisfied.

On top of that, the assumption that the need for career guidance practices and career adaptability to have been obtained through quantitative or categorical measures was satisfied. This is because the career guidance practices and career adaptability were measured using a Likert scale with five points, ranging from one (1) to five (5). In addition, the assumption of collinearity was satisfied by calculating and analyzing the statistics of the Tolerance and Variance Inflation Factor (VIF) for each instance of Linear Regression Analysis being performed. In addition, the Variance Inflation Factor, which is a reciprocal of Tolerance, did not surpass ten, which was a signal that there was no multi-collinearity (Field, 2018). All of the Tolerance statistics did not exceed one (1) point.

In conclusion, the researcher included the calculation of Durbin Watson Statistics on each instance of Linear Regression Analysis. The results showed that all of the Durbin Watson Statistics ranged between 1700 and 1899, which was within the allowed limit

of less than 2.0 (Field, 2018). This was done to check that neighbouring points are connected with one another.

4.4.4 Influence of Exposure to Career Exhibition on Career Concern

Testing of the hypothesis on influence of exposure to career exhibition on career concern revealed a positive a Pearson product moment correlation coefficient of r = .133 which is significant at p= .000 as it was lower than the significance level of p=0.05. The Null Hypothesis of no significance influence between career exhibition and career concern was therefore, rejected. The alternative hypothesis of statistically significant influence of exposure to career exhibitions on career concern was accepted. This means that there is a positive and statistically significant influence of exposure to career exhibitions on career concern. The results of correlation analysis are presented in Table 9.

Table 9: Pearson Correlation Coefficient for Exposure to Career Exhibitions and Career adaptability:

Independent Variable	**Dependent Variables**	**Pearson Correlation Product Moment Coefficient (r)**	**Significance Level for r (p)**
Exposure to Career Exhibitions	Career Concern	.133	.000*
	Career Control	.088	. 001*
	Career Curiosity	.174	.000*
	Career Confidence	.096	.000*
	Career Adaptability	**.155**	**.000***

Linear Regression Analysis further revealed that exposure to career exhibitions and career concern had an adjusted coefficient of determination square (R^2) of .017 which was significant at probability level of p=.000 therefore indicating that the regression model that fit the data was due to an effect size and not by chance. The Adjusted R Square of .017 confirms (.017×100) that career exhibition accounts or explains 1.7% of the variance in career control. In other words, it means that 1.7% of the variance in career control is attributable to career exhibition.

Table 10: Linear Regression Analysis Statistics for influence of Exposure to Career Exhibitions on Career adaptability

Independent Variable	Dependent Variables	Adjusted Coefficient of Determination (R^2)	F change	Significance F change	Durbin-Watson
Exposure to Career Exhibitions	Career Concern	.017	22.208	.000*	1.707
	Career Control	.008	9.595	.002*	1.866
	Career Curiosity	.029	38.256	.000*	1.897
	Career Confidence	.008	11.393	.001*	1.862
	Career Adaptability	**.023**	**30.266**	**.000***	**1.802**

4.4.5 Influence of Exposure to Career Exhibition on Career Control

A Pearson product moment correlation coefficient of r =.088 was obtained from the testing of the hypothesis about the impact of exposure to professional exhibition on career control. This value was significant at a probability of p =.000, which is lower than the acceptance threshold of p =.05. We consequently concluded that the null hypothesis, which stated that there was no substantial impact of exposure to professional exhibits on career control, was not true. We decided to adopt the alternative hypothesis, which stated that exposure to professional exhibits had a statistically significant impact. In light of this, it may be concluded that participation in professional exhibits has a favorable and statistically significant impact on the ability to govern one's career. Linear regression analysis also indicated that the adjusted coefficient of determination (R2) was 0.007, which was significant at p=0.002 and is lower than the permissible standard of p = 0.05. This indicates that the results of the analysis are

statistically significant. The variation in career control was accounted for or explained by exposure to professional exhibits, as shown by the Adjusted R Square value of.007, which verified (.007 multiplied by 100) that this was the case. To put it another way, this indicates that exposure to professional exhibits is responsible for 0.7% of the observed variation in career control.

4.4.6 Influence of Exposure to Career Exhibition on Career Curiosity

Following the testing of the hypothesis about the impact of exposure to professional exhibits on career interest, a correlation coefficient of r =.174 was found to be significant at a probability of p =.000. This is because the correlation value was lower than the significance threshold of p =.05. This results in the rejection of the null hypothesis, which stated that there was no statistically significant impact of exposure to profession displays on the interest of individuals about careers. According to this, being exposed to career exhibits has a positive and statistically significant affect on the interest that people have about potential careers. We decided to adopt the alternative hypothesis, which stated that there is a statistically significant impact of exposure to job displays on career interest. A linear regression analysis showed that the corrected R2 value was 0.029, which was significant at the p-value of 0.000. The conclusion that there is an impact may thus be drawn with complete assurance. The adjusted R2 value of 0.029 indicates that the exposure to career exhibits accounts for or explains 2.9% of the variance seen in career interest. This is calculated by multiplying the value of 229 by 100.

4.4.7 Influence of Exposure to Career Exhibition on Career Confidence

The testing of the hypothesis on the impact of exposure to job exhibits on career confidence found a correlation coefficient of r=.096. This coefficient was significant at p = 0.000, which is lower than the significance threshold of p=.05. As a consequence of this, the null hypothesis Ho1 that there is no statistically significant impact between exposure to professional display and career confidence was thus rejected. It was decided to adopt the alternative hypothesis that exposed individuals to professional displays had a statistically significant affect on their confidence in their careers. The conclusion that can be drawn from this is that visiting career exhibits has a positive and statistically significant affect on one's confidence in their chosen professional path. Moreover, the results of the Linear Regression Analysis showed that the adjusted coefficient of determination (R2) was 0.008 and that it was significant at p=0.001, which is lower than the acceptance level of p=.05, which is the threshold for statistical significance. A value of.008 for the adjusted R2 indicated that exposure to career exhibition was responsible for or explained (.008 multiplied by 100).8% of the reported variation in confidence toward one's career.

4.4.8 Influence of Exposure to Career Exhibitions on Career Adaptability

The Pearson product moment correlation coefficient of r=.155, which was significant at p=.000, which is less than the p=.05 acceptance level, was obtained from the testing of the hypothesis about the impact of exposure to professional exhibits on career adaptability. However, the acceptance threshold was not met. As a consequence of this, the null hypothesis that there is no statistically significant impact of exposure to professional displays on career adaptability was thus rejected. The alternative hypothesis that exposure to career displays has a statistically significant impact on the

flexibility of careers was accepted. The fact that this is the case indicates that being exposed to professional displays has a favorable and statistically significant affect on the flexibility of people's careers.

After doing further linear regression analysis, it was discovered that the regression model that best matches the data produced an adjusted R2 value of 0.023, which was statistically significant at a level of p=.000. With a coefficient of determination (R2) of 0.023, it may be inferred that career exhibition (0.023 multiplied by 100) represented or explained 2.3% of the observed variation in career adaptability.

The first aim of the study was accomplished by the researcher by evaluating hypothesis H01 via the use of linear regression analysis. The purpose of this assessment was to determine the impact that students' exposure to professional displays had on their capacity to adapt to different career paths. The hypothesis is denoted by the letter Ho1.Career exhibitions do not have a statistically significant impact on the degree to which students at public secondary schools in Kiambu County, Kenya are able to adjust their careers to new employment opportunities. As a result of the results of the first goal, it has been determined that students attending public secondary schools in Kiambu County have the opportunity to participate in career exhibits. This is shown by the fact that the average exposure across all of the schools is 58.5%, which is considered to be at a reasonable level. The testing of the hypothesis has also shown that exposure to professional exhibits has a favorable and statistically significant impact on career adaptability, as well as on its four aspects, which are career worry, career control, career curiosity, and career confidence.

Kutlu and Bedel (2023) found that career days were successful in lowering irrational

assumptions about job choice among high school students in Turkey. These results are in agreement with those obtained by Kutlu and Bedel (2023). In a similar vein, the results were in agreement with those obtained by Makola et al. (2021), who found that high school students in South Africa who were exposed to career discussions benefitted from having role models and professionals who aided them in increasing their career knowledge and job experience. The results are also in accordance with those obtained by Otwine et al. (2022) from Uganda. They discovered that a variety of career display events, such as career days and class meetings, were generally widespread among the schools. The findings are also in agreement with those obtained by Otwine et al. Orenge (2011) in Nairobi County, Mudulia (2017) in Vihiga County, Njogu (2019) in Meru, Maina (2020) in Kenyan Universities, and Mbaka et al. (2023) in Tharaka County are some of the researchers who have reported on the use of career exhibits in schools in the setting of Kenya. Other researchers have also reported on using these exhibitions in schools.

It was also in line with the findings of Mudulia (2017), who established that secondary school students' perception on career guidance practices, which include career fairs, had a positive and statistically significant effect on career choices. The findings of this study, which found that exposure to career exhibitions had a statistically significant influence on career adaptability, were also in line with those findings. Additionally, the results are in agreement with those of Njogu (2019) in Meru County, who discovered that the use of talent days in addition to the organization of career days assisted students in making well-informed decisions on their future careers. An other author who has documented effects that are comparable is Maina (2020), who demonstrated that career advising, which includes career exhibits, has an impact on the academic programs of

study that first-year university students choose to pursue. The findings of Mbaka et al. (2023), who conducted research with secondary school students in Tharaka County, indicate that career days have a significant impact on the students' understanding of potential career paths. Furthermore, the results are similar to what Wangombe (2020) found in Kiambu West. Wangombe noticed that parents were exposed to career days and career expos as part of schools' attempts to aid them in playing a significant role in career advice of kids. In addition, the findings are comparable to what Wangombe (2020) reported.

The fact that exposure to career exhibitions has a positive and statistically significant influence on career adaptability is evidence that career exhibitions are an important career guidance practice that influences career adaptability. As a result, if career exhibitions were improved, it would lead to increased levels of career adaptability. In this research, the findings from interviews with guidance and counseling instructors in the schools that were sampled showed that 14.7% (5) of the teachers reported that career exhibitions related events such as career days, career weeks, and other similar activities were accessible in schools as career advice practices. This was further supported by the responses of students who participated in the focus group discussion. The results of the discussion indicated that schools offered career exhibits, job fairs, class meetings, and academic clinics. All of these activities were cited by 14.1% of the students who participated in the focus group talks.

In addition, instructors who specialize in guidance and counseling said that parents actively engaged in career advising of children during career days and conferences. This was reported by 26.3% of the teachers, which is equivalent to eight teachers.

Furthermore, student respondents said that in community settings, public forums including barazas and other religious activities, the youth were given with youth camps and seminars that gave possibilities for career advice. This was reported by 27.9% (8) of the focus group discussions that were conducted for this research.

As was said earlier, career exhibits were easily accessible and had a significant impact on career advice. As a result, educational institutions, households, and communities have a responsibility to make full use of these possibilities in order to help students in gaining from them and so improving their capacity to adapt well to different career paths.

4.5 Influence of Provision of Career Information on Career Adaptability

The second objective of the study required the establishment of the influence of the Provision of Career Information on career adaptability and its four dimensions of career concern, career control, career curiosity and career confidence.

4.5.1 Provision of Career Information

The information regarding the provision of career information was gathered through the use of student questionnaires. These questionnaires contained seven (7) items, each of which asked students to indicate the extent to which they had been exposed to various career information resources. These resources included television, radio, print media (newspapers), the internet, career guides and career textbooks, notice boards, and mobile phones. When it came to the providing of information on job opportunities, the average score was 20.94 out of a possible 35. This resulted in a proportion of 59.7% being contributed to the providing of career information, which was about 60%, which was considered to be moderate exposure. In light of this, it is

clear that there was still a significant amount of work to be done in order to raise the degree of exposure to a higher level.

Analysis of Provision of Career Information * Career Adaptability Cross tabulation

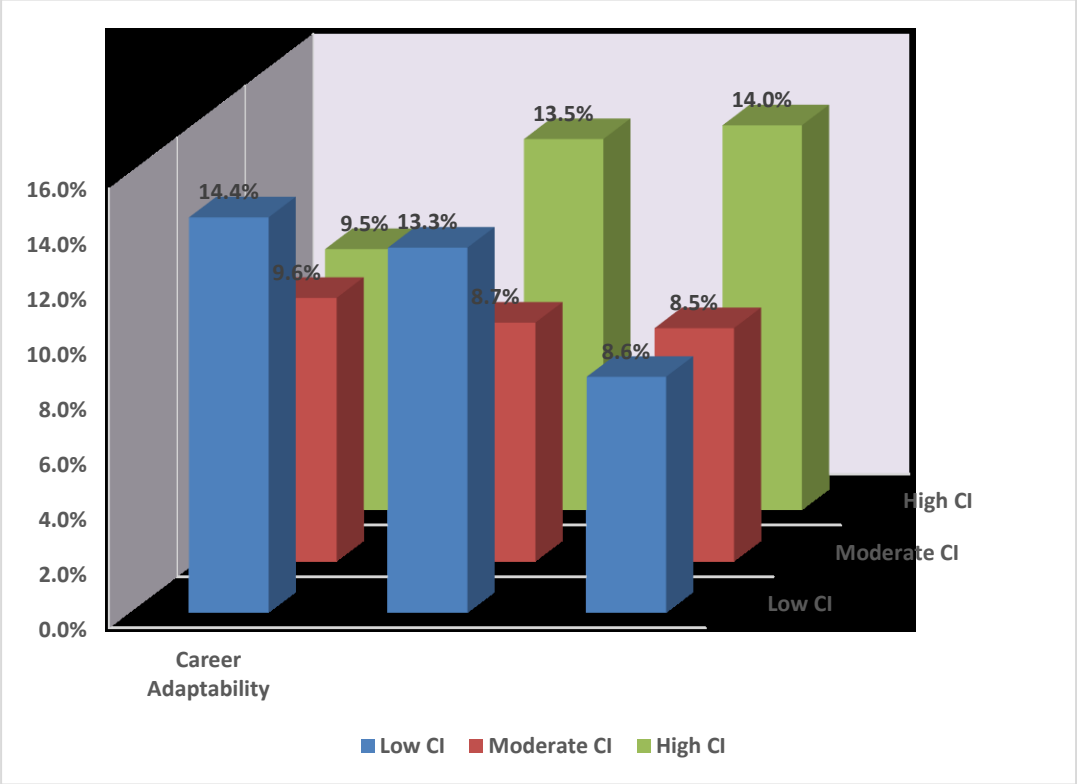

Figure 7: Analysis of cross tabulation of Provision of Career information and Career adaptability

The findings indicate that a greater degree of career flexibility is associated with both low and high levels of career information supply, especially when compared to the moderate level of career information provision. In addition, the proportion of student respondents who have a greater level of career adaptability drops as the career adaptability rises among the students that fall into the categories of having a low or moderate supply of professional information. Among the student respondents who fell into the group of having a high exposure to the supply of professional information, a

rise in career adaptability led to an increase in the percentage of students who had a high degree of career adaptability. This indicates that the degree of career information that students provide has a distinct impact on their capacity to adapt to various career paths, depending on the level of information that they provide (career information). There was a significant rise in the number of students who experienced a high degree of career adaptability as a result of the supply of a high level of career information. This may imply that the degree to which one is provided with knowledge about their job is a significant factor in determining the impact that it has on their capacity to adjust to new circumstances.

4.5.2 Hypothesis testing on influence of Provision of Career Information on Career Adaptability

The second objective was to ascertain the extent to which provision of career information influences the career adaptability of students in public secondary schools in Kiambu County, Kenya. This was achieved through the testing of null hypothesis number two (2). That was:

H_{02}: There is no statistically significant influence of provision of Career Information on career adaptability of students in public secondary schools in Kiambu County, Kenya.

The hypothesis was tested using Linear Regression Analysis to establish the influence of provision of career information on career adaptability of students.

4.5.3 Influence of Provision of career information on career concern

A correlation value of r=.142, which was significant at a probability of p=.000 and was lower than the acceptability threshold of p=.05. This was discovered via the testing of

the hypothesis on the link between the supply of career information and career worry. As a consequence of this, the null hypothesis that there is no significant association between the supply of career information and career worry was rejected. In this study, the alternative hypothesis that the supply of career information has a statistically significant affect on career worry was accepted. It may be deduced from this that the dissemination of career information has a positive and statistically significant impact on the level of worry over one's career.

Table 11: Pearson Correlation Coefficient for Provision of Career Information and Career Adaptability

Independent Variable	**Dependent Variables**	**Pearson Correlation Product Moment Coefficient (r)**	**Significance Level for r (p)**
Provision of Career Information	Career Concern	.142	.000*
	Career Control	.102	.000*
	Career Curiosity	.155	.000*
	Career Confidence	.110	.000*
	Career Adaptability	.160	.000*

Linear Regression Analysis further revealed a coefficient of determination (R^2) of .019 which was significant at p= .000 as it was less than acceptance level of P=.05. The adjusted R^2 value of .019 accounts for or explains (.019 × 100) for 1.9% of the variance observed in career concern. In other words, it means that 1.9% of the variance in career concern is attributable to provision career information.

Table 12 : Linear Regression Analysis Statistics for Provision of Career Information on Career adaptability:

Independent Variable	Dependent Variables	Adjusted Coefficient of Determination (R^2)	F Change	Sig. F Change	Durbin-Watson
Resource	Career Concern	.019	25.295	.000*	1.710
Person	Career Control	.010	12.919	.000*	1.877
Talks	Career Curiosity	.023	30.247	.000*	1.886
	Career Confidence	.011	15.136	.000*	1.870
	Career Adaptability	.025	32.227	.000*	1.810

4.5.4 Influence of Provision of career information on career control

A Pearson product moment correlation coefficient of r=.102 was obtained via the testing of the hypothesis about the impact of career information on career control. This value was significant at p=.000 due to the fact that the probability was lower than the acceptance threshold of p=.05. A rejection of the null hypothesis, which stated that there was no statistically significant impact between the two variables, was made. We decided to adopt the alternative hypothesis, which stated that the supply of career information had a statistically significant effect on career control. This suggests that there is a beneficial impact on career control that is statistically significant, and that this influence is a result of the providing of career information.

According to the results of the linear regression analysis, the model that best fits the data produced an adjusted R Square value of 010, which was statistically significant at

a level of p=.000 since the probability was lower than the acceptance level of p=.05.The modified R square value of 0.010 indicates that the supply of career information was responsible for or explained 1% of the variation seen in Career Control. This is calculated by multiplying 0.010 by 100. This substantiates the concept that the supply of career information is responsible for one percent of the variation in career control.

4.5.5 Influence of Provision of career information on career curiosity

The testing of the hypothesis on the impact of providing career information on career curiosity found a correlation coefficient of r=.155, which could be considered statistically significant at a level of p=.000 since the likelihood was lower than the acceptance level of p=.05. A rejection of the null hypothesis, which stated that there was no statistically significant impact between the two variables, was made. It was decided to adopt the alternative hypothesis that there is a statistically significant impact of providing professional information on the interest of individuals about careers. In light of this, it may be deduced that the dissemination of professional information influences career interest in a way that is both positive and statistically significant. According to the results of the linear regression analysis, the adjusted R2 value was.023, and it was statistically significant at a level of p=.000 since the likelihood was lower than the acceptance level of p=.05. The modified R2 value of 0.023 indicates that the availability of professional information accounts for or explains 2.3% of the variation in career curiosity, which is calculated by multiplying 0.023 by 100. The fact that this is the case substantiates the notion that the supply of professional information is responsible for 2.3% of the variation in career interest.

4.5.6 Influence of Provision of career information on career confidence

The testing of the hypothesis about the impact of career information on career confidence found a correlation coefficient of r=.110, which was significant at p=.000 due to the fact that the probability was lower than the acceptability threshold of p=.05. Because of this, the null hypothesis that there is no significant impact between the availability of professional information and career confidence was rejected. In this study, the alternative hypothesis that the supply of professional information has a statistically significant affect on career confidence was accepted. It is clear from this that there is a correlation that is both positive and statistically significant between the presentation of professional information and the confidence that one has in their chosen career path. The corrected R2 value that was obtained using linear regression analysis was 0.011, which was statistically significant at a level of p=.000 since the probability was lower than the acceptance level of p=.05. In addition, the findings revealed that the supply of professional information accounts for or explains 1.1% of the variation in career confidence, which is calculated by multiplying the value of 0.011 by 100. This substantiates the notion that the supply of career information is responsible for 1.1% of the variation in career confidence.

4.5.7 Influence of Provision of career information on career adaptability

The testing of the hypothesis about the effect of professional knowledge on career adaptability indicates a Pearson product moment correlation coefficient of r=.160. This value was significant at p=.000 due to the fact that the probability was lower than the acceptance threshold of p=.05. The result of this is that the null hypothesis, which stated that there was no substantial impact between the supply of professional information and career flexibility, is rejected. The alternative hypothesis that the availability of career

information has a statistically significant impact on the flexibility of careers was accepted. The inference is that there is a beneficial effect on career flexibility that is brought about by the supply of career information, and this influence is statistically significant. The results of the linear regression analysis showed that the corrected R2 was.026, which was sufficiently significant at the p=.000 level. Putting it another way, the supply of career information is responsible for 2.6% of the observed variation in career adaptability.

It is consistent with the results of Comfort et al. (2019) that the supply of career information has a statistically significant affect on career adaptability. These researchers considered the provision of professional information as broadening people's knowledge and breadth, which in turn forms the foundation for which choices are formed. According to Datar and Ahmed (2019), an experimental intervention that made career information available to secondary school students in Indonesia resulted in an improvement in the students' level of knowledge about job options. The findings are similarly similar to those of Mtemeri (2017), who discovered that the implementation of career information among other career guidance interventions among secondary school students in Limpopo Province in Zimbabwe was a significant factor in the students' decision to pursue a certain line of work. This is also similar to what was observed by Afunugo (2020), who found that the dissemination of career information played a significant role in motivating students to develop entrepreneurial skills. These skills are essential for the development of career adaptability resources and competences among secondary schools in Anambra State, Nigeria, as reported by secondary school counsellors during the course of the study.

In addition, the research agrees with Lugulu and Kipkoech (2011), who noted the

significance of career knowledge in the process of making well-informed decisions on one's professional path. According to Gitonga (2013), who noticed that 41% of students in Kiambu West Sub-County had adequate information to make career choices, the findings are also in accordance with those of Gitonga (2013). Gitonga (2013) found that these students lacked the abilities and vocational knowledge necessary for mature decision making. During the course of this research, students were provided with access to professional information; nevertheless, their exposure to career information was only modest. Similar results were also revealed by Thuranira (2014), who demonstrated that access to career information was both necessary and helpful in assisting students in making decisions about the training programs they would pursue at the university level. Wanyama (2012) found that students' profession choices were impacted by mass media, which is a kind of career information providing. This finding is similar to what Wanyama (2012) found.

Furthermore, Mungára (2012) has documented the use of the supply of career information that had an impact on the professional goals of many pupils. Kimiti and Mwova (2012) discussed the significance of providing professional information to individuals in order to facilitate career choice, which in turn has a good impact on decision making. Furthermore, according to Musorewa et al. (2018), the availability of career information resources had a big and considerable impact on the efficiency with which guidance and counseling services were provided. The results of Njogu (2019), who demonstrated that the dissemination of profession information via mass media resources such as television, radio, newspapers, and the internet statistically and substantially affected student career choice, are among the other findings. It was also revealed by Maina (2020) that of the several career advising strategies, career

information was the most significant element in determining the choice of academic program of study among university students in Kenya. According to Gacohi et al. (2017), the level of career knowledge has a significant impact on the decision to pursue a certain professional path, which often occurs after the development of career adaptability. It is important to guarantee that students are able to make decisions based on accurate information when they are provided with sufficient career information.

The results of the present research are different from those of Oigo and Kaluyu (2016), who found that the supply of career information was very low. As a result, the preparedness to make decisions that was seen in their sample was related to other variables outside the availability of career information. In a similar vein, Getangwe and Sagwe (2016) reported that inadequate provision of career guidance and career information had a negative impact on students' career choice among a sample of secondary school students. They noted that students in some of the schools in the sample had not seen a career guide, which limited access to career information. This finding is a departure from the findings of the current study.

The results were supported by the comments of student respondents during focus group discussions as well as by guidance and counseling instructors who were interviewed for the purpose of providing confirmation. It was reported by the guidance and counseling teachers that career information resources such as career wheels, articles from newspapers and television, and career guides were available. This was mentioned by 22.1% (7) of the guidance and counseling teachers when they were asked to mention the career guidance activities that were available in the school. The instructors who help students with career advice and counseling made the observation that parents were

actively engaged in the provision of resources for career knowledge. These resources included career handbooks and career guides, which offered information on careers. When students were asked about the career guidance practices that are available in schools, they reported that career information resources such as career guides, career handbooks, career wheels, mobile phones, laptops, and the internet were available in schools and provided career information. This was mentioned by 15.6% of the focus groups, which is a significant number. In addition, students said that their parents supplied a variety of information resources at home, such as television, newspapers, telephones, radios, mobile phones, and internet packages. In addition, they made the observation that the resources available in the community, such as those found in churches and including musical instruments, were helpful in giving skills.

Furthermore, when students were asked to identify the extent of parental engagement in career advice in school, they stated that parents gave monies for the purchase of professional information materials such as career books. This was reported by the students. According to the data that were uncovered via interviews with instructors that provide career assistance and conversations with focus groups, it has been discovered that schools do provide students with career information, which helps students develop the skills necessary to adapt to different career paths. Among the thirty schools that were tested, thirteen of them featured a career wheel or campus that functioned as a career information resource that was easily accessible to the students. This assisted the students in gaining a better understanding of the essential topics that were necessary for the different academic programs and courses. During the conversation that took place in the focus group, one of the students provided an explanation saying that it is an important information resource that should be made available in all schools in order to

pique students' interest in career advice (see Figure 12 in Appendix VII). The surveys revealed that 59.7% of respondents had experienced some amount of exposure to career coaching, which was considered to be a reasonable level.

4.6 Influence of Resource Person Talks on Career Adaptability.

In order to accomplish the third aim of the research, it was necessary to determine the impact that Resource Person Talks had on career adaptability and its four aspects, which are career worry, career control, career curiosity, and career confidence.

4.6.1 Resource Person Talks

There were six (6) elements in the study question that asked respondents to identify the amount of their engagement or exposure to Resource Person Talks/Guest speakers. This allowed for the collection of data on Resource Person Talks. Twenty out of a possible thirty students participated in the resource person presentations, which was the average participation rate of the sample of students. From this, we were able to determine that the total participation rate was 66.8%. This indicates that there is still more work to be done in order to enhance the degree of exposure to resource person talks. This is suggesting that the exposure to resource person talks is inclined to be slight yet significant. Figure 9 provides a summary of the data that was collected by cross-tabulation for resource person conversations and career adaptability.

Analysis of Resource Person Talks * Career Adaptability Cross tabulation

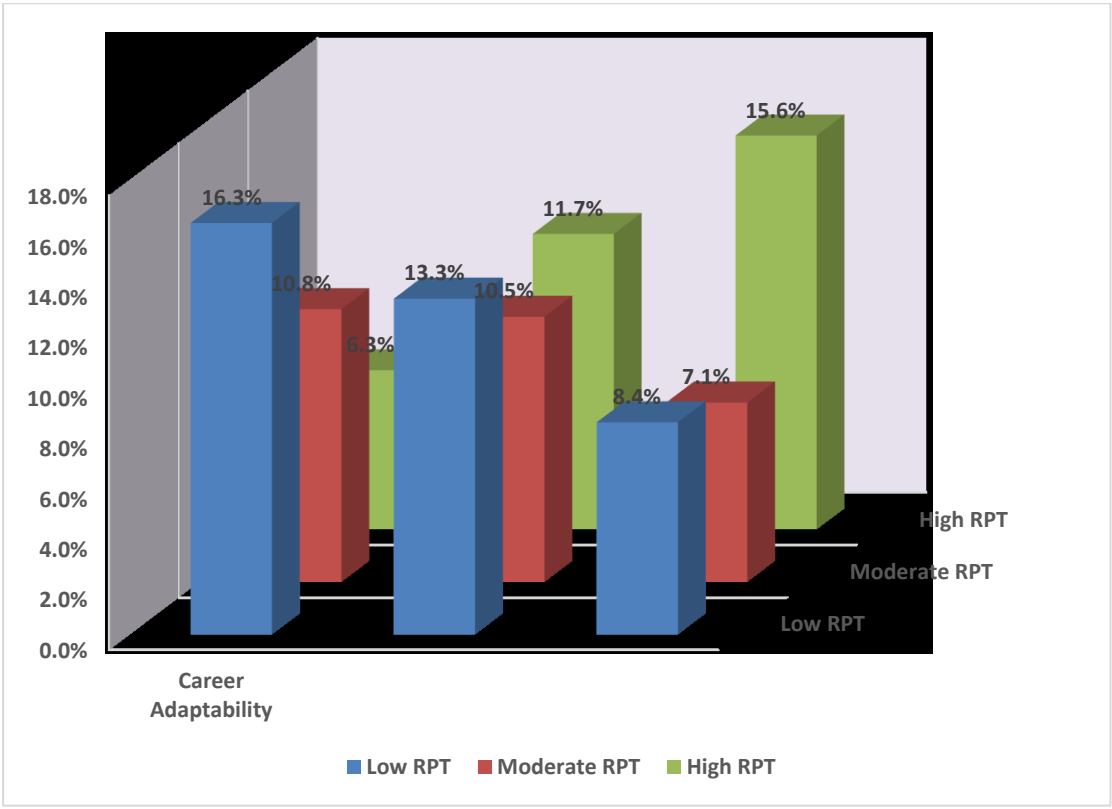

Figure 8: Analysis of Cross Tabulation between Resource person talks and Career adaptability.

The findings of the cross-tabulation showed that conversations with low and high resource individuals led to a higher degree of career flexibility than conversations with intermediate resource persons did. In addition, it was shown that the proportion of student responses who had a greater degree of career adaptability decreased as the career adaptability increased. This was the case for students who had low or moderate levels of exposure to resource person discussions. Among the student respondents who fell into the group of having a high exposure to resource person discussions, a rise in career adaptability led to an increase in the percentage of students who had a high degree of career adaptability. The implication of this is that the degree to which students

are exposed to resource person talks has a variable impact on their capacity to adapt to various professional paths, depending on the amount of exposure (resource person talks). A consistently higher degree of career adaptability was achieved as a result of a high level of exposure to conversation with resource persons. The fact that this is the case may imply that the degree of exposure to resource person talks that is gained is a significant factor in determining the impact that it has on the adaptability of a profession.

4.6.2 Hypothesis Testing on Influence of Resource Person Talks on Career Adaptability

The third objective was to examine the extent to which resource person talks influences career adaptability of students in public secondary schools in Kiambu County, Kenya. This was achieved through the testing of null hypothesis number 3. That is:

H_{03}: There is no statistically significant influence of Resource Person Talks on career adaptability of students in public secondary schools in Kiambu County, Kenya.

The hypothesis was tested using Linear Regression Analysis to establish the influence of resource person talks on career adaptability of students.

4.6.3 Influence of Resource Person talks on career concern.

A Pearson product correlation coefficient of r=.229 was found to be significant at p=.000 due to the fact that the probability was lower than the acceptability threshold of P=.05. This was discovered via the testing of the hypothesis about the impact of resource person discussions on career worry. Therefore, the null hypothesis, which states that there is no statistically significant association between the two variables, is rejected as a result of this. It was decided to adopt the alternate hypothesis that Resource

Person Talks had a statistically significant impact on Career Concern. This suggests that there is a positive affect on career concern that is statistically significant, and that this influence is related to resource person conversations.

Table 13: Pearson Correlation Coefficient for Resource Persons Talk and Career Adaptability

Independent Variable	Dependent Variables	Pearson Correlation Product Moment Coefficient (r)	Significance Level for r (p)
Resource Person Talks	Career Concern	.229	.000*
	Career Control	.135	.000*
	Career Curiosity	.199	.000*
	Career Confidence	.168	.000*
	Career Adaptability	.230	.000*

Linear Regression Analysis revealed that adjusted R^2 was .052 which was significant at p=.000 as the probability was lower than the acceptable level of p=.05. The R^2 of .052 means that resource person talks accounts or explains (.052 × 100) 5.2% of the variance observed in career concern. This confirmed that 5.2% of the variance in career concern is attributable to resource person talks.

Table 14: Linear Regression Analysis Statistics for Resource Person Talks on Career adaptability:

Independent Variable	Dependent Variables	Adjusted Coefficient of Determination (R^2)	F Change	Sig. F change	Durbin-Watson
Resource Person Talks	Career Concern	.052	67.998	.000*	1.700
	Career Control	.018	22.967	.000*	1.879
	Career Curiosity	.039	50.699	.000*	1.899
	Career Confidence	.028	35.616	.000*	1.875
	Career Adaptability	.053	68.773	.000*	1.815

4.6.4 Influence of Resource Person talks on Career control.

Hypothesis testing on influence of resource person talks on career control revealed a Pearson product correlation coefficient of r=.135 which was significant at p=.000as probability was less than acceptance level of P=.05. This leads to the rejection of the null hypothesis of no influence between the two variables. The alternative hypothesis of statistically significant influence of Resource Person Talks on Career Control was accepted. This indicated that there is a positive and statistically significant influence of Resource person talks on career control. Linear regression Analysis revealed that adjusted R^2 was .018 which was significant at p=.000as probability was less than acceptance level of P=.05. The R^2 of .018 means that resource person talks accounts or

explains (.018 × 100) 1.8% of the variance observed in career control. This confirmed that 1.8% of the variance in career control is attributable to resource person talks.

4.6.5 Influence of Resource Person talks on Career curiosity.

Hypothesis testing on influence of resource person talks on career curiosity revealed a Pearson product correlation coefficient of r=.199 which was significant at p=.000as probability was less than acceptance level of P=.05. This leads to the rejection of null hypothesis of no influence between the two variables. The alternative hypothesis of statistically significant influence of Resource Person Talks on Career Curiosity was accepted. This indicates that there is a positive and statistically significant influence of Resource person talks on career curiosity. Linear regression Analysis revealed that adjusted R^2 was .039 which was significant at p=.000as probability was less than acceptance level of P=.05. The R^2 of .039 means that resource person talks accounts or explains (.039 × 100) 3.9% of the variance observed in career curiosity. This confirmed that 3.9% of the variance in career curiosity is attributable to resource person talks.

4.6.6 Influence of Resource Person talks on Career confidence.

Hypothesis testing on influence of resource person talks on career curiosity revealed a Pearson product correlation coefficient of r=.168 which was significant at p=.000as probability was less than acceptance level of P=.05. This leads to the rejection of the null hypothesis of no influence between the two variables. The alternative hypothesis of statistically significant influence of Resource Person Talks on Career Confidence was accepted. This indicates that there is a positive and statistically significant influence of Resource person talks on career confidence. Linear regression Analysis revealed that adjusted R^2 was .028 which was significant at p=.000as probability was less than acceptance level of P=.05. The R^2 of .028 means that resource person talks accounts or

explains (.028 × 100) 2.8% of the variance observed in career confidence. This confirmed that 2.8% of the variance in career confidence is attributable to resource person talks.

4.6.7 Influence of Resource Person talks on Career Adaptability

Hypothesis testing on influence of resource person talks on career adaptability revealed a Pearson product correlation coefficient of r=.230 which was significant at p=.000as probability was less than acceptance level of P=.05. This leads to the rejection of null hypothesis of no influence between the two variables. The alternative hypothesis of statistically significant influence of Resource Person Talks on Career Adaptability was accepted. This indicates that there is a positive and statistically significant influence of Resource person talks on career adaptability. Linear regression Analysis revealed that adjusted R^2 was .053 which was significant at p=.000as probability was less than acceptance level of P=.05. The R^2 of .053 means that resource person talks accounts or explains (.053 × 100) 5.3% of the variance observed in career adaptability. This confirmed that 5.3% of the variance in career adaptability is attributable to resource person talks.

The findings of the current study are like those of Funnell (2015). This study observes that resources person talks are an important factor that positively influences career adaptability of students. Mtemeri (2017) also observed that resource persons had a positive impact on students' choice. Mungára (2012) reported that guest speakers were available in Kiambu West and positively influenced students' career aspirations. Mudulia (2017) also reported a statistically significant relationship between student

perceptions of career guidance services that include guest speakers on students' career choice.

Mbaka et al. (2023) also reported that motivational talks were available in schools and guided students on career awareness. Njogu (2019) noted that the use of consultants engaged by schools helped students in making informed career choices. Ongánga (2020) observes that providing students with information on subject choices helps them in making career choices. Maina (2020) also observed that use of resource person talks had a significant influence on students' change of academic programmes among university students in Kenya. The responses by Guidance and counselling teachers from interview data in this study revealed that the use of resources persons//guest speakers and alumni as one of the important career guidance activities provided in schools. This further reinforces the importance of resource person talks on career adaptability.

Career Guidance teachers in this study further noted that some parents acted as resource persons during guidance forums in school which was mentioned by 7.9% of the teachers as well as encouraging linkages between schools, professionals and resource persons for career guidance interventions. In their focus group discussions, student respondents reported use of resource persons as one of the career guidance practices available in the school which was mentioned by 10.9% of students. Students further reported that they were exposed to guest speakers during community events such as barazas as well as religious events through provision of guest speakers who provided guidance which was mentioned by 19.6% of the focus group discussions. Students also in addition noted that parents may also serve as resource persons during school events where they have the requisite knowledge as was reported by 13.6% student focus groups. This explains

the high level of use of guest speakers and resources persons captured in the study. It is critical that these methods be escalated to improve career guidance in schools.

4.7 Influence of Workplace Visits on Career Adaptability

In the fourth objective of the study required the establishment of the influence of Workplace Visits on career adaptability and its four dimensions of career concern, career control, career curiosity and career confidence.

4.7.1 Workplace Visits on Career Adaptability

Data on workplace visits was collected by seven (7) items in the student respondent's questionnaire and covered visits to universities/ colleges, tours, field visits and their usefulness in learning about careers. The mean participation of students in the workplace visits was 19.1 against a maximum of 35. This translates to 54.6% overall participation in the range of activities that comprised workplace visits which can be described as moderate participation rate. This is an indication that there is still much needed to increase the level of exposure to workplace visits.

Analysis of Workplace Visits * Career Adaptability Cross tabulation

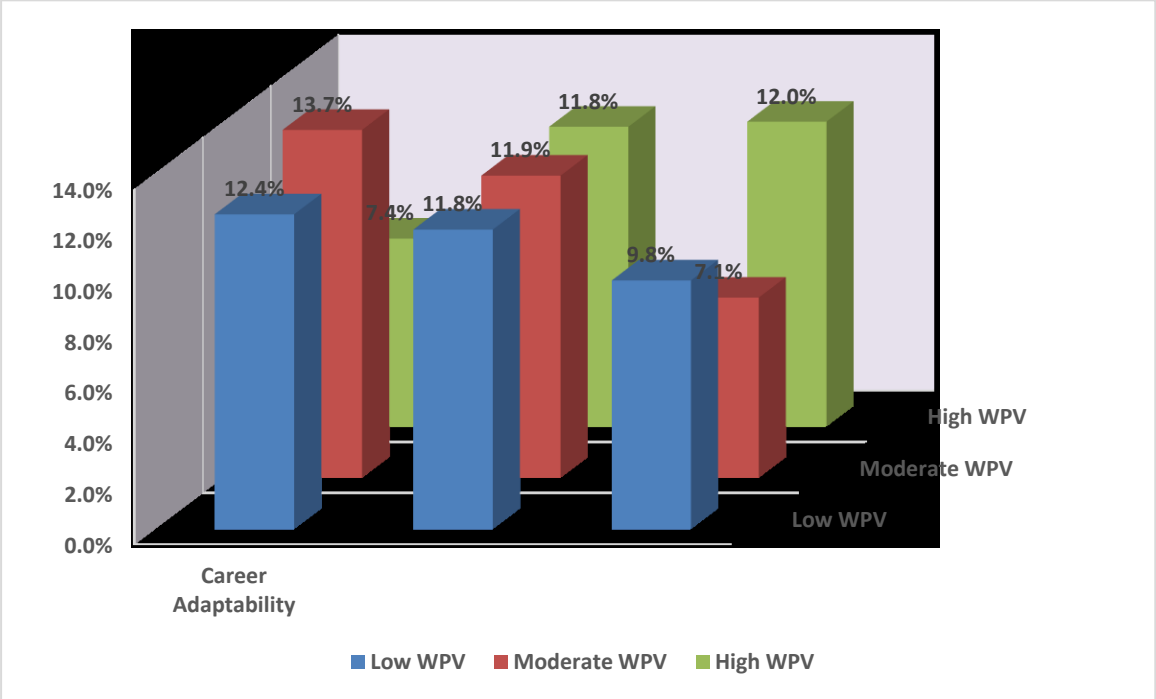

Figure 9: Analysis on Cross tabulation between Workplace visits and Career adaptability.

The results show that all the low, moderate and high forms of workplace visits led to higher career adaptability. In addition, results showed that among students in low and moderate exposure to workplace visits categories, as the career adaptability increases, the percentage of student respondents with higher career adaptability decreases. Among the student respondents in the high exposure to workplace visits category, an increase in career adaptability resulted in an increase in the number of students with a high level of career adaptability. This implies that the level of students' exposure to workplace visits influences career adaptability differently based on the level of exposure (to workplace visits obtained). A high level of workplace visits led to elevated increased career adaptability. This may suggest that the level of workplace visits obtained is a key determinant of the influence it has on career adaptability.

4.7.2 Hypothesis Testing on Influence of Workplace Visits on Career Adaptability

The fourth hypothesis was to establish the extent to which workplace visits influences career adaptability of students in public secondary schools in Kiambu County, Kenya. This was achieved through the testing of null hypothesis number 4. That was:

Ho4: There is no statistically significant influence of workplace visits on career adaptability of students in public secondary schools in Kiambu County, Kenya.

The hypothesis was tested using Linear Regression Analysis to establish the influence of workplace visits on students' career adaptability and its dimensions.

4.7.3 Influence of Workplace Visits on Career Concern

Table 15: Correlation, Pearson Correlation Product Moment Coefficient for Workplace Visits and Career Adaptability:

Independent Variable	Dependent Variables	Pearson Correlation Product Moment Coefficient (r)	Significance Level for r (p)
Workplace Visits	Career Concern	.101	.000*
	Career Control	.071	.006*
	Career Curiosity	.131	.000*
	Career Confidence	.091	.001*
	Career Adaptability	**.124**	**.000***

Hypothesis testing on influence of workplace visits on career concern reveals a Pearson product moment correlation coefficient of r=.101 which is significant at p= .000 as the probability was lower than the acceptance level of p=.05. This leads to the rejection of the null hypothesis of no statistically significant influence between workplace visits and career concern. The alternative hypothesis of statistically significant influence of workplace visits on career concern was accepted. This indicates that there is a positive and statistically significant influence of workplace visits on career concern.

Table 16: Linear Regression Analysis Statistics for Workplace Visits and Career Adaptability:

Independent Variable	**Dependent Variables**	**Adjusted Coefficient of Determination (R^2)**	**F ratio**	**Significance level (p) for F ratio**	**Durbin-Watson**
Workplace Visits	Career Concern	.010	12.540	.000*	1.683
	Career Control	.004	6.283	.012*	1.866
	Career Curiosity	.016	21.341	.000	1.866
	Career Confidence	.007	10.150	.001	1.858
	Career Adaptability	**.015**	**19.165**	**.000**	**1.784**

Linear Regression Analysis revealed that adjusted R^2 was .009 which was significant at p=.000as the probability was lower than the acceptance level of p=.05. The R^2 of .009 means that workplace visits account or explains (.009 × 100) 0.9% of the variance observed in career concern. In other words, 0.9% of the variance observed in career concern is attributable to workplace visits.

4.7.4 Influence of Workplace Visits on Career Control

Hypothesis testing on influence of workplace visits on career control reveals a Pearson product moment correlation coefficient of r= .071which was significant at p= .006as the probability was lower than the acceptance level of p=.05. This leads to the rejection of null hypothesis of no significant influence between workplace visits and career control. The alternative hypothesis of statistically significant influence of workplace visits on career control was accepted. This indicates that there is a positive and statistically significant influence of workplace visits on career control. Linear Regression Analysis revealed that adjusted R^2 was .004 which was significant at p=.000 as the probability was lower than the acceptance level of p=.05. The R^2 of .004 means that workplace visits account or explains (.004 × 100) 0.4% of the variance observed in career control. In other words, 0.4% of the variance observed in career control is attributable to workplace visits.

4.7.5 Influence of Workplace Visits on Career Curiosity

Hypothesis testing on the influence of workplace visits on career curiosity reveals a Pearson product moment correlation coefficient of r=.131which was significant at p= .000as the probability was lower than the acceptance level of p=.05. This leads to the rejection of the null hypothesis of no significant influence between workplace visits and career curiosity. The alternative hypothesis of statistically significant influence of workplace visits on career curiosity was accepted. This indicates that there is a positive and statistically significant influence of workplace visits on career curiosity. Linear Regression Analysis revealed that adjusted R^2 was .016 which was significant at p=.000as the probability was lower than the acceptance level of p=.05. The R^2 of .016 means that workplace visits account or explain (.016× 100) 1.6% of the variance

observed in career curiosity. In other words, 1.6% of the variance observed in career curiosity is attributable to workplace visits.

4.7.6 Influence of Workplace Visits on Career Confidence

Hypothesis testing on influence of workplace visits on career confidence reveals a Pearson product moment correlation coefficient of .091 which was significant at p= .001 as the probability was lower than the acceptance level of p=.05. This leads to the rejection of null hypothesis of no significant influence between workplace visits and career confidence. The alternative hypothesis of statistically significant influence of workplace visits on career confidence was accepted. The alternative hypothesis of statistically significant influence of workplace visits on career confidence was accepted. The implication was that there was a positive and statistically significant influence of workplace visits on career confidence. Linear Regression Analysis revealed that adjusted R^2 was .007 which was significant at p=.001as the probability was lower than the acceptance level of p=.05. The R^2 of .007 means that workplace visits account or explain (.007 × 100) 0.7% of the variance observed in career confidence. In other words, .7%of the variance observed in career confidence is attributable to workplace visits.

4.7.7 Influence of Workplace Visits on Career Adaptability

Hypothesis testing on influence of workplace visits on career adaptability reveals a Pearson product moment correlation coefficient of r=.124 which was significant at p= .000as the probability was lower than the acceptance level of p=.05. This leads to the rejection of the null hypothesis of no statistically significant influence of workplace visits on career adaptability. The alternative hypothesis of statistically significant influence of workplace visits on career adaptability was accepted. This indicates that

there is a positive and statistically significant influence of workplace visits on career adaptability. Linear Regression Analysis revealed that adjusted R^2 was .015 which was significant at p=.000as the probability was lower than the acceptance level of p=.05. Further testing by ANOVA further revealed that the F ratio for the regression model that fit the data was significant at p=.000 thus indicating that the observed relationship is not caused by chance but is due to an effect. The R^2 of .015 means that workplace visits account or explains (.015 × 100) 1.5% of the variance observed in career adaptability. In other words, 1.5%of the variance observed in career adaptability is attributable to workplace visits.

The findings of this study agree with those of Ormod (2004) who observed that field trips and career trips provide opportunities for students to learn about workplace which is beneficial to them. The findings also resonate with those of Tong and Yuen (2021) who observed that workplace experiences such as internships, job placements and workplace visit exposed students to the daily routines at workplaces therefore providing them with useful experiences for development of career choices skills. Findings are also like those of Mtemeri (2017) who reported that career guidance including field trips, career trips and workplace visits had positive and statistically significant influence on students' career choice.

Workplace visits were also important for the change of academic programmes of study as observed by Maina (2020) just like in this study. Visits to universities and workstations were reported by Mudulia (2017) to have positive and statistically significant relationship with students' choice of career in Vihiga County just like current study. The findings are also in agreement with those of Schoon and Henseke

(2023) who reported that school-based career preparation activities including workplace visits were positively and significantly correlated with career adaptability. The Correlation coefficient between workplace visits and career adaptability were positive and stronger in Schoon and Henseke (2023) study and workplace visits accounted for 29.9% of the variance in career adaptability.

Findings from interviews with guidance and counselling teachers in this study revealed that visits to universities were reported by guidance and counselling teachers as being available to students who rated its provision at 10.3% (3). They also pointed out that parents participated in career guidance of students through providing funds for academic tours that also serve to provide career learning. Student respondents in this study reported that career guidance practices available in schools included visits to colleges, universities and workplaces which were mentioned by 6.3% (2) of the student focus groups discussions. In addition, the students also reported that at home settings, career guidance practices availed included being taken to workplaces by their parents and siblings as well as going for excursions to various places that offered workplace learning opportunities.

Under the community settings, student respondents revealed that among the career guidance activities available included visits to universities and colleges which though minimal accounted for 3.3% (1) of the focus group discussions. The students' respondents while responding on parental involvement in career guidance also reported that parents participated by providing resources for activities such as visits to colleges, universities and workplace which was rated at 19.7% (6) of all focus group discussions. The finding from the interview and focus group discussions reveal that workplace visits,

colleges and universities visits are available in schools to assist in career guidance to improve career adaptability of students which is a precursor to career choice decisions. The overall level of exposure to workplace visits as captured in the questionnaire was 54.6%.

4.8 Influence of Mentors Advice on Career Adaptability

In the fifth objective the study required the establishment of influence of Mentors Advice on career adaptability and its four dimensions of career concern, career control, career curiosity and career confidence.

4.8.1 Mentors Advice

Data on mentors' advice was collected by nine (9) items in the student respondent's questionnaire and covered interactions with mentors and mentors' ability to offer advice. The mean participation on mentorships was 32.98 out of the maximum possible of 45. This translates to an overall participation of 73.3% which is the highest among the five independent variables under career guidance practices. This indicates that there is still some room for improvement on the level of exposure.

Analysis of Mentors Advice * Career Adaptability Cross tabulation

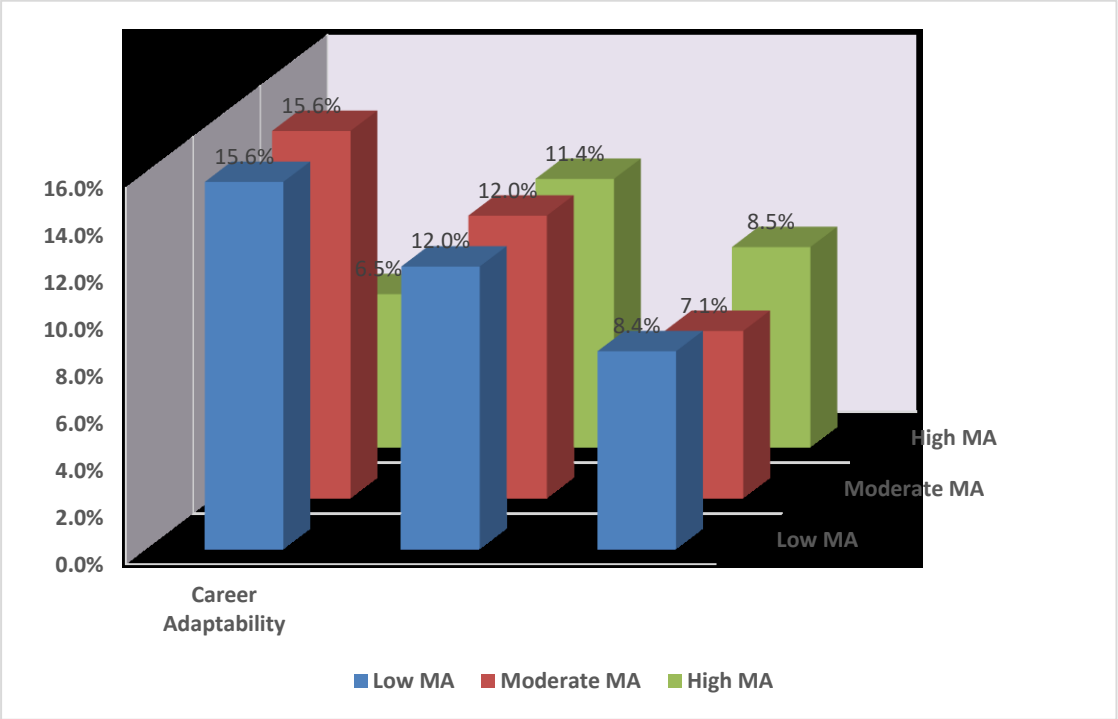

Figure 10: Analysis of cross tabulation between Mentors advice and Career adaptability.

The findings show that both low and moderate levels of mentors' advice led to higher career adaptability than high levels of mentors' advice. In addition, for the students in low and moderate exposure to mentors' advice categories, as the career adaptability increases, the percentage of student respondents with higher career adaptability decreases. Among the student respondents in the high exposure to mentors' advice category, an increase in career adaptability resulted in an increase in the number of students with a high level of career adaptability. This implies that the level of students' exposure to mentors' advice influences career adaptability differently based on level of exposure (to workplace visits obtained). This may suggest that the level of mentors' advice obtained is a key determinant of the influence it has on career adaptability.

4.8.2 Hypothesis Testing on Influence of Mentors Advice on Career Adaptability

The fifth hypothesis was to determine the extent to which mentors' advice influences career adaptability of students in public secondary schools in Kiambu County, Kenya. This was achieved through the testing of null hypothesis number 5. That is:

H_{05}: There is no statistically significant influence of mentors' advice on career adaptability of students in public secondary schools in Kiambu County, Kenya.

The hypothesis was tested using Linear Regression Analysis to establish the influence of mentors' advice on career adaptability of students.

4.8.3 Influence of Mentors Advice on Career Concern

Hypothesis testing on mentors' advice and career concern reveals a Pearson Product Moment Correlation Coefficient of r= .244 which was significant at p= .000 as the probability was lower than acceptance level of p= .05. This leads to the rejection of null hypothesis of no significant influence between mentors' advice and career concern. The alternative hypothesis of statistically significant influence of mentors' advice on career concern was accepted. This is indication that there is a positive and statistically significant influence of mentors' advice on career concern.

Table 17: Pearson Correlation Product Moment Coefficient for Mentors Advice and Career Adaptability

Independent Variable	Dependent Variables	Pearson Correlation Product Moment Coefficient (r)	Significance Level for r (p)
Mentors Advice	Career Concern	.244	.000*
	Career Control	.138	.000*
	Career Curiosity	.138	.000*
	Career Confidence	.209	.000*
	Career Adaptability	.228	.000*

Linear Regression Analysis revealed that adjusted R^2 was .059 which was significant at p=.000. The R^2 of .059 means that mentors advice accounts or explains (.059 ×100) 5.9% of the variance observed in Career Concern. In other worlds 5.9% of the variance observed in Career Concern is attributable to mentors' advice.

Table 18: Linear Regression Analysis Statistics for Mentors Advice and Career Adaptability

Independent Variable	Dependent Variables	Adjusted Coefficient of Determination (R^2)	F Change	Sig. F Change	Durbin-Watson
Mentors Advice	Career Concern	.059	78.059	.000	1.705
	Career Control	.018	23.802	.000	1.884
	Career Curiosity	.018	23.786	.000	1.882
	Career Confidence	.043	56.292	.000	1.878
	Career Adaptability	.051	67.294	.000	1.815

4.8.4 Influence of Mentors Advice on Career Control

Hypothesis testing on influence of mentors' advice on career control reveals a Pearson product moment correlation coefficient of r= .138 which was significant at p= .000 as the probability is lower than the acceptable level of P=.05. This leads to the rejection of the null hypothesis of no statistically significant influence between mentors' advice and career control. The alternative hypothesis of statistically significant influence of mentors' advice on career control was accepted. The implication is that there is a positive and statistically significant influence of mentors' advice on career control. Linear Regression Analysis revealed that adjusted R^2 was .018 which was significant at p=.000as the probability is lower than the acceptable level of P=.05. The R^2 of .018 means that mentors advice accounts or explains (.018 × 100) 1.8% of the variance

observed in Career Control. The findings confirm that 1.8% of the variance observed in Career Control is attributable to mentors' advice.

4.8.5 Influence of Mentors Advice on Career Curiosity

Hypothesis testing on influence of mentors' advice on career curiosity reveals a Pearson Product Moment Correlation Coefficient of r=.138 which was significant at p= .000as the probability is lower than the acceptable level of P=.05. This leads to the rejection of the null hypothesis of no statistically significant influence between mentors' advice and career curiosity. The alternative hypothesis of statistically significant influence of mentors' advice on career curiosity was accepted. This is indication that there is a positive and statistically significant influence of mentors' advice on career curiosity. Linear Regression Analysis revealed that adjusted R^2 was .018 which was significant at p=.000as the probability is lower than the acceptable level of P=.05. The R^2 of .018 means that mentors advice accounts or explains (.018 × 100) 1.8% of the variance observed in Career Curiosity. The findings confirm that 1.8% of the variance observed in Career Curiosity is attributable to mentors' advice.

4.8.6 Influence of Mentors Advice on Career Confidence

Hypothesis testing on influence of mentors' advice on career confidence reveals a Pearson Product Moment Correlation Coefficient of r=.209 which is significant at p= .000as the probability is lower than the acceptable level of P=.05. This leads to the rejection of the null hypothesis of no statistically significant influence between mentors' advice and career confidence. The alternative hypothesis of statistically significant influence of mentors' advice on career confidence was accepted. This is

indication that there is a positive and statistically significant influence of mentors' advice on career confidence. Linear Regression Analysis revealed that adjusted R^2 was .043 which was significant at p=.000as the probability is lower than the acceptable level of P=.05. The R^2 of .043 means that mentors advice accounts or explains (.043× 100) 4.3% of the variance observed in career confidence. The findings confirm that 4.3 % of the variance observed in Career Confidence is attributable to mentors' advice.

4.8.7 Influence of Mentors Advice on Career Adaptability

Hypothesis testing on influence of mentors' advice on career adaptability reveals a Pearson Product Moment Correlation Coefficient of r=.228 which was significant at p= .000as the probability is lower than the acceptable level of P=.05. This leads to the rejection of null hypothesis of no significant influence between mentors' advice and career adaptability. The alternative hypothesis of statistically significant influence of mentors' advice on career adaptability was accepted. This is indication there is a positive and statistically significant influence of mentors' advice on career adaptability. Linear Regression Analysis revealed that adjusted R^2 was .051 which was significant at p=.000as the probability is lower than the acceptable level of P=.05. The R^2 of .051 means that mentors advice accounts or explains (.051× 100) 5.1% of the variance observed in career adaptability. The findings confirm that 5.1% of the variance observed in Career Adaptability is attributable to mentors' advice.

The findings in this study agree with those of Chang et al. (2023) and Lazarova et al. (2019). Chang et al. (2023) established that mentoring had a positive statistically significant relationship with career adaptability. Perceived teacher support had a

positive and statistically significant relationship with career adaptability and its four dimensions of career concern, career control, career curiosity and career confidence (Lazarova, 2019). In addition, Koto et al. (2017) observed that social support had a positive and statistically significant relationship with career adaptability and career decision making. At African continent level, Umukoro and Okurame (2022) observed that effects of mentoring on career adaptability were significant among both young and old graduates in Nigeria thus comparing well with the current study. Mudulia (2017) also observed that mentorship was available to girls at 67.3% and that students' perception of career guidance services including mentoring had a statistically significant relationship with career choice and academic performance. The findings are also like those of Kanten et al. (2017) and Jyoti and Sharma (2015). Kanten et al. (2017) established that role modelling mentoring had significant effect on career adaptability of undergraduate students in Turkey. Jyoti and Sharma (2015) established that mentoring functions positively and significantly influenced career adaptability of call centre workers in India.

The findings for this study are also like what Wambua, Kalai and Okoth (2017) obtained in Machakos County where they established that mentoring was available in 66.3% of secondary schools in their sample. Furthermore, the findings also resonate with Schoon and Henseke (2023) who reported that school-based career preparation activities were significantly related to career adaptability. The career guidance practises included mentoring which had a strong positive correlation with career adaptability and accounted for 23.1% of the variance in career adaptability (Schoon & Henseke, 2023).

The findings of the current study differ from those of Midigo and Mberia (2019) who observed that mentorship opportunities is among factors that influenced student choices. They concluded that students required mentorship to facilitate them develop ideas regarding their careers thereby aiding them to make informed choices. The findings however, indicated a negative and statistically significant relationship with career choice which could have been due to instrumentation used. Importantly the findings of this study agree with those of Kariithi et al. (2022) who observed that students had mentorship programmes in their schools and mentorship had a positive influence on students' discipline and mentorship could positively influence teacher – student interactions. The current study and that of Kariithi et al. (2022) share a common feature in that both established that mentorship is available in Kiambu county schools.

When asked about career guidance activities available to students, very few career guidance teachers in the current study mentioned mentors and coaches with only 4.4% (2) prevalence. However, for the student respondents in the current study, they reported availability of role models which was reported by 14.1% (5) of focus groups. The lower number reported by teachers could be due to mentoring being offered mostly on informal basis majorly by external personnel and rarely on formal basis. Despite the lower reporting by guidance and counselling teachers, it was the most common method as reported from administration of questionnaires.

In the current study under career guidance practices available at home settings, students mentioned availability of mentors with a rating of 16.4% (5) and this encompassed older siblings, parents, relatives among others as the mentors. Further, under the activities in community settings, students reported access to mentors and role models

which they rated at 29.5% (9) with these services being provided by religious leaders including pastors, church elders and other community leaders. Consequently, from the findings reported in this study mentorship is an important and powerful tool that needs to be utilised for career guidance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusions, the recommendations and the suggestions for further research in the area.

5.2 Summary of the study

The purpose of this study was to establish the extent to which career guidance practises influence career adaptability of public secondary schools' students in Kiambu County, Kenya. The study had five objectives which were aligned to five hypotheses for which data was collected analysed and used to provide response to the matters thereof. In this regard, the study investigated how the five career guidance practises influenced career adaptability and its resources among public secondary school students. The career guidance practises were exposure to career exhibition; provision of career information; resource person talks; workplace visits and mentors' advice. The research generated both quantitative and qualitative data which were analysed using both descriptive and inferential statistics as well as themes and categories.

- The findings revealed that the level of exposure to different career guidance practises ranged from 54.5% (2.75) for workplace visits followed by 58.5% (mean=2.93) for career exhibitions, 59.7% (mean=2.99) for provision of career information, 66.8% (mean=3.34) for resource person talks and the highest was 73.3% (3.67) for mentors' advice.

- The findings revealed that exposure to career exhibitions had a positive and statistically significant influence on career adaptability and its four dimensions of career concern, career control, career curiosity and career confidence at a significance level, P=.05. The strength of the influence of exposure to career exhibitions on career adaptability ranged from the lowest with career control at r=.088; followed by career confidence at r=.096; career curiosity at r=.133; career concern at r=.174 and career adaptability at r=.155. Exposure to career exhibitions accounted for a significant proportion of the variance observed in career adaptability and its resources of career concern, career control, career curiosity and career confidence ranging from the lowest attribution with career control at 0.7%; followed by career confidence at 0.8%; career curiosity at 1.7%; career concern at 2.9% and with career adaptability at 2.3%.
- The findings revealed that provision of career information had a positive and statistically significant influence on career adaptability and its four dimensions of career concern, career control, career curiosity and career confidence at a significance level, P=.05. The strength of the influence of provision of career information on career adaptability ranged from the lowest with career control at r=.102; followed by career confidence at r=.110; career concern at r=.142; career curiosity at r=.155; and the highest with career adaptability at r=. 160.Provision of career information accounted for a significant proportion of the variance observed in career adaptability and its four dimensions among secondary school students in Kiambu County. The percentage accounted for by provision career information on the career adaptability and its resources ranged from the lowest attribution with career control at 1.0%; followed by career

confidence at 1.1%; career concern at (1.9%) career curiosity at 1.9%; and highest with career adaptability at 2.6%.

- Findings revealed that resource person talks had a positive and statistically significant relationship with career adaptability and its four dimensions of career concern, career control, career curiosity and career confidence at a significance level, P=.05 and the strength of influence ranged from the lowest with career control r=.135; followed by career confidence at r=.168; career curiosity at r=.199; career concern at r=.229; and the highest with career adaptability at r=.230. Resource person talks also accounted for a significant proportion of the variance in observed in career adaptability and its resources ranging from the lowest attribution with career control at 1.8%; followed by career confidence at 2.9%; career curiosity at 3.9%; career concern at 5.2% and highest with career adaptability at 5.3%.
- It was further established that workplace visits had a positive and statistically significant influence on career adaptability and its four dimensions of career concern, career control, career curiosity and career confidence at a significance level, P=.05 and the strength the influence ranged from the lowest with career control at r=.071; followed by career confidence at r=.091; career concern at r=.101; career adaptability at r=.124; and the highest with career curiosity at r=.131. Workplace visits accounted for significant proportion of the variance in career adaptability and its four dimensions among secondary school students in Kiambu County and this ranged from the lowest attribution with career control at 0.4%; followed by career confidence at 0.7%; career concern at 0.9%; career adaptability at 1.5% and highest with career curiosity at 1.6%.

- Finally, findings also revealed that mentors' advice had a positive and statistically significant influence on career adaptability and its four dimensions of career concern, career control, career curiosity and career confidence at a significance level, P=.05 and the strength of the also ranged from the lowest with career control at r=.138; followed by career curiosity at r=.138; career confidence at r=.209; career adaptability at r=.228; and the highest with career concern at r=.244. It was further established that Mentors' advice also accounted for a significant proportion of the variance in career adaptability and its resources ranging from the lowest attribution with career control at 1.8%; followed by career curiosity at 1.8%; then career confidence at 4.3%; career adaptability at 5.1% and the highest with career concern at 5.9%.

5.3 Conclusions

5.3.1 Career Guidance Practices and Students Career Adaptability

The overall findings of this study provided evidence that career guidance practices influenced career adaptability of public secondary school students. The findings are consistent with the conceptual framework of the study which had anticipated that career guidance practices comprising exposure to career exhibitions, provision of career information, Resource person talks, Workplace visits and Mentors advice would influence career adaptability and its dimensions of concern, control, curiosity and confidence. The Hypothesis of the study were based on Life-span Life space and Career Construction Theories. Review of previous related studies indicated that the process of career development is related to career choice and basically involves the development and implementation of one's self concept. The self-concept is developed through social interaction between the individual and the environment. In this development of self-

concept, the individual is not a mere spectator but is an active participant playing three (3) roles of the individual as a subject, an actor and an author of their self-concept. As the individual interacts with the social and physical environment, they play various roles with certain role expectations which shapes their self-concept in the four settings namely: home, school, work and community. The career guidance practices are part of the social and physical environment that helps shape the self-concept that is part of their self-identity that can be measured through career adaptability.

The study made the following conclusions based on the findings of the study:

- All aspects of exposure to career exhibitions including career days, career fairs, talent days, academic clinics and class meetings significantly contributed to increase students career adaptability at home, school and community settings thus improving their ability to make informed choices.
- Provision of Career information including use of TV, Radio, Print Media, Internet, Display Information on Notice Board, career guides and Textbooks, and mobile phones significantly contributed to increase students career adaptability thus enhancing their ability to make informed choices.
- Resource Person Talks including guest speakers significantly contributed to increase students' career adaptability at home, school and community settings thereby improving their ability to make informed choices.
- Workplace Visits including visits to companies/industries, Universities and Colleges significantly contributed to increase students' career adaptability at home, school and community settings thus improving their ability to make informed choices.

- All aspects of Mentors' Advice including role models significantly contributed to increase students' career adaptability at home, school and community settings thereby improving their ability to make informed choices.

5.4 Recommendations

i. Policy Makers in the Ministry of Education

The findings have shown that exposure to career exhibitions, provision of career information resources, resource person talks, workplace visits and mentors' advice had a positive and significant influence on students' career adaptability. As a result, the Ministry of Education is encouraged to consider incorporating/strengthening the use of these career guidance practices into the career guidance programmes for secondary school students thus enhancing students' career adaptability for effective career decision making. These may include sensitization/advocacy programmes for School Management, teachers and parents as well as capacity building of teachers on career guidance. The Ministry may also consider providing resources to support implementation of career guidance programmes in schools as inadequate financing of career guidance was mentioned by guidance and counselling teachers as one of the impediments to provision of career guidance services.

ii. KUCCPS

KUCCPS who is charged with the mandate of offering career guidance services to secondary school students could consider including a variety of career guidance practices in their services to secondary school students including exposure to career exhibitions, provision of career information resources, Resource person talks/Guest speakers, workplace visits and mentors' advice to facilitate their career selection process.

iii. School management and teachers

The school administration including the Boards of Management (BOM), and teachers may consider providing a variety of career guidance practices including exposure to career exhibitions, provision of career information resources, Resource person talks/Guest speakers, workplace visits and mentors' advice to improve students' career selection process. They may also consider sensitizing teachers and parents on career guidance provisions as well as capacity building of teachers to equip them to offer career guidance to students.

iv. Parents

Parents are encouraged to consider providing resources for and to actively participate in providing students career guidance through a variety of interventions such as exposure to career exhibitions, provision of career information resources, Resource person talks/Guest speakers, workplace visits and mentors' advice to improve students' career selection process in school, home and community settings.

v. Students

Students need to be sensitized to participate in a wide variety of career guidance practices such as exposure to career exhibitions, provision of career information resources, Resource person talks/Guest speakers, workplace visits and mentors' advice to improve students' career selection process in school, at home and community settings to improve their career adaptability for effective career choice.

5.5 Recommendations for further Research

i. There is need to investigate how other career guidance practices not covered in this study such as peer counselling, job shadowing, community service, and individual counselling by teachers among others influence students career adaptability.

ii. Need to carry out a similar study in other counties in Kenya to establish whether there are any differences from outcomes of the study.

iii. Need to establish how demographic variables such as type of school, mother and father education level and academic performance influence career adaptability of secondary school students and establish whether they play any moderating or mediating role on the relationship between career guidance practices and career adaptability. These factors have been seen to have influence on career guidance practices as well as career adaptability and its four dimensions.

iv. There is need to carry out a similar study to the current one to establish the outcomes in other parts of the country including private secondary schools and among other levels of education such as Technical Vocational Education and Training Institutions as well as universities.

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APPENDIX I: COVER LETTER

P.O Box 22490-00100
NAIROBI
22nd May, 2023

Dear Sir/Madam,

REF: COLLECTION OF DATA ON CAREER GUIDANCE PRACTICES AND CAREER ADAPTABILITY AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN KIAMBU COUNTY, KENYA

My Name is James Mwangi Kiburi. I am a Doctor of Philosophy student in Educational Psychology at Maasai Mara University. I am carrying out a research study on the influence of career guidance on career adaptability (ability/readiness and preparedness to make career decisions) of public secondary school students in Kiambu County, Kenya.

There is limited coverage on studies of a similar nature especially in Kenya on the influence of career guidance practices on career adaptability. This aims to contribute by examining the influence of career guidance practices on career adaptability in secondary schools in Kiambu County. The findings from this study may be useful in improving the provision of career guidance services in secondary schools in Kenya by focussing on equipping students with requisite skills to make appropriate and effective career choice decisions thus ensuring easier transition to higher education and world of work.

The purpose of this letter is therefore to request for the School's participation in my research study. This will involve completing a research questionnaire by Form 4 students, focus group discussion with a sample of eight (8) Form 4 students and an interview with one (1) Guidance and Counselling Teacher. All data collected from the respondents will be kept confidential and will only be used for the purpose of answering the research questions.

If you have any questions or clarifications on any matter related to the research, please contact me on **+254723464696** or email at **kiburijames@yahoo.com**

Thank you for your support.

Yours Faithfully,

James Mwangi Kiburi

APPENDIX II: STUDENT QUESTIONNAIRE

Serial Number_____

Dear Student,

My Name is James Mwangi Kiburi. I am a Doctor of Philosophy student in Educational Psychology at Maasai Mara University. I am carrying out a research study on the influence of career guidance practices on career adaptability (ability/readiness and preparedness to make career decisions) of public secondary school students in Kiambu County, Kenya.

The aim of this questionnaire is to collect data on possible influences of **career guidance practices** on **career adaptability (**that is: **career choice readiness** among public secondary school students.

Section A will collect background information. You are kindly requested to fill in the information required on each item.

Section B will collect information on career guidance practices. Please read the statements and indicate the level of your participation in career guidance activities and agreement with statements provided by placing a tick (√). The response options in Question 8 to 11 are: 1- **Not at all**; 2-**Very small extent**; 3- **Small Extent**; 4-**Large Extent**; and 5-**Very large extent**.

The responses (choices) in Question 12 are: 1- **Strongly Disagree; 2- Disagree**; 3-**Neutral;** 4-**Agree;** and 5-**Strongly Agree.**

Section C will collect data on career adaptability which is also called **career choice readiness (ability to make career choice).** Read the statements in Section C carefully and indicate the level of agreement with each statement in the spaces provided by placing a tick (√) in the right space. The responses (choices) are: **5- Strongest**; 4- **Very Strong**; 3- **Strong**; 2-**Somewhat Strong**; and 1-**Not Strong**.

I wish to assure you that all data collected from your responses with be kept confidential and will only be used for the purpose of answering research questions.

SECTION A

Background information

1. What is your gender? ***Tick the appropriate option (√)***

   Male ( ) Female ( )

2. What is your date of Birth? _____

3. What is your age in years? _____

4. What is your mother tongue? (i.e. the language of the community or ethnic group you were born into)

   _____

5. What type of School are you attending currently? ***Tick the option that best describes your school (√)***

   National School ( )

   Extra County School ( )

   County School ( )

   Sub County School ( )

6. What is your mother's highest level of Education? ***Tick the option that best describes your mother's education level (√)***

a. PhD / Doctorate Degree ( )

b. University Graduate and Postgraduate ( )

c. Post-Secondary Training (Certificate and Diploma) ( )

d. High School Certificate (A-Level Form 5 and 6) ( )

e. Secondary School Education ( )

f. Primary Level Education (Literate) ( )

g. Never attended school ( )

7. What is your father's highest level of Education? ***Tick the option that best describes your father's education level (√)***

a. PhD / Doctorate Degree ( )

b. University Graduate and Postgraduate ( )

c. Post-Secondary Training (Certificate and Diploma) ( )

d. High School Certificate (A-Level Form 5 and 6) ( )

e. Secondary School Education ( )

f. Primary Level Education (Literate) ( )

g. Never attended school ( )

Section B

Career Guidance Practices

8. Indicate the level of extent to which the following statements represent your involvement in career guidance practices/activities on **career exhibitions (career events, career fairs)** at school, home and community settings. ***Tick the appropriate choice (√) for each of the items.***

No.	Item	Not at all (1)	Very small extent (2)	Small Extent (3)	Large Extent (4)	Very large extent (5)
1.	I have participated in school talents day many times					
2.	I have attended career exhibitions/ career events in and outside the school many times					
3.	I have participated in academic clinics/class meetings many times					
4.	During career exhibitions Booths/ demonstration tables were very interesting					
5.	During career exhibitions representatives described their organization in great detail					
6.	During career exhibitions /career fairs representatives were friendly					
7.	Information provided during Career exhibitions/career fairs helped me learn more about careers					

9. Indicate the level of your involvement in the following career guidance practices/activities on **provision of career information** at school, home and Community settings? ***Tick the appropriate choice (√) for each of the items.***

No.	Item	Not at all (1)	Very Small extent (2)	Small Extent (3)	Large Extent (4)	Very large extent (5)
1.	Use of TV					

No.	Item	Not at all (1)	Very Small extent (2)	Small Extent (3)	Large Extent (4)	Very large extent (5)
2.	Use of Radio					
3.	Use of print media like newspapers					
4.	Use of internet					
5.	Displaying information on the notice board					
6.	Use of Career Guides and career textbooks					

No.	Item	Not at all (1)	Very Small extent (2)	Small Extent (3)	Large Extent (4)	Very large extent (5)
7.	Use of Mobile Phones					

10. Indicate the level of extent to which the following statements represent your involvement in career guidance practices/ activities on **resource persons/guest speakers' talks** at school, home and community settings. ***Tick the appropriate choice (√) for each of the items.***

No.	Item	Not at all (1)	Very small extent (2)	Small Extent (3)	Large Extent (4)	Very large extent (5)
1.	I have listened to/engaged with **Resource Person (s) / guest speakers** many times					

No.	Item	Not at all (1)	Very small extent (2)	Small Extent (3)	Large Extent (4)	Very large extent (5)
2.	Resource person talks/ Guest Speakers talks were interesting					
3.	Resource persons /Guest Speakers satisfactorily answered questions					
4.	The information provided during **Resource persons/Guest Speakers**					

No.	Item	Not at all (1)	Very small extent (2)	Small Extent (3)	Large Extent (4)	Very large extent (5)
	talks was very useful					
5.	Listening to **Resource persons/guest speakers** got me interested in learning about careers in their field of training					
6.	**Resource person/ Guest speakers talk** have helped me decide on career(s) that I need to learn about more					

11. Indicate the level of extent to which the following statements represent your involvement in career guidance practices/ activities on **workplace visits**. ***Tick the appropriate choice (√) for each of the items.***

No.	**Item**	**Not at all (1)**	**Very small extent (2)**	**Small Extent (3)**	**Large Extent (4)**	**Very large extent (5)**
1.	I have **visited** Universities and Colleges many times					
2.	I have **visited** industries and companies many times					
3.	During **workplace visits/ career tours/trips,** the Host communicated well					
4.	**Workplace visits/ career tours/ field trips** helped me a lot to learn about careers					
5.	During **workplace visits/ career tours/trips** Host satisfactorily answered questions					
6.	I found **information** obtained during **workplace visits** very useful					

No.	Item	Not at all (1)	Very small extent (2)	Small Extent (3)	Large Extent (4)	Very large extent (5)
7.	There is a connection between what we learn in school and what is done in **workplace(s) visited**.					

12. **Mentors' advice** is assistance provided by an **expert** or **professional** or a **person** who is **more knowledgeable** on one-to-one basis to a student providing them with knowledge and experiences to help improve their educational performance and guide in choosing careers. **Mentors may include a teacher, parent, brother, sister, relative, any leader in the society, or a person whom the student relates closely and gets advice from, or the student admires and learns from them on education and career matters**. Below is a list of responses about mentorship relationships. Indicate the level of your agreement with the responses. ***Tick the appropriate choice (√) for each of the items***.

No.	Item	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1.	My mentor takes a personal interest in my career					
2.	My mentor helps me coordinate professional (**career)** goals.					
3.	My mentor has devoted special time and consideration to my career					
4.	I share personal problems with my mentor.					
5.	I exchange confidences with my mentor.					
6.	I consider my mentor to be a friend.					
7.	I try to model my behaviour after my mentor.					
8.	I admire my mentor's ability to motivate others					
9.	I respect my mentor's ability to teach others					

SECTION C

Career Adaptabilities Scale (CAAS)

13. The questions in this section will collect data on career adaptability which is also referred to as **career choice readiness (ability to make career choice)**. **Different people use different strengths to build their careers. No one is good at everything, each of us emphasizes some strengths more than others.** These strengths are represented by components of Career adaptability which are: career concern, career control; career curiosity. **Please rate how strongly you have developed each of the following abilities using the scale below.** ***Tick the appropriate choice*** **(√)** ***for each of the items.***

No.	Question	Strongest (5)	Very Strong (4)	Strong (3)	Somewhat Strong (2)	Not Strong (1)
	Career Concern					
1.	Thinking about what my future will be like					
2.	Realizing that today's choices shape my future					
3.	Preparing for the future					
4.	Becoming aware of the educational and career choices that I must make					
5.	Planning how to achieve my goals					

No.	Question	Strongest (5)	Very Strong (4)	Strong (3)	Somewhat Strong (2)	Not Strong (1)
6.	Concerned about my career					
	Career Control					
7.	Keeping upbeat (**i.e.,*cheerful, hopeful or optimistic***)					
8.	Making decisions by myself					
9.	Taking responsibility for my actions					
10.	Sticking up for my beliefs					
11.	Counting on myself					
12.	Doing what's right for me					
	Career Curiosity					
13.	Exploring my surroundings					
14.	Looking for opportunities to grow as a person					
15.	Investigating options before making a choice					
16.	Observing different ways of doing things					
17.	Probing deeply into questions I have					

No.	Question	Strongest (5)	Very Strong (4)	Strong (3)	Somewhat Strong (2)	Not Strong (1)
18.	Becoming curious about new opportunities					
	Career Confidence					
19.	Performing tasks efficiently					
20.	Taking care to do things well					
21.	Learning new skills					
22.	Working up to my ability					
23.	Overcoming obstacles					
24.	Solving problems					

THANK YOU FOR YOUR PARTICIPATION

APPENDIX III: STUDENT FOCUS GROUP DISCUSSION GUIDE

Serial Number_____

Dear Students

Thank you for joining and accepting to participate in this exercise to discuss issues regarding career guidance practices provided in school, home and other community settings. My name is James Kiburi a student at Maasai Mara University. I am carrying out a research study on the influence of career guidance on career adaptability (ability/readiness and preparedness to make career decisions). The research is part of the requirements for award of the degree. I wish to assure you that all data collected from your responses will be kept confidential and will only be used for the purpose of answering research questions.

Ground Rules

- For sake of order, we should have only one speaking at a time. Let's allow the person contributing to finish after which another speaker can take the floor.
- There are no right or wrong answers.
- There is no order of responding any person can start.
- I value the contribution of each one of you. I therefore encourage every one of you to contribute.
- We can now begin.

Section A

Introductions

First, I would like each one of you to introduce yourself. Tell us your name and age and your home county.

Section B

Discussions

1. What career guidance practices/ activities are available to students in the school?
2. What career guidance practices/ activities are available at home?
3. What career guidance practices/ activities are available to secondary students in community settings such as churches/other religious places?
4. At What level of education did you start engaging in career guidance practices/ activities?
5. What facilities and resources are available in school to support career guidance?
6. What Human Resource capacity does the school have to support career guidance?
7. Apart from career guidance teachers, parents and teachers which other personnel play a part in supporting career guidance.
8. What time is available for pursuing career guidance practices/ activities in school?
9. How are parents involved in facilitating career guidance of students?

THANK YOU FOR YOUR PARTICIPATION

APPENDIX IV: INTERVIEW GUIDE FOR CAREER GUIDANCE TEACHERS

Serial Number_____

Dear Sir/Madam

Thank you for joining and accepting to participate in this exercise to discuss issues regarding career guidance practices provided in school, home and other community settings. My name is James Kiburi a student at Maasai Mara University. I am carrying out a research study on the influence of career guidance on career adaptability (ability/readiness and preparedness to make career decisions). This research is part of the requirements for award of the degree. I wish to assure you that all data collected from your responses with be kept confidential and will only be used for the purpose of answering research questions.

Section A

Background information

1. What is your age in years?
2. What is your highest academic and professional qualifications?
3. What is your level of training in career guidance?
4. What specialized training have you undertaken in career guidance?

Section B

Discussions

1. How many hours in a week do you devote to providing career guidance to students?

2. What is your teaching Load? No. of lessons taught lessons besides career guidance.
3. What career guidance practices/ activities are available to students in the school?
4. Kindly rank the career guidance practices/ activities mentioned above in order of their priority.
5. How are parents and guardians involved in career guidance and students for career choice?
6. What challenges does the school experience in providing career guidance to students?
7. How best can schools improve career guidance practices/ activities for effective career choice?
8. What is the school policy on career guidance practices/ activities?

THANK YOU FOR YOUR PARTICIPATION

APPENDIX V: CAREER WHEEL/CAMPASS

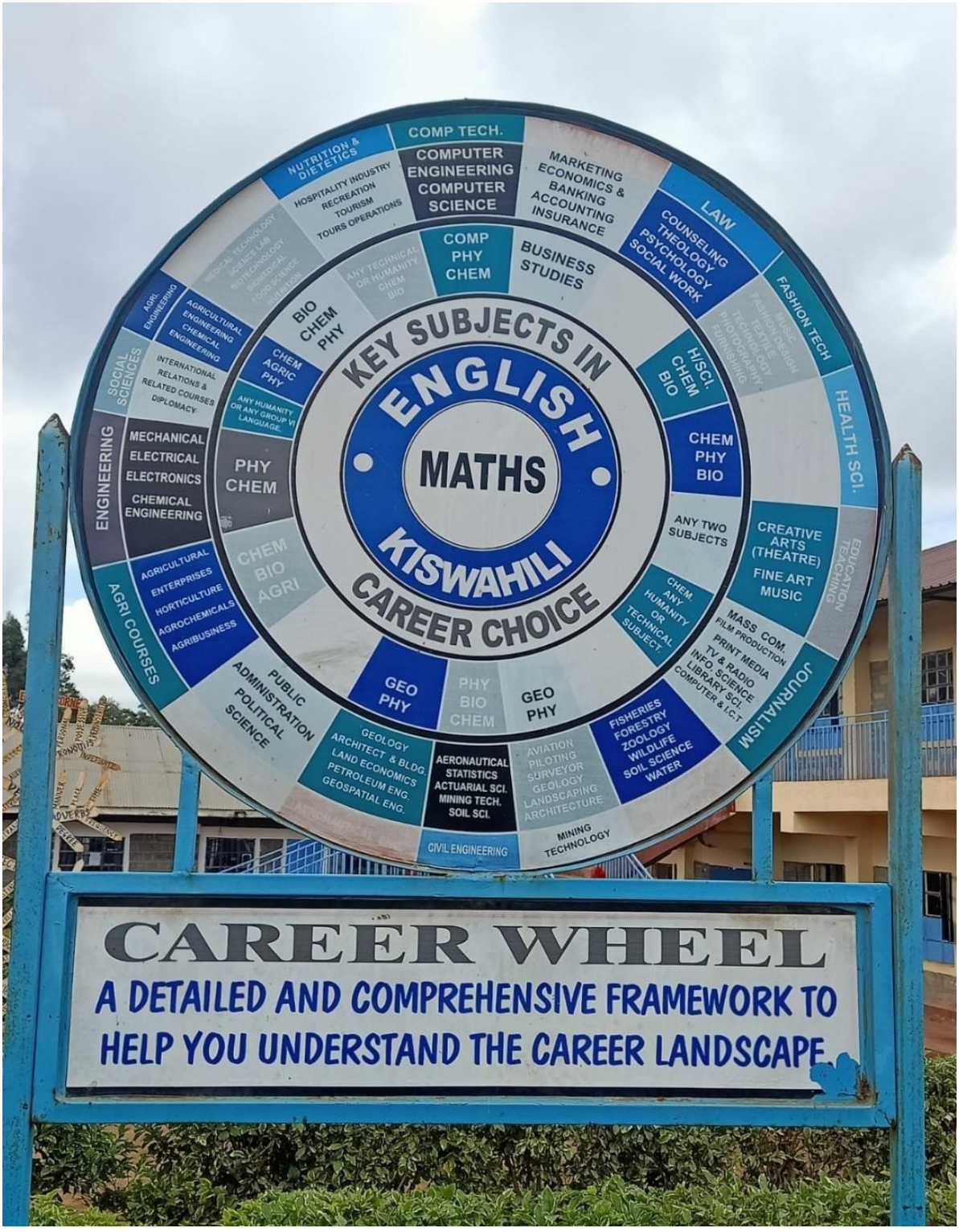

Figure 11: Career Wheel/Compass

APPENDIX VI: APPROVAL LETTER BY MAASAI MARA UNIVERSITY

Maasai Mara University

BOARD OF POSTGRADUATE STUDIES

OFFICE OF THE DIRECTOR

P.O. BOX 861 – 20500
Narok, Kenya www.mmarau.ac.ke

Tel: +254 – 20 -2066042
+254 – 20 - 8081874

20th April, 2023

RESEARCH PERMITS SECTION
NACOSTI
UTALII HOUSE

REF: KIBURI JAMES MWANGI (REG. NO. DE04/4023/2012

We wish to confirm that the above named is a bona fide Ph.D student at Maasai Mara University pursuing Ph.D in Educational Psychology in the School of Education. His proposed research is '***Career Guidance Practices and Career Adaptability Among Public Secondary School Students in Kiambu County, Kenya'.*** *He* would like to apply for a research permit from NACOSTI before she can proceed for field work and data collection.

We further confirm that the candidate has adhered to all research protocol requirements of Maasai Mara University and the proposed research has been rated as having no known adverse impacts on the environment and does not pose any ethical concerns.

This is therefore to request your office to issue him with a research permit.

Faithfully yours,

MAASAI MARA UNIVERSITY
P.O. Box 861 - 20500
NAROK
RAdm 28 APR 2023
BOARD OF POSTGRADUATE STUDIES

Prof. Romulus Abila, PhD.
Director, Board of Postgraduate Studies
abila@mmarau.ac.ke, https://orcid.org/0000-0001-8762-7153

APPENDIX VII: RESEARCH PERMIT BY NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **690196**

Date of Issue: **01/May/2023**

RESEARCH LICENSE

This is to Certify that Mr.. James Mwangi Kiburi of Maasai Mara University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kiambu on the topic: Career Guidance Practices and Career Adaptability among Public Secondary School Students in Kiambu County, Kenya for the period ending : 01/May/2024.

License No: **NACOSTI/P/23/25706**

690196

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

APPENDIX VIII: RESEARCH AUTHORIZATION BY COUNTY COMMISSIONER, KIAMBU

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
COUNTY COMMISSIONER, KIAMBU

Telephone: 066-2022709
Fax: 066-2022644
E-mail: countycommkiambu@yahoo.com
When replying please quote

County Commissioner
Kiambu County
P.O. Box 32-00900
KIAMBU

Ref.No: **ED.12/1(A)/VOL.VI/53**

15TH MAY, 2023

Mr.James Mwangi Kiburi
Maasai Mara University
P.O BOX 861-20500
NAROK - KENYA.

RE: RESEARCH AUTHORIZATION

Reference is made to National Commission for Science, Technology and Innovation Letter Ref No. **NACOSTI/P/23/25706** dated **1stMay, 2023**.

You have been authorized to conduct research on ***"CAREER GUIDANCE PRACTICES AND CAREER ADAPTABILITY AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN KIAMBU COUNTY, KENYA"*** The data collection will be carried out in ***Kiambu County*** for a period ending **1st May, 2024.**

You are requested to share your findings with the County Education Office upon completion of your research.

Festus Kimeu
FOR: COUNTY COMMISSIONER
KIAMBU COUNTY

Cc National Commission for Science, Technology and Innovation
P.O. Box 30623-00100
NAIROBI

County Director of Education
KIAMBU COUNTY

All Deputy County Commissioners
KIAMBU COUNTY

"Our Youth our Future. Join us for a Drug and Substance free County".

APPENDIX IX: RESEARCH AUTHORIZATION BY COUNTY DIRECTOR OF EDUCATION, KIAMBU

MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telephone: Kiambu (office) 0768 970412

Email:directoreducationkiambu@yahoo.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU

KBU/CDE/DEPT 8/VOL.I

15th May, 2023

James Mwangi Kiburi
Masaai Mara University
P.O. Box 861-20500
NAROK

RE: RESEARCH AUTHORIZATION

Reference is made to NACOSTI letter Ref. No. NACOSTI/P/23/25706 dated 1st May, 2023.

You have been authorized to research on **"Career Guidance Practices and Career Adaptability among public secondary schools Kiambu County"** for a period ending 1st May, 2024.

Please accord him the necessary assistance.

COUNTY DIRECTOR OF EDUCATION KIAMBU COUNTY
3 MAY 2023

AGNES THEURI
For: COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY

MY EDUCATION, MY FUTURE *MY EDUCATION, MY FUTURE*

APPENDIX X: REQUEST FOR INFORMATION ON 2021 KCSE CANDIDATES IN KIAMBU COUNTY

P.O Box 9583-00200
NAIROBI
kiburijames@yahoo.com
13th February, 2023

County Director of Education
Ministry of Education
Kiambu County

Dear Sir,

RE: REQUEST FOR INFORMATION ON NUMBER OF 2021 KCSE CANDIDATES PER SCHOOL IN KIAMBU COUNTY TO FINALIZE PHD IN EDUCATION RESEARCH PROPOSAL

My Name is James Mwangi Kiburi currently working as a Deputy Director of Education with the Ministry of Education, in the Directorate of University Education, Teleposta Towers. I am a Doctor of Philosophy student in Educational Psychology at Maasai Mara University. I am currently preparing my research proposal to carry out a study on the influence of Career Guidance on Career Adaptability (i.e. ability/readiness and preparedness to make career decisions) of public secondary school students in Kiambu County.

The study aims to fill the gap on limited research studies in Kenya on the influence of career guidance on career adaptability. It is expected that the findings of this study will be used to improve the provision of career guidance services in secondary schools in Kenya in order to improve academic performance and equip students with requisite skills necessary to make appropriate and effective career choice decisions to facilitate smooth transition to higher education and to the world of work. The main subjects in the research study will be form 4 students and career guidance teachers in public secondary schools.

This purpose of letter is therefore to request for support in provision of information on 2021 KCSE candidates per school in each of the sub-counties in Kiambu County to assist in developing a sampling frame for the finalization of the research proposal and submission to the University for processing.

Thank you for your support.

Yours Faithfully,

James Mwangi Kiburi
P/NO: 1990171029
ID.NO: 7635882

APPENDIX XI: LOCATION OF KIAMBU COUNTY IN KENYA


Location of Kiambu County
South Sudan
Ethiopia
Uganda
Somalia
Tanzania
Lake Turkana
Indian Ocean
TURKANA
MARSABIT
MANDERA
WAJIR
WEST POKOT
SAMBURU
ISIOLO
TRANS NZOIA
BUNGOMA
UASIN GISHU
BARINGO
BUSIA
KAKAMEGA
ELGEYO-MARAKWET
LAIKIPIA
MERU
SIAYA
VIHIGA
NANDI
KISUMU
NYANDARUA
THARAKA
KERICHO
NAKURU
NYERI
EMBU
GARISSA
HOMA BAY
BOMET
KIRINYAGA
NYAMIRA
MURANG'A
KISII
MIGORI
KIAMBU
NAIROBI
NAROK
MACHAKOS
KITUI
TANA RIVER
MAKUENI
KAJIADO
LAMU
KILIFI
TAITA TAVETA
MOMBASA
KWALE
Legend
Province Boundary
County Boundary
Lake\Ocean
0
60
120
240 Km
KNBS
KENYA NATIONAL BUREAU OF STATISTICS

APPENDIX XII: MAP OF KIAMBU ADMINISTRATIVE AND POLITICAL UNITS

APPENDIX XIII: WORK PLAN

Activity	**2022 Jan-March**	**2022 Apr-Jun**	**2022 Jul-Sep**	**2022 Oct-Dec**	**2023 Jan-Mar**	**2023 Apr-Jun**	**2023 Jul-Sep**	**2023 Oct-Dec**
Literature review								
Identifying research topic								
Research Problem and Objectives								
Literature Review and Methodology								

Defence of Proposal and Piloting								
Data Collection and Analysis								
Report Writing								
Report Defence								
Final Report and Submission								

APPENDIX XIV: BUDGET ESTIMATE

Activity/Item Proposal	**Description**	**Unit Price (Ksh.)**	**Total Cost (Ksh.)**
Typesetting	20 drafts 80 pages	20@ page	32,000
Internet use	Browsing 2 years	3,100@ month	74,400
Photocopying	1800 copies	3.50@ page	6,300
Binding	80 spiral binding	100@ copy	8,000
Travelling	To library and consultations		60,000
Subsistence	Basic needs over consultations		50,000
Subtotal			**230,700**
Field work			
Travelling	To schools for data collection		75,000
Subsistence	Basic needs over fieldwork		50,000
Questionnaires	Printing and photocopying	35@copy	38,500
Subtotal			**163,500**
Thesis			
Printing and typesetting	10 drafts of 200 pages	20@ page	40,000

Photocopying	500	3.5 @ copy	1,750
Spiral binding	30 drafts binding	100@ copy	3,000
Travelling	For consultation and Defence.		20,000
Subsistence	Basic needs		20,000
Hard cover binding	6 theses hard bound	3000@	18,000
Subtotal			**102,750**
Total			**496,950**