

## ASSESSING CAREER GUIDANCE AND COUNSELING ACTIVITIES THAT FOSTER CAREER AWARENESS AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN MISUNGWI DISTRICT

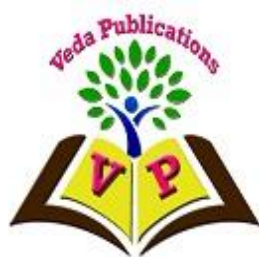
<sup>1</sup> Leonard Charles, <sup>2</sup> Clara Rupia and Daniel Onyango <sup>3</sup>

<sup>1</sup>(St. Augustine University of Tanzania.)

Email: leonardcharles28@gmail.com

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### Abstract



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This research investigated career guidance and counseling activities that foster career awareness among students in public secondary schools in Misungwi District, Tanzania. To achieve this objective, the study adopted the Social Cognitive Career Theory (SCCT), as developed by Lent, Brown, and Hackett in 1994. The research employed a mixed research approach, combining quantitative and qualitative methods, utilizing an exploratory sequential design. The sample consisted of 318 respondents, including 200 students, 90 teachers, 10 heads of schools, 10 student counselors, and 8 Ward Education officers. The researcher collected data by using questionnaires and interview. The validity and reliability of the research instruments were demonstrated by a correlation coefficient of 0.76. Quantitative data were analyzed using descriptive statistics with the assistance of Statistical Package for Social Sciences (SPSS) version 21, while qualitative data were thematically analyzed. The findings revealed that although some schools provided career guidance and counseling services, the majority of these activities were not closely aligned with career guidance and counseling. Moreover, the study underscored that the effectiveness of career guidance and counseling services in public secondary schools is hindered by the absence of professional career counselors, limited knowledge and skills among teacher counselors, and a shortage of materials for conducting effective career guidance and counseling activities. In conclusion, the research recommends the enhancement of career guidance and counseling services through the employment of professional counselors and the provision of seminars, workshops, and training for teacher counselors in schools.

**Keywords:** Career Guidance, Counselling Services.

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## **1.0 INTRODUCTION**

Provision of career guidance and counseling services plays a crucial role for students, these services aid students in planning for their future careers, making informed decisions regarding subject combinations, and acquiring valuable information about available career opportunities (Lubawa, 2021). Accordingly, career guidance and counseling programs in schools have a pivotal role to play in enlightening youths about diverse career paths and employment opportunities. Within the educational setting, career guidance primarily focuses on providing job information and labor market insights. It equips students with knowledge about courses, occupations, and career trajectories. Students thus gain valuable insights into global job requirements, which serve as motivation and inspiration to pursue their career goals and aspire to secure better-paying jobs (Loan & Van, 2015).

According to the Africa Educational Trust (2016), career guidance is essential in helping individuals overcome challenges and become competitive in the ever-evolving world of work. Career guidance provided before students sat for form IV National examination, for instance, helps students make informed choices about which subjects to pursue at the Advanced Level, enabling them to apply for their chosen courses at colleges or universities. Such guidance also enhances awareness of the job market, empowering students to make informed decisions about qualifications that increase their employability upon completing their studies. Career counseling serves as a valuable resource in addressing these challenges by providing guidance and advice for making informed career choices (Loan & Van, 2015).

In Tanzania, students have a pressing need for career guidance and counseling services that foster career awareness. This implies that students require assistance in understanding the various career opportunities and the skills and attitudes necessary to pursue them. Career guidance is a vital facet of the educational system designed to help students realize their full potential in education, vacation, and emotional growth, as they prepare for adulthood and the working world (Nkechi et al., 2016; Tuchili and Ndhlove, 2016). Given the current dominance of science and technology, effective career guidance in schools is expected to lead the majority of students to opt for science subjects, with Physics and Mathematics as crucial components of scientific education.

However, in Misungwi District, a different trend is observed, where the majority of students opt for arts subjects. This suggests uncertainty regarding the effectiveness of career guidance and counseling services in schools. For instance, data from the National Examination Council of Tanzania (NECTA) in 2020, 2021, and 2022 indicates that only 681 out of 3,334 students in Misungwi District registered for Physics, a key science subject. This raises questions about whether career guidance and counseling services are effectively promoting science-related subjects. Effective career guidance and counseling are essential in empowering students to make informed choices (Ndhlove, 2016). Mutie and Kyungu (2011) emphasize that students who wish to pursue Advanced Level secondary education or vocational courses require guidance to choose the most suitable course of study. This choice has a profound impact on their future, influencing the types of jobs they will find and the degree of satisfaction they will derive from them.

Alloph and Tibategeza (2022) contends that career guidance and counseling services provided in public secondary schools were ineffective, resulting in secondary school graduates enrolling in unplanned professional training programs. As a result, the government of Tanzania should prioritize training teachers to provide career guidance services. Amani and Sima (2015) found that students need knowledge about themselves, the world of work, employment opportunities, occupation requirements, salaries, and preparations for entering the workforce. Furthermore, the study demonstrated that career guidance programs face various challenges, such as a shortage of professional counselors, low self-awareness among students, and a lack of robust policies for implementing career guidance in schools. Therefore, career guidance remains essential to help students make sound and informed career choices from the array of available options.

Mutie and Kyungu (2011) highlight that we live in a highly competitive, complex, and rapidly changing world of work. There are evolving demands for industrial jobs, changing market conditions for professionals, and the development of para-professional occupations, among many other labor market trends. This study is conducted to examine the effectiveness of career guidance and counseling activities that foster career awareness among students in public secondary schools in Misungwi District

## 2.0 LITERATURE REVIEW

### Theoretical Framework

#### Social Cognitive Career Theory

This research was guided by the Social Cognitive Career Theory (SCCT), which was developed by Robert W. Lent, Steven D. Brown, and Gail Hackett in 1994, building upon Albert R. Bandura's social cognitive theory (1977) and Hackett and Betz's career self-efficacy theory (1981) (Brown & Hackett, 2002; Winston & Rogers, 2018). The SCCT theory is rooted in the belief that interests, goals, and choices related to academic and career development are influenced to some degree by relevant self-efficacy and outcome expectations. Self-efficacy refers to an individual's personal belief in their capacity to successfully execute the necessary behaviors or actions to achieve a specific goal. Conversely, outcome expectations pertain to an individual's personal beliefs regarding the consequences of undertaking specific courses of action (Winston & Rogers, 2018). In light of this study, the effectiveness of career guidance and counseling in public secondary schools can empower students to recognize their abilities in various subjects, understand the labor market, and align their interests accordingly. This, in turn, can enable them to focus on particular subjects, enhance their performance, and pursue courses aligned with their career aspirations after completing secondary education, ultimately helping them achieve their career goals.

#### Empirical Literature Review

Empirical literature affirms that students globally usually contend with a career choice dilemma. In particular, the choice of careers, subjects and associated fields of study tend to pose challenges to students in schools due to lack of career education and orientation (Aman, 2018).

Guidance programs and activities, including careers have been introduced in Hong Kong to support students to produce career portfolios and helping them to devise personal strategies for life planning for their careers. In addition, more attention has been given to conducting assessment of career interests of students, providing them with follow – up guidance and liaising with communities and agencies to provide career – related experiences (Ho and Leung, 2016).

O'Connor (2018) argues that a primary responsibility of school counselors is to help students get ready to transit to colleges and Universities. Therefore, career guidance and counseling at secondary schools' level are all activities meant to assist students in choosing subjects that would lead to some career path and expose them to the reality of the occupation world.

Studies conducted by Otwine et al. (2018) in Uganda revealed that most schools had implemented various programs to address students' career guidance and counseling needs. This effort was prompted by the fact that transitioning from the education cycle to employment was not seamless in Uganda. Youth often faced challenges related to limited training opportunities, inadequate employment skills, and a lack of information. Consequently, exposing students to career guidance and counseling interventions had a positive impact on their career transitions.

The process of selecting Advanced Level subject combinations in Tanzania holds significant importance, as it directs an individual's future career choices. However, it appears students may not be receiving comprehensive guidance during this process, leading to erroneous choices, academic challenges, psychological distress, and career misalignment (Nyambuya & Onyango, 2020).

In Tanzania context most of the secondary schools had not officially institutionalized career counseling as an integral part of their programs. It was noted that majority of secondary schools, students were guided more on the academic and social welfare rather than career related matters. The counselling services offered had less to do with career related matters, students were just told about how to excel in their academic endeavor (Aman & Sima, 2020).

The provision of career guidance and counseling services in public secondary schools is faced with several challenges. These challenges hinder the effective provision of those services and as a result, cause students to miss the valuable help for them being aware and planning their careers during this period of the absence of employment opportunities (Wambu & Fisher, 2015).

One of the challenges facing career guidance and counseling in schools is the lack of professional career counselors. This causes teachers to assume the responsibility they do not have enough knowledge, techniques, and skills to execute effectively. Wambu and Fisher

(2015) assert that the majority of school career counselors are teachers who are appointed to the position of guidance and counseling teachers but without relief from their normal teaching responsibilities and with no additional pay. This brings to even one more challenge of career guidance and counseling here, which concurs with Ibrahim et al., 2014, that teachers who assume the responsibility of counsellors find themselves overloaded because they are not released from their normal teaching duties. This concurs with Arfasa and Weldmeskel (2020) who opine that in a secondary school setting, there are problems associated with counsellors' non-professionalism. This shows clearly that in this kind of situation, career guidance and counseling services cannot be provided effectively.

There is a challenge associated with a lack of recognition of career guidance and counseling services by school heads. Lack of recognition causes counselors not to be given offices at schools for carrying out their responsibilities. This results in a lack of commitment and poor implementation of career guidance and counseling services as Arfasa and Weldmeskel, (2020) comment, citing in Adane (2015), comment that professionals' lack of commitment and creativity to promote the profession in the school is said to be one of the major challenges to the service.

Furthermore, career guidance and counseling services are faced with the inadequacy of career counsellors (Lwangu et al., 2020; Arfasa and Weldmeskel, 2020). This affects the provision of career guidance and counseling services since some schools miss the services entirely because of the absence of counsellors. Based on the research findings, the government and other stakeholders should work jointly to ensure there is an effective provision of career guidance and counselling services in public secondary schools.

Amani and Sima (2020) found that in Tanzania secondary school counselors lacked resources and support, creating significant difficulties for them. School counselors had apparently reported a lack of resources for the services' implementation and support from the school principal, school board members, teachers, parents, and the community. To be effective, therefore, school counselors needed support from a wide range of stakeholders. Additionally, the lack or limited resources in the form of counseling materials, office supplies, and sometimes a counseling office hindered effective service delivery.

Tanzania, including Misungwi District, is grappling with unemployment issues. Consequently, students have a pressing need for career guidance and counseling services that foster career awareness. This implies that students require assistance in understanding the various career opportunities and the skills and attitudes necessary to pursue them. Career guidance is a vital facet of the educational system designed to help students realize their full potential in education, vacation, and emotional growth, as they prepare for adulthood and the working world (Nkechi et al., 2016; Tuchili and Ndhlove, 2016). Given the current dominance of science and technology, effective career guidance in schools is expected to lead the majority of students to opt for science subjects, with Physics and Mathematics as crucial components of scientific education.

### **3.0 METHODOLOGY**

#### ***Description of Study Area***

The study was conducted in Misungwi District, one of the seven districts in Mwanza region, Tanzania. The district is bordered to the North by Nyamagana and Magu Districts, to the East by Kwimba District, to the South by Kishapu District, and to the West by Nyang'hwale District and Lake Victoria. According to the 2022 Census, the district has four (4) administrative divisions and 27 wards. Misungwi District covers an area of 2,553 km<sup>2</sup> and has a total of 32 public secondary schools, with 17,466 students (9,320 boys and 8,146 girls). Misungwi District was selected as the study area because it faced a problem of lacking appropriate career guidance and counseling services for public secondary school students, making it a suitable area for data collection. This issue became apparent when analyzing students' registration for Form IV NECTA Examinations over three consecutive years: 2022, 2021, and 2020, where students struggled with subject selection for further studies.

#### ***Sample Size and Sampling Technique***

In this study, both probability and non-probability sampling techniques were employed to select the study sample. The use of both techniques was necessitated by the nature of the study population. In probability sampling, the researcher employed simple random sampling to select 10 public secondary schools. From these schools, 90 teachers and 200 students were chosen using simple random sampling. In non-probability sampling, purposive sampling was used to select 10 public secondary school heads, 10 student counselors, and 8 Ward Education Officers because they were the primary sources of information available.

### *Data Analysis Strategy*

Both qualitative and quantitative techniques were employed in analyzing and presenting data whereby data collected from interviews were analyzed using the thematic analysis technique. The transcribed data were then organized into themes and categories, grouping information with similar themes together. Data collected through questionnaires were analyzed using descriptive statistics showing frequencies and percentages.

## **4.0 RESEARCH FINDINGS**

### *Career Guidance and Counseling activities that foster students' Awareness in Misungwi District Public Secondary Schools*

The objective of this study was to examine career guidance and counseling activities that create students' career awareness in public secondary schools in Misungwi District. In order to collect more information from the same respondents, 200 student respondents were asked to describe the activities conducted by career counselors during career guidance and counseling sessions by putting a tick against each appropriate statement based on a five-point rating scale ranging from Strongly Disagree (SD) = 1, Disagree (D) = 2, Undecided (U) = 3, Agree (A) = 4, and Strongly Agree (A) = 5.

**Table 1: Activities Conducted by Career Counselors During Career Guidance and Counseling Sessions (n = 200)**

Variable/Statements	SD (1) F (%)	D (2) F (%)	U (3) F (%)	A (4) F (%)	SA (5) F (%)
The school career counselor introduces himself/herself to students and they all know him/her.	72(36.00)	76(38.00)	22(11.00)	18(9.00)	12(6.00)
Career counselors help students to learn the career situations existing in Tanzania.	98(49.00)	96(48.00)	6(3.00)	0(0.00)	0(0.00)
Career counselors help students to identify subjects to be studied earlier in Form I or II basing on careers they prefer including self-employment.	88(44.00)	92(46.00)	20(10.00)	0(0.00)	0(0.00)
Career counselors help students to identify their abilities compared to careers they prefer.	86(43.00)	102(51.00)	12(6.00)	0(0.00)	0(0.00)
Career counselors sets goals with students and strategies of achieving goals like choice of subjects related to careers students prefer.	92(46.00)	78(39.00)	5(2.50)	25(12.50)	0(0.00)
Career counselors discuss and guide students to practice techniques of passing subjects.	98(49.00)	96(48.00)	6(3.00)	0(0.00)	0(0.00)



**Source: Field Data, (2023)**

Table 1 indicates that the majority of the respondents rejected the activities given in the table through the statements provided as being the activities conducted by career counselors in schools. The table indicates that the majority of the respondents disagreed 38.00 per cent and strongly disagreed 36.00 per cent that the school counselor introduces himself or herself to all students and that all students know him or her so as to establish a counselor-client relationship. The other respondents remained undecided 22.00 per cent and the other 9.00% per cent agreed, while a few others 6.00 per cent strongly agreed that the school counselor introduces himself or herself to students and that they all know him or her. In Table 1 also the majority of the respondents strongly disagreed 49.00 per cent and disagreed 48.00 per cent that career counselors help students learn about the career situation existing in Tanzania, while a few respondents remained undecided 3.00 per cent. Furthermore, Table 1 indicates that the majority of the respondents disagreed 46.00 per cent and strongly disagreed 88.00 per cent that career counselors help students identify subjects to be studied earlier in Form I or Form II based on the careers they prefer, while the remaining respondents felt undecided 20.00 per cent. Once again, Table 1 shows that the majority of the respondents disagreed 51.00 per cent and strongly disagreed 43.00 per cent that career counsellors help students identify their abilities compared to the careers they prefer, while the other few respondents remained undecided 6.00 per cent.

Additionally, Table 1 reveals that the majority of the respondents strongly disagreed 46.00 per cent and disagreed 39.00 per cent with the statement that career counselors set goals with students and strategies for achieving those goals, like the choice of subjects related to the career's students prefer. The other few respondents agreed 12.50 per cent and remained undecided 2.50 per cent. This implies that in the majority of schools, students are not assisted by career counselors to set goals for the careers they prefer and strategies for achieving those goals, including the choice of subjects related to their chosen careers. The 12.5 per cent of the respondents who agreed implies that there are schools where students are assisted to select subjects, especially after the Form II National examinations, but not setting goals; otherwise, those respondents could have agreed strongly. Furthermore, Table 1 indicates that the majority of the respondents strongly disagreed 49 per cent and disagreed 48 per cent with the

statement that career counsellors discuss and guide students to practice techniques for passing examinations. Again, the few remaining respondents remained undecided, 3.00 per cent.

From the findings of this study, career guidance and counseling practitioners did not carry out activities as per guidance and counseling principles. This is evidenced in the fact that counselors did not introduce themselves as highlighted in table 1. It may also be an indication that the majority of the schools do not have career counselors. The results also show that students move from one class to another without clear knowledge of the career situation and this gives them difficulty in selecting subjects for the advanced level or joining various colleges in the country. Moreover, the findings in this study revealed that students are not helped earlier to identify the subjects of their interests and the careers they wish to pursue in the future. This denies them the foundation they would follow when studying in order to achieve their dreams. It was also revealed that no efforts were made earlier in Form I or II to assist students in identifying their abilities, and as a result, they studied following a general trend without clear direction to be followed. In a counsellor-client relationship, the principles of guidance should be observed. As human beings have a capacity for self-development, guidance should therefore base itself on encouraging self-development through active involvement. Students need to be guided so as to develop good study habits as well as prepare and gain enough confidence to sit and write examinations (Mutie & Kyungu 2011). The activities discussed in table 1 indicate that the majority of counselling activities conducted in schools are not much related to career guidance and counseling services.

Likewise, 90 teacher participants were also subjected to a question that required them to describe the activities conducted by career counselors during career guidance and counseling sessions by putting a tick against each statement based on a five-point rating scale ranging from Strongly Disagree (SD) = 1, Disagree (D) = 2, Undecided (U) = 3, Agree (A) = 4, and Strongly Agree (A) = 5. Table 4.2 presents their responses:

**Table 2:** *Activities Conducted by Career Counselors During Career Guidance and Counseling Sessions (n = 90)*

Variable/Statements	SD (1)	D (2)	U (3)	A (4)	SA (5)
	F (%)	F (%)	F (%)	F (%)	F (%)
The school career counselor introduces himself/herself to students and they all know him/her.	40(44.44)	29(32.20)	3(3.33)	12(13.33)	6(6.70)
Career counselors help students to learn the career situations existing in Tanzania.	48(53.30)	30(33.30)	4(4.40)	7(7.80)	0(0.00)
Career counselors help students to identify subjects to be studied earlier in Form I or II basing on careers they prefer including self-employment.	46(51.10)	34(37.80)	2(2.20)	6(6.60)	2(2.20)
Career counselors help students to identify their abilities compared to careers they prefer.	50(55.60)	32(35.60)	4(4.40)	4(4.40)	0(0.00)
Career counselors sets goals with students and strategies of achieving goals like choice of subjects related to careers students prefer.	32(35.60)	30(33.30)	5(5.55)	18(20.00)	5(5.55)
Career counselors discuss and guide students to practice techniques of passing subjects.	36(40.00)	32(35.60)	6(6.70)	12(13.30)	4(4.40)

**Source: Field data, (2023)**

The findings of this study show that 6.70 per cent of the respondents strongly agree that the school career counselor introduces himself/herself to student and they all know him/her. Also, it was revealed that 13.33 per cent agreed that the school career counselor introduces to student and they all know him/her. On the other hand, 44.44 per cent of the respondents strongly disagreed that the school career counselor introduces all know him/her to student they all know him/her, while 32.20% of the respondent disagreed that the school career counselor introduces all know him/her to student they all know him/her. However, 3.33 per cent of the respondents remained neutral on the fact that the school career counselor introduces all know him/her to student they all know him/her. Thus, it was revealed that most of the respondents disagreed that the fact that the school career counselor introduces all know him/her to student they all know him/her.

Table 2 shows that 7.80 per cent of the respondents agreed that counselor helps students to learn the career situation existing in Tanzania. On the other hand, 53.20 per cent of the respondents strongly disagreed that counselor helps students to learn the career situation existing in Tanzania, while 33 per cent disagreed that counselor helps students to learn the career situation existing in Tanzania, however 4.40 per cent remained neutral on the fact that counselor helps students to learn the career situation existing in Tanzania. Thus, it can be established that most of the respondents in this study agrees that counselor helps students to learn the career situation existing in Tanzania.

Table 2 shows that 2.20 per cent strongly agreed that career counseling help students to identify subject to be studied earlier in Form 1 or II basing on careers they prefer including self – employment. Also 6.60 per cent agreed career counseling help students to identify subject to be studied earlier in Form 1 or II basing on careers they prefer including self – employment. 51.10 per cent strongly disagreed that career counseling help students to identify subject to be studied earlier in Form 1 or II basing on careers they prefer including self – employment, while 37.80 per cent agreed that career counseling help students to identify subject to be studied earlier in Form 1 or II basing on careers, they prefer including self – employment. While 2.20 per cent of the respondents remained neutral on the fact that career counseling help students to identify subject to be studied earlier in Form 1 or II basing on careers, they prefer including self – employment.

Also, it was revealed that 4.40 per cent strongly agreed that career counselor help students to identity their abilities compared to careers they prefer. Also, it was shown that 55.60 per cent, 35.60 per cent agreed that career counsellor help students to identity their abilities compared to careers they prefer, also it was noted that 4.40 per cent remained neutral on the fact that career counselor help students to identity their abilities compared to careers they prefer. Thus, most of the respondents disagreed that career counselor helps students to identity their abilities compared to careers they prefer.

The results of this study show that 5.55 per cent of the respondents strongly agreed that career counseling strategies of achieving goals like choice of subject related to careers students prefer. Also 4.40 per cent of the respondents agreed that career counseling strategies of achieving goals like choice of subject related to careers students prefer. Also, it was noted that 35.60 per cent strongly disagrees that career counseling strategies of achieving goals like

choice of subject related to careers students prefer, while 33.30 per cent remained neutral on the fact that career counseling strategies of achieving goals like choice of subject related to careers students prefer. However, 5.55 per cent of the respondents remained neutral on the fact that career counseling strategies of achieving goals like choice of subject related to careers students prefer. Most of the respondents disagreed that career counseling strategies of achieving goals like choice of subject related to careers students prefer.

It was also noted that 4.40 per cent of the respondents strongly disagreed that career counseling discusses and guide students to practice technique of passing subject. Similarly, it was noted that 13.90 per cent agreed that career counseling discuss and guide students to practice technique of passing subject. On the other hand, 40.00 per cent strongly disagreed that career counseling discusses and guide students to practice technique of passing subject, while 35.60 per cent disagreed that career counseling discuss and guide students to practice technique of passing subject, while 6.70 per cent of the remained neutral on the fact that career counseling discuss and guide students to practice technique of passing subject. Therefore, it can be established that most of the respondents who participated in this study disagreed that career counseling discusses and guide students to practice technique of passing subject.

During the interview sessions, 10 Heads of School (HoS) respondents were asked to respond to a question that said, “What programs does your school have to support students in making career and subject choice decisions?” In responding to that question, the respondents mentioned and explained the following programs and activities: Guiding students to select subjects based on their trends of performance in examinations, conducting meetings with students to create awareness on various careers, meeting with individual parents to share what their children want to be in the future, advising students on their future career through peer education and subject clubs, conscientizing and encouraging students to pursue science subjects since the number of students taking science subjects is decreasing, and subject teachers conducting meetings with students after observing their performance in examinations to provide them information and advice on career choices and subject selections. The information provided by the Heads of schools also supports the information provided by earlier respondents, showing that there are guidance and counseling services going on in schools. However, information from heads of school respondents indicates that career

guidance and counseling services are conducted by every teacher in the school. For example, one of the school heads said:

Following the completion of the Form II National Examination, we normally contact students to assist them in choosing subjects such as science, arts, and business based on their performance in that particular examination, and this is always done by the academic office. In addition to that, individual subject teachers also take the responsibility of counselling students so that they can increase their efforts in studying (HoS 1: 31/07/2023).

This quotation implies that career guidance and counselling activities in schools is not conducted in an organized manner and specified personnels.

Another head of school stated that:

We do much of the career guidance and counseling activities so that students can spend their time studying. Therefore, every teacher has a counsellors' role on his or her side; otherwise, students can engage in activities that can make them perform badly in their examinations. For example, we insist that they study subjects according to their talents, and those who seem to lag behind are advised to put much effort into at least four subjects of their ability in order to avoid division zero and help them get at least four Ds, which can enable them to secure a position in colleges (HoS 3: 31/07/2023).

This indicates that guidance activities are conducted by subject teachers especially on insisting students to put more efforts on studies and choosing streams after form II National examination results. Hence, the effective provision of career guidance and counselling services to students is limited.

Once again, in the interview sessions with the 8 Ward Education Officers (WEOs), their responses were as follows: Subject clubs are conducted regularly to enable students to get information on various themes, and subject teachers as a team guide student in subject selection because the counseling unit does little on career guidance and counseling. The information from Ward Education Officers also supports information provided by earlier respondents and adds that the guidance and counseling unit does little on career guidance and counseling, which implies that school guidance and counseling units are a bit less concerned

with providing guidance and counseling on career affairs or have not enough knowledge about career guidance and counseling activities.

However, school students' counselors (SCs) were also asked a question that said, "What activities do you implement as a career counselor in the provision of career guidance and counseling services to students?" In answering this question, the respondents mentioned the following: Preparing posters relating to various careers, guiding students in the selection of subjects based on their performance in their Form II National examinations, giving students information on various careers by inviting successful ex-students of particular schools either physically or through recorded voices to provide information about their careers, discussing various careers in subject clubs conducted weekly, and conducting class sessions with students to educate them on how to go about selecting subjects related to particular careers.

Once again, information from the 10 school students' counselor respondents shows that to some extent there are career guidance and counseling services conducted in schools, but there has been no sound career guidance and counselling in schools apart from helping students select subjects after the Form II National Examination results, talking about careers in subject clubs, and class meetings with subject teachers. For example, one of the school students' counselors said:

Actually, what is done in our school in guidance and counseling is to ensure that students improve their discipline and put much effort into their studies. For example, we help students not to involve themselves in affairs that can destroy their dreams, such as involvement in love affairs, and sometimes we tell them the importance of studying science subjects according to the current situation of the absence of employment (SC 6: 02/08/2023).

This indicates that not much has been done to realise the effective provision of career guidance and counseling services to students. For example, helping students understand themselves is an activity of career guidance and counseling services, but according to the study findings, only a few schools do it. Again, helping students select subjects is also an activity of career guidance and counseling services, but it is done based on the performance of students in the National Form II examination and not on the interests of students, their

knowledge of careers existing in the environment, or their decision on what career they wish to pursue after their secondary education.

Additionally, the selection of subjects after the Form II National Examination implies that when students are in Form I, they are not considered in regard to career guidance and counselling, which is contrary to the Social Cognitive Career Theory that guided this study. According to the SCCT, for effective career guidance and counseling services, the counselor should assist students in engaging in various activities. The theory suggests in the interest model that throughout childhood and adolescence, people are exposed, directly and vicariously, to a variety of occupationally relevant activities in school, at home, and in their communities. It continues to say that children and adolescents are also, in different ways, reinforced for continuing their engagement and for developing their skills in different activity domains. Therefore, by just helping students select subjects after the Form II national examination, it cannot prove the effectiveness of career guidance and counseling services in schools. In general, it can be said that guidance and counseling services are conducted in schools, but the majority of those activities are not much related to career guidance and counseling services, although they may help students see the importance of their being in schools and study hard.

## **5.0 CONCLUSION**

The study conclude that several activities were being conducted in some public secondary schools, which were perceived as career guidance activities. However, it was observed that the activities carried out were not effective to guidance and counseling principles. The services provided were generally focused on improving students' behaviour and morals to encourage academic excellence. Consequently, many of these activities were not directly related to enhancing career awareness, indicating a degree of ineffectiveness in the provision of career guidance and counseling services. Based on research objective, which was career guidance and counseling activities that fosters students' career awareness in public secondary schools in Misungwi District, it can be concluded that some of the public secondary schools in Misungwi District conduct career guidance and counseling activities in various ways. Some of the career guidance is conducted by subject teachers, academic officers, and teacher counsellors. However, career counseling activities are not conducted in an organised form but as soothing activities that come within other planned activities. Therefore, it can be generally



concluded that career guidance and counseling are not effectively conducted to enable students to become aware of the career situation in the country.

## 6.0 RECOMMENDATIONS

The study recommends that the Ministry of Education, Science and Technology should establish procedures to strengthen career guidance and counseling activities in public secondary schools. This could be achieved by advising the government to either employ professional career counselors in schools or provide in-service training and workshops for teachers assigned the responsibility of being school counselors.

The government, through the Ministry of Education, Science and Technology (MoEST), should ensure that career guidance and counseling programs are officially offered in universities and colleges. This would facilitate the preparation of teacher-counselors, improving the quality of career guidance and counseling in schools. Currently, teachers often lack adequate career knowledge and skills. Policymakers, educational planners, and decision-makers should utilize the findings of this study to overhaul the policy on career guidance and counseling services in secondary schools. This includes the introduction of counselor training programs for teachers and equipping them with the necessary skills and knowledge for effective career guidance and counseling.

Educational officers at the regional and district levels should explore avenues for providing seminars and workshops to teacher-counselors. This would enhance their knowledge and skills related to career guidance and counseling activities, ultimately benefiting students in their learning and career decision-making. Secondary school heads should recognize the significance of career guidance and counseling by incorporating career guidance activities into the school timetable, preferably at least once a week. This would provide students with essential career knowledge, skills, and experiences.

Furthermore, the study recommends that school administrators, in collaboration with school owners and the community, should motivate and acknowledge teacher-counselors by providing them with offices, equipment, and instructional materials necessary to effectively and successfully deliver career guidance and counseling services.

### Recommendations for Further Studies

The study primarily focused on assessing the effectiveness of career guidance and counseling services in public secondary schools in Misungwi District, Tanzania. However, the study's findings indicated that these services may not be as effective as desired. Therefore, the researcher suggests the following avenues for further research: Expansion to Other Districts: Similar studies should be conducted in other districts across the country to determine whether career guidance and counseling services face similar challenges and are conducted in a comparable manner. Inclusion of Primary Schools: While this study concentrated on public secondary schools, additional research of a similar nature could be conducted in public primary schools to assess the effectiveness of career guidance and counseling services at an earlier educational stage. Comparison with Private Schools: Similar research can be conducted in other districts to focus on private secondary schools, allowing for a comparison of results between public and private institutions. In conclusion, this research provides practical recommendations to enhance career guidance and counseling services in secondary schools while also suggesting areas for further study to comprehensively address the challenges and improve the quality of these services in the education sector.

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