



Influence of Provision of Career Information on Career Adaptability of Public Secondary School Students in Kiambu County, Kenya

James Mwangi Kiburi

Doctor of Philosophy (Ph.D.) student

Maasai Mara University

Email : kiburijames@yahoo.com

Dr. James Mwaura Kimani

Maasai Mara University

Dr. Naftali Rop

Maasai Mara University

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Abstract

This study investigated the influence of provision of career information on career adaptability of public secondary school students in Kiambu County, Kenya. The main respondents of the study were Form IV students selected through simple random sampling from 30 sampled schools selected through stratified random sampling. In addition, 30 guidance and counseling teachers selected through purposive sampling participated in the study, one in each school. Data was collected using three instruments namely: student questionnaires; students focus discussion guide and interview guide for guidance and counseling teachers. The data was analyzed through both descriptive and inferential analysis. The findings of the study revealed that the provision of career information had a positive and statistically significant influence on career adaptability and its dimension. Findings further revealed that the provision of career information accounted for a significant proportion of the variance in career adaptability and its four dimensions of concern, control, curiosity and confidence. It was therefore concluded that all aspects of career information including use of TV, Radio, print media, internet, displaying information on notice board, career guides and textbooks as well as mobile phones significantly contributed to increase in adaptability at home, school and community settings hence improving their career adaptability thus raising their ability to make career path choice.

Key word: Career Adaptability, Career Information, Career Choice, Career concern, Career control, Career curiosity and Career confidence

Introduction

Attainment of advanced literacy skills in general and secondary education level qualifications in particular plays a significant role in the socioeconomic development of any country. It is at this level that students develop their identity in various areas including career development as propounded by Erickson (1968) in his psychosocial theory which considers forming an identity as a major milestone at this stage. The contribution an individual will make in the family and society is determined by the career path that the individual pursues whose basis is majorly laid down at the secondary school level in the adolescence and emerging adulthood stages (Annett, 2015).

In an endeavor to assist secondary school students successfully choose career paths to pursue in higher education and work settings, governments all over the world have invested heavily in enacting very elaborate laws, developed policies and programmes to facilitate effective career choices to assist in successful transitions to workplaces. For instance, United States of America, has elaborate laws such as the “No Child Left Behind” (NCLB) Act, 2002 (Grasta, 2008), later replaced by “Every Child Succeeds Act” (ESSA), 2015 as well as a comprehensive career guidance and counselling programme to facilitate every learner’s career decision making (Gysers, 2013). Canada has the “High Five” (Redekopp et al, 1995; Hiebert, 2005, 2010) “plus One” (Hiebert, 2010) while United Kingdom has the “Good Career Guidance” referred to as Gatsby’s benchmarks (Holman, 2014). Similarly, Australia (Rothman & Hillman, 2008) and New Zealand (Furbish and Reid, 2013) also have clear policies and programmes to offer career guidance to learners in education institutions and workplaces.

In the African Continent, South Africa is one of the countries with a policy that guarantees an elaborate, robust and inclusive system that covers those in school and those who are working and its clarion call is “lifelong career guidance from birth to cradle” (Department of Higher Education and Training, 2017). Kenya on its part has shown great interest and efforts in provision of career guidance as demonstrated by the recommendations in various education commission reports starting from Ominde (1964), Gacathi (1976), Mackay (1981), Kamunge (1988), Koech (1999), Sessional papers and policies on education (Republic of Kenya, 2005a, 2019) that have highlighted the importance of providing career guidance for effective choice of career paths. The major focus of the commission reports and policies has been mainly on provision of career information which has also been backed by provision of career guides, career handbooks, calendars and other career information resources (Republic of Kenya, 2005b, 2009; Mount Kenya University, 2013; Republic of Kenya, 2014; KUCCPS, 2019).

Notwithstanding, the heavy investment, elaborate laws, policies and all efforts to implement career guidance programmes for students, career choice continues to be a problem not only in Kenya but all over the world therefore making career decision making a daunting task (Kulcsár, Dobrean, & Gati, 2020; Dodd et al, 2021; Chambers et al, 2020; Gicharu, 2015; Njogu et al, 2019). It is worth mentioning that learners need to have developed skills, knowledge and competences for them to make career choice referred to as career adaptability. Career adaptability has variously been

described as career choice readiness (Savickas, 1990, 1997; Durosaro & Adebanye, 2012; Manfud et al, 2020; Malcianik et al, 2020; Azhenov et al, 2023; Braush-Boger & Forster, 2024; Yap, 2021). Harun, Rahman and Rahman (2021) established that career adaptability had a positive and moderate influence on career choice. Career adaptability is developed through exposure to various career guidance practices and interventions that are either deliberately planned or incidental in both formal and informal settings. In this study, Career adaptability is seen as the ability, readiness and preparedness to make career choice. Career adaptability has four dimensions of concern, control, curiosity and confidence.

Career concern is the feeling of the need to prepare oneself and plan for future career selection tasks by secondary school students while career control is about taking ownership or responsibility in preparation for their future career. Career curiosity, on the other hand, is the information seeking behaviour to explore oneself and acquire occupational information by secondary school students leading to self-awareness and knowledge about careers required for choice of a career path from various alternatives. Lastly, career confidence is the feeling of self-sufficiency and capability by secondary school students to successfully make occupational and educational choices. A study by Alfianto et al (2019) among secondary school students in Indonesia revealed that career guidance had a positive and statistically significant influence on students' career adaptability.

Regardless of the various challenges in career choice by secondary school students in Kenya related to low career adaptability resulting from inadequate provision of career guidance services, very few studies have been carried out in Kenya to establish how career guidance influences students career choice readiness/ career adaptability. Among such include that conducted in Kiambu, Kenya, by Gitonga (2013) which revealed that 64% of Form IV secondary school students were undecided on their career choices to pursue in post-secondary institutions while 88% of the Guidance and Counselling teachers sampled were ill prepared to offer career guidance services. In addition, secondary schools lacked adequate resources to offer career guidance services thus negatively impacting on attainment of career adaptability competencies.

In line with this view of interrogation, a review of Report by Kenya Universities and Colleges Central Placement Services (KUCCPS) on placement of 2021 KCSE cohort revealed that Kiambu County had 537 candidates out of 20,205 not placed to Kenyan Universities in the first selection which translated to 2.7% nationally who therefore, had to revise their course preferences for consideration during second placement. The figure was higher than her seven neighbouring counties. For instance, Nairobi and Murang'a Counties had 2.3% and 1.8% respectively. It is due to these reasons that Kiambu County was chosen as the location for this study with Gitonga's (2013) serving as the baseline. The study therefore investigated the influence of provision of career information on career adaptability and its resources (Career concern; career control; career curiosity; and career confidence) among public secondary schools in Kiambu County, Kenya.

Statement of the Problem

Career adaptability is very important to adolescents who are preparing to make effective career choices for their post-secondary studies as it enables individuals to cope with career developmental tasks, adjust to work transitions and overcome job traumas. High level of career adaptability is

associated with effective choice of careers leading to successful transitions into higher education and pursuance of studies in the chosen career (Farla et al, 2024). Research studies carried out globally, revealed that individuals with low levels of career adaptability may make poor career choice sometimes resulting in career regret where the individual may be ready to revisit their career choice and change into another different one. Additionally, inadequate career guidance provision would lead to low levels of career adaptability resulting in a situation where the opposite of the positive economic benefits highlighted above would prevail that is characterized by unemployment; poor health standards; high job turnover; low labour productivity, poor standards of living and low economic growth, as well as psychological problems. In Kenya, most studies have focused on factors that influence career choice and aspirations as well as barriers hindering them even though career guidance practices and career adaptability play a key role in adolescents' choice of careers. A study conducted in Kiambu by Gitonga (2013) revealed that 64% of Form Four secondary school students were undecided on their career choices to pursue in post-secondary institutions. This study therefore investigated the influence of the provision of career information on career adaptability of public secondary school students in Kiambu County, Kenya.

Objective of the Study

The objective was to investigate the influence of the provision of career information on career adaptability of public secondary school students in Kiambu County, Kenya. The Study tested the following hypothesis:

Ho₁: There is no statistically significant influence of provision of Career Information on career adaptability of students in public secondary schools in Kiambu County, Kenya.

Review of Related Literature

Career information is very crucial to students as it enables them to explore all the opportunities available aiding them in making informed decisions through selection of most preferred choice among the many available alternatives. Comfort, Ogonna and Susanah (2019) observes that career information widens people's knowledge and scope, and this forms the basis upon which effective decisions are taken. They further note that career development is more than just deciding on a discipline or job one wants to pursue after completion of the training period. They see it as a lifelong process throughout one's life which involves changing situations and thus requiring one to make career and life decisions based on these changes.

Comfort, Ogonna and Susanah (2019) see career information as provision of information that is accurate, up to date, accessible, objective, relevant, and available in a variety of formats. This covers entry requirements to careers/ occupations, nature of work, duties and responsibilities, tools used, and work schedules; qualifications and mode of entry into job; job prospects and advancement within the job; salaries and other benefits; job hazards among others. It is important to note that Comfort, Ogonna and Susanah (2019) study is also from an international context and focused on the status of career information provision and did not examine the influence that career information has on career development outcomes such as career adaptability.

Gachohi, Sindabi and Chepcheng (2017) carried out a research study to establish the influence of career information on choice of degree programmes among a sample of 500 students drawn from six public universities who sat KCSE in 2012. The findings revealed that career information had a high influence on the choice of degree programmes of students in public universities. They concluded that career information was a significant factor influencing choice of students' degree programmes in public universities. This means that the students received career information from other sources apart from career guidance and counselling staff and the career information resources in school. This could come from other significant others and other resources in the community, at home and other settings.

Mtemeri (2017) in his study of factors that influence high school students career choice among 1010 students and 20 career guidance teachers in lower Limpopo Province, Zimbabwe established that career guidance had a positive and significant influence on students' selection of career choice. As career information is also provided in most of the career guidance interventions, it would be safe to conclude that career information has a positive influence on choice of career path. As mentioned earlier, career guidance has been used as a global concept rather than investigating career information provision in depth. This study addressed this issue by examining how selected career guidance practices influence career adaptability of public secondary schools in Kiambu County, Kenya.

Maina (2020) reported that career guidance has a positive and significant influence on change of programme of study among first year students in universities in Kenya. The findings further revealed that career information provision was the most important factor influencing change of programme of study. It is, however, key to note the researcher has not accessed any study conducted in Kenya investigating the influence of provision of career information on career adaptability. The study filled the gap by examining the relationship between the two key variables. The study did not examine whether students have acquired the competencies necessary for career decision making that are part of career adaptability resources. This study aimed to extend the knowledge generated from Maina's study by undertaking current study in Kiambu County using secondary school students and focusing on establishing the influence of provision of career information on career adaptability among secondary students.

Musorewa, Ngunjiri, Makadia and Baraza (2018) carried out a study among 224 students, 6 principals and 6 teacher counsellors to establish the influence of provision of facilities on effective provision of career guidance services in Gesusu Sub-County in Kisii County. Findings revealed that availability of resources had a significant influence on effective provision of guidance and counselling services. They further established that 33% of secondary schools had career guidance and counselling reference books whereas the remaining 67% did not have them. Conversely 17% of secondary schools had guidance and counselling manuals while the rest did not have them. Though Musorewa et al (2018) used career information as a major factor it only covers a small portion of career information resources besides focusing on effective provision of guidance and counselling services as the key outcome and dependent variable. This study explored more career information resources and their influence on students' career adaptability

Methodology

This study has used the causal comparative research design. The study population for this research

comprised of 1230 Form IV students of year 2023 students from public secondary schools in Kiambu County, Kenya, of whom 593 were male while the remaining 637 were female. In addition, 30 Guidance and Counselling teachers were selected one from each sample school to respond to interview schedule and provide qualitative data to assist in the validation of findings obtained from the student questionnaires. The Krejcie and Morgan (1970) formula was used to calculate the sample size of students who participated in this study. The sample size is 1230 secondary school students. A total of 30 guidance and counselling teachers one from each of the schools' sampled were selected through purposive sampling technique in consultation with the principal of the respective school. Three instruments were used to collect quantitative and qualitative data from the students and the guidance and counselling teachers. These were: student questionnaires for collection of quantitative data; guidance and counselling teachers' interview schedule; and student focus group discussion guide. A Structured questionnaire was used for this study as it is ideal for the collection of a large amount of data within a short time and it also ensures consistency of responses among respondents thus avoiding bias. Further, the interview guide with open ended questions was used to collect qualitative data from the guidance and counselling teachers to provide crucial information for validating the research findings obtained from hypothesis testing. The Focus Group Discussion Guide which had open-ended questions was used to collect qualitative data from students to validate findings obtained from quantitative data that was earlier collected from students through the questionnaires. The researcher followed all research protocols and ethical principles, including informed consent, confidentiality of the collected data, voluntary participation and free withdraw of respondents at any time without fear of any reprisals among other provisions.

The quantitative data was analysed using both descriptive statistics and inferential statistics using SPSS Version 25. Descriptive statistics such as means, standard deviations, frequency, percentages, histograms and inferential statistics were used to analyze the data. Data for testing the null hypothesis was analyzed by Linear Regression Analysis that enabled prediction of the amount of variance in career adaptability accounted for by provision of career information; provided correlation coefficient to indicate the measure of strength and direction of influence; and provided F ratio (ANOVA) which indicated whether prediction was due to error, or it was as an effect of treatment.

Findings and Discussions

Descriptive Statistics on Provision of Career Information

Data on Provision of Career Information was collected through student questionnaires that included seven (7) items requesting students to indicate their level of exposure to career information resources such as TV, Radio, Print Media (Newspapers), internet, career guides and career textbooks, notice board as well as mobile phones.

Table 1: Student Responses on Participation/exposure to Provision Career information (n = 1,2

No.	Item	Not at all	Very Small extent	Small Extent	Large Extent	Very Large Extent	Total	Mean	S. D
	Use of TV	175	225	215	281	333	1230	3.30	1.405
		14.2%	18.3%	17.5%	22.9%	27.1%	100%		
	Use of Radio	425	323	203	136	143	1230	2.39	1.360
		34.6%	26.3%	16.5%	11.1%	11.6%	100%		
	Use of print media like newspapers	419	307	244	145	115	1230	2.37	1.309
		34.1%	25.0%	19.8%	11.8%	9.3%	100%		
	Use of internet	162	152	166	234	516	1230	3.64	1.452
		13.2%	12.4%	13.5%	19.0%	42%	100%		
	Displaying information on the notice board	457	254	215	168	136	1230	2.41	1.387
		37.2%	20.7%	17.5%	13.7%	11.1%	100%		
	Use of Career Guides and career textbooks	242	242	240	235	271	1230	3.04	1.434
		19.7%	19.7%	19.5%	19.0%	22.0%	100%		
	Use of Mobile Phones	135	143	151	225	576	1230	3.78	1.414
		11.0%	11.6%	12.3%	18.3%	46.8%	100%		
	SUM (TOTAL)	2015	1646	1434	1425	2090	8610		
	Average	288	235	205	203	298	1230	20.94	5.109
		23.4%	19.1%	16.7%	16.5%	24.3%	100%		

The findings as shown in the Table 1 indicate that overall, only 23.4% (288) of the respondents had not been provided with career information as reflected by the number of students who responded “not at all” under provision of career information. This means that 76.6% (941) of the students had been exposed to the provision of career information in the ranges of very small extent to very large extent. In addition, 40.8% (502) of the students were provided with career information in the range of large extent to a very large extent. The mean provision of career information was 20.94 out of a maximum level of 35. This translates to a mean provision of career information of 59.7% thus approximating 60% which is moderate exposure. This is an indication that there is still much needed to increase the level of exposure to a higher level. According to Gachohi, Sindabi and Chepcheng (2017), career information has a major influence on career choice which usually comes after the development of career adaptability. Providing students with adequate career information ensures that they make choices from an informed position.

Descriptive Statistics on Development of Career Adaptability competencies

Data on Career Adaptability was collected through student questionnaires that included twenty-four (24) items measuring the four dimensions namely: career concern, career control, career curiosity, and career confidence each measured by six items on a Likert scale of five responses.

Table 2: Student Responses on Development of Career Adaptability (n = 1,230)

No.	Item	Not Strong	Somewhat Strong	Strong	Very Strong	Strongest	Total	Mean	S. D
	Career Concern	41	52	225	349	563	1230	24.54	4.420
		3.3%	4.2%	18.3%	28.4%	45.8	100%		
	Career Control	69	82	230	321	528	1230	23.65	4.687
		5.6%	6.6%	18.7%	26.1%	43.0%	100%		
	Career Curiosity	73	104	244	343	466	1230	23.00	5.086
		5.9%	8.4%	19.8%	27.9%	37.9%	100%		
	Career Confidence	54	78	199	346	553	1230	24.17	4.889
		4.4%	6.4%	16.2%	28.1%	44.9%	100%		
	SUM (TOTAL)	237	316	898	1359	2110	4920		
	Average	59	79	225	340	528	1230	95.37	15.167
		4.82%	6.42%	18.25%	27.62%	42.89%			

From the findings in Table 2 majority of the student respondents totalling 1093 (88.7%) had developed career adaptability competencies in the range of strong to strongest categories. The mean achievement of career adaptability is 95.37 out of the possible maximum of 120. This translates to 79.5% achievement of career adaptability competency which is in the range of high. The current study findings, however, contrasts Oigo and Kaluyu (2016) study which established that provision of career information was very low and as such the readiness to make choices observed in their sample was due to other factors other than provision of career information. In the same line of argument inadequate provision of career guidance and career information negatively impacted students' career choice among a sample of secondary school students as reported by Getangwe and Sagwe (2016) who noted that students in some of the schools in the sample had not seen a career guide limiting access to career information a departure from the findings of the current study

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

The 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. That is: H_{01} : 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 and its four dimensions of career concern; career control; career curiosity; and career confidence.

Table 3: Correlation, Linear Regression and ANOVA Statistics for Provision of Career Information and Career adaptability:

Provision of Career Information	Career Adaptability	Pearson Product Moment Correlation Coefficient (r)	Significance Level for r (p)	Adjusted Coefficient of Determination (R ²)	F ratio	Significance level (p) for F ratio	Durbin-Watson
	Career Concern	.142	.000*	.019	25.295	.000*	1.710
	Career Control	.102	.000*	.010	12.919	.000*	1.877
	Career Curiosity	.155	.000*	.023	30.247	.000*	1.886
	Career Confidence	.110	.000*	.011	15.136	.000*	1.870
	Career Adaptability	.160	.000*	.025	32.227	.000*	1.810

Influence of Provision of career information on career concern

Career Concern is the awareness and care about one's future career and the need to plan for long-term success and career control refers to the ability to actively manage and make decisions about one's career path and goals. Further, career curiosity is the desire to explore different career options, opportunities, and possibilities for growth while career confidence is the belief in one's ability to achieve career goals and succeed in professional endeavours. Hypothesis testing on the influence of between provision of career information on career concern revealed that a correlation coefficient of $r = .142$ which was significant at probability of $p = .000$ that was lower than the acceptance level of $p = .05$. Consequently, the null hypothesis of no significant relationship between provision of career information and career concern was rejected. The alternative hypothesis of statistically significant influence of provision of career information on career concern was accepted. This means that the provision of career information has a positive and statistically significant influence on career concern. 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 $P = .05$. Further Testing by ANOVA carried out revealed that the F ratio derived was significant at $p = .000$. This means that the observed variance in career concern was not due to chance but was because of an effect from the independent variable, the provision of career information. The adjusted R^2 value of .019 accounted for or explained $(.019 \times 100)$ for 1.9% of the variance observed in career concern. In other words, it means that 1.9% of the variance in career concern was attributable to provision career information. Thuraniira (2014) also reported similar findings which established that career information was important and useful in helping students' choice of training programmes at university level. Similarly, Maina (2020) also reported that career information was the most important factor among career guidance practices in influencing choice of academic programme of study among university students in Kenya.

Influence of Provision of career information on career control

Hypothesis testing for influence on provision of career information on career control produced a Pearson product moment correlation coefficient of $r = .102$ which was significant at $p = .000$ as

probability was lower than the acceptance level of $p=.05$. The null hypothesis of no statistically significant influence between the two variables was rejected. The alternative hypothesis of statistically significant influence of provision of career information on career control was accepted. This implies that there was a positive and statistically significant influence of provision of career information on career control. Linear Regression Analysis revealed that the model that fits the data yielded an adjusted R Square of .010 which was significant at $p=.000$ as probability was lower than the acceptance level of $p=.05$. Further testing by ANOVA on the data revealed that the F ratio was significant at $p=.000$. This means that the regression model that fit the data was because of an effect but not through chance. The adjusted R square of .010 means that provision of career information accounted for or explained $(.010 \times 100)$ 1% of the variance observed in Career Control. This confirms that 1% of the variance in career control is attributable to provision of career information. Njogu (2019) who established that provision of career information through mass media resources like Television, Radio, Newspaper and internet statistically and significantly influenced student career choice. Though students in this study had access to career information from a variety of sources, they were only moderately exposed to career information. Other findings include those of Mung'ara (2012) found out that access to career information influenced students' career aspirations

Influence of Provision of career information on career curiosity

Hypothesis testing on influence of provision of career information on career curiosity revealed a correlation coefficient of $r=.155$ which was significant at $p=.000$ as probability was lower than the acceptance level of $p=.05$. The null hypothesis of no statistically significant influence between the two variables was rejected. The alternative hypothesis of statistically significant influence of provision of career information on career curiosity was accepted. This implies that provision of career information has a positive and statistically significant influence on career curiosity. Linear Regression Analysis revealed that adjusted R^2 was .023 and was significant at $p=.000$ as probability was lower than the acceptance level of $p=.05$. The regression model was further subjected to ANOVA that revealed that the F ratio was significant at $p=.000$. This implies there is an effect and the observed effect on the model was not due to chance. The adjusted R^2 of .023 implies that provision of career information accounted or explained $(.023 \times 100)$ 2.3% of the variance in career curiosity. This confirms that 2.3% of the variance in career curiosity is attributable to provision of career information. Wanyama (2012) established that student career choices were influenced by mass media which is a form of career information provision; Kimiti and Mwova (2012) observed that provision of career information on career choice positively influenced decision making; Musorewa, Ngunjiri and Makadi (2018) reported that availability of career information resources had a major and significant influence on effective provision of guidance and counselling services

Influence of Provision of career information on career confidence

Hypothesis testing on influence of provision of career information on career confidence revealed a correlation coefficient of $r=.110$ which was significant at $p=.000$ as probability was lower than the acceptance level of $p=.05$. Consequently, the null hypothesis of no significant influence between provisions of career information and career confidence was rejected. The alternative hypothesis of statistically significant influence of provision of career information on career confidence was accepted. This indicated that there is a positive and statistically significant relationship between

the provision of career information and career confidence. Linear regression analysis produced an adjusted R^2 of 0.011 which was significant at $p = .000$ as probability was lower than the acceptance level of $p = .05$. The regression model was further subjected to ANOVA that revealed that the F ratio was significant at $p = .000$ implying that there is an effect, and influence is not due to chance. The results further indicated that provision of career information accounted or explained $(.011 \times 100)$ 1.1% of the variance in career confidence. This confirmed that 1.1% of the variance in career confidence is attributable to provision of career information. The study also concurs with Lugulu and Kipkoech (2011) who observed the importance of career information in making informed career choices; Gitonga (2013) observed that 41% of students in Kiambu West Sub-County had sufficient information to make career decisions though they lacked occupational information.

Influence of Provision of career information on career adaptability

Hypothesis testing on influence of provision of career information on career adaptability revealed a Pearson product moment correlation coefficient of $r = .160$ which was significant at $p = .000$ as the probability was lower than the acceptance level of $p = .05$. This led to the rejection of null hypothesis of no significant influence between provision of career information and career adaptability. The alternative hypothesis of statistically significant influence of provision of career information on career adaptability was accepted. The implication is that there is a positive and statistically significant influence of provision of career information on career adaptability. Linear Regression Analysis revealed that an adjusted R^2 of .026 which was significant at $p = .000$. Further testing by ANOVA on the model that fit the data revealed that the F ratio was significant at $p = .000$. The implication was that the relationship observed in the regression model that fits the data was not due to chance but occurred because of an effect. In other words, 2.6% of the variance observed in career Adaptability was attributable to provision of career information. The statistically significant influence of provision of career information on career adaptability is consistent with findings by Comfort, Ogonna, and Susanah (2019) who saw provision of career information as widening people's knowledge and scope thus forming the basis for which decisions are made. Further, the study findings are in congruence with Datar and Ahmed (2019) who reported that career information increased secondary school students career understanding; Mtemeri (2017) who observed that provision of career information was a key influence on students' selection of careers; and Afunugo (2020) who established that career information dissemination motivated students towards development of entrepreneurial skills.

Conclusions

The study found that Provision of Career information had a statistically significant influence on students' career adaptability. The findings further revealed that the influence of Provision of Career information on students' career adaptability was positive. In addition, Provision of Career information explained a significant proportion of the variance in career adaptability. This therefore suggested that Provision of Career information positively and significantly influences students' career adaptability, implying that an increase in Provision of Career information results in increase in students' career adaptability. The study concluded that all aspects of 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 at home, school and community settings thus improving their ability to make informed choices.

Recommendations

The Ministry of Education is encouraged to consider developing policies and programmes for career guidance of secondary school students incorporating Provision of Career information 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 use of career information resources. The Ministry may also consider providing resources to support Provision of Career information resources 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.

The Kenya Universities and Colleges Central Placement Service (KUCCPS) which has the mandate of offering career guidance services to secondary school students could consider providing career information resources including dissemination of its career guide to all schools to provide requisite career information to facilitate effective and efficient career selection process. The school administration including the Boards of Management (BOM), and Parents Association may consider providing a variety of career information resources to improve students' career selection process. The school management and administration including the Boards of Management (BOM), and Parents Association may also consider exploiting more avenues for sensitizing teachers and parents on role of career information resources at school and community settings as well as capacity building of teachers on their use to strengthen career path choice.

Teachers may consider playing a bigger role on provision of career information to students as well as exploiting career guidance related opportunities to strengthen students career adaptability for effective of career paths. Parents are encouraged to actively participate in providing students career guidance through a variety of interventions such as provision of career information resources. Students need to be sensitized to make use of career information resources available in school, at home and community settings to improve their career adaptability for effective career choice.

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