



Factors Hindering Secondary School Educators to Implement Career Guidance in Rwanda: A Case of Nyanza District

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Abstract: This study investigated factors hindering the implementation of career guidance in 10 secondary schools of Nyanza District, Rwanda. Using questionnaires and interviews with 159 teachers, 10 deputy head teachers, and 10 head teachers, data were analyzed through SPSS with a reliability score of 0.86. Findings revealed that unclear policies, lack of trained staff, educator workload, and class overpopulation limit effective career guidance. Additionally, some students showed unwillingness to be guided due to economic challenges or by imitating role models rather than pursuing their strengths. The study concludes that these barriers hinder proper implementation of career guidance in schools. It recommends the establishment of clear policies, monitoring, and training to strengthen guidance services.

Keywords: Career guidance, educators, implementation, secondary school educators.

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Introduction

This chapter is an introduction to the study which investigated the factors hindering secondary school educators to implement career guidance in their schools. Actually, for studies to be fruitful and joyful, students need to be guided throughout their studies and fit in their professions. As personalities differ, the students’ abilities and interests also differ accordingly. That is why the need for guidance in schools has been imperative in some countries in order to promote the well-being of learners (Mbongo, 2016).

Students go to school to meet educators who guide and facilitate them through their education endeavors. Those educators play a critical role in students’ education and orientation. Without their assistance, students would do almost nothing. The present researches shaded light to the factors which hinder educators from helping students choose and pursue the career they enjoy and perform well.

Background to the Study

In the world today, with the improvement of technology and growth of knowledge, every sector of life is growing faster. School guidance and Counseling (SGC) dates a long way back in the world. In the United States of America, school guidance is well established and can be traced back to 1898 (Bor et al. 2002, as cited in Mbongo, 2013). It has since expanded to other countries in the world. Over the past few years, there has been a significant growth of interest in the field of SGC in Africa like for example Namibia (Mbongo, 2013). In 1994, the Ministry of Education and

Culture in Namibia introduced guidance services to all schools. What about Rwanda?

Rwanda is one of the countries which always struggle to move forward and reach further in all sectors of life including education sector. As it is stipulated in Claver (2016) while explaining the vision 2050, Rwanda wishes to be knowledge based economic country with high performing citizens. A lot has been done in education such as putting in place the policy of education for all, building of classrooms, hiring qualified and professional teachers at each level and providing them with trainings, trying to orient students in fields they which interest them through the choices made in Ordinary level.

However, there is a trend which is emerging in Rwanda and which leads to helping make right and informed choices of their careers. This is career guidance in schools. Mbongo (2016) points out that it is important that school career guidance services be fully functional and available for all learners in all schools to help alleviate the problems that they face.

Actually, education system should aim at developing students’ knowledge, adaptability, creativity, independent thinking and lifelong learning capabilities in order to get ready to make right, informed and responsible choices and thus be able to make the best of the opportunities ahead (*School Development Division, Education Bureau*, 2014). It is in this regard that the government of Rwanda has tried to do everything to develop education sector and introduce career guidance in schools

The education system from nursery to university in Rwanda was set to help students perform well their studies. REB (2015) which published the national education framework indicated that the competence – based curriculum in Rwanda provides a maximum of three years pre-primary education and six years of primary education. After Primary education, a student studies in Ordinary or Lower secondary (S1-S3). The six years of primary and 3 years of ordinary level are taken as 9 years basic education. At the end of nine years of basic education, the student is supposed to choose a career to follow for further studies starting from the upper secondary where he takes other three years (from S4-S6) in the chosen option . The careers to be chosen include general academic courses, primary teacher training or technical secondary school. There is access to the vocational education and training centers (VETCs) for early employment. The student furthers the chosen career up to University level of education.

Not even one single student can make a step without the help from the teacher. As students choose careers in Senior three, their life will be better or worse depending on the choices made at this level. For instance, if a student is awarded an option he/ she doesn't like or understand well, he/she will spend his/her entire life studying and doing what he/she is not interested in and his life tends to be bitterly.

Therefore, career guidance is very important in order to assist students throughout their lives, to make educational, training and occupational choices and to manage their careers. There is need to help them explore and plan for future career endeavors based on their individual interests, skills and values. Participation in career guidance enhances linkage of academic and career experiences and thus, improves career preparation and management (Abubakar, 2013).

What about support given to students while choosing their careers? This support for career development is very critical, as it enables them to plan for their careers from an early age. It is also vital to ensure that students are supported as they make decisions about appropriate training or education, and prepare for the world of work. When effective career planning is well done in schools, students gain valuable lifelong skills to help them at every transition and life stage. Students learn to take control of their future by exploring available options, and they are prepared to make informed educational decisions based on self-knowledge and a solid understanding of the world of work.

Despite its vital importance, career guidance is not well done in Rwanda (Asaba, 2014). According to Dr. John Bosco Mutenzintare, who works with Rwanda Education Board (REB) and who is the head of career guidance in schools, there is no formal policy on career guidance but there are only plans to

introduce it. REB (2017) also agreed with Dr. John confirming that career guidance is a very important area that has been lacking for a long time in Rwanda, yet a prerequisite for development of a nation, as evidenced in developed nations.

Therefore, the present study has examined the factors which hinder educators from implementing career guidance in secondary schools of Rwanda and the case study was Nyanza District. The researcher studied the relevance of career guidance for secondary students, and discussed different factors which hinder educators to provide assistance to students throughout career guidance services in secondary schools, which in turn have an impact on the students' further studies and work options. Those factors included class overpopulation, unqualified staff in the area of career guidance, government policy complications, increase in diversity of student population which leads to educators' unawareness of students' individual differences and high educators' workload.

Methodology

This is the systematic and theoretical analysis of the methods applied to a field of study. Actually, the researcher answered to the question of how the data were collected or generated and how they were analyzed. Therefore, this section presented the methodology used in the present study. It presents the methodology describing how the study was conducted. It also includes; research design, study population and sampling techniques, research instruments, methods of data collection, and methods of data analysis. Research methodology refers to a philosophy of research process. It includes the assumptions and values that serve a rationale for research and the standards or criteria the researcher uses for collecting and interpreting data and reaching at conclusions (Amin, 2005).

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

In this chapter, the researcher first presented the findings from the survey, followed by their analysis and interpretation. The discussion then extended to the results from interviews conducted with head teachers. All the distributed questionnaires were successfully retrieved as expected, and the data were analyzed using SPSS. The first section of the questionnaire focused on gathering demographic information of the respondents.

Teachers' Demographic Information

Gender

Respondents included in the study had to be of both gender groups. It was however not possible to obtain an equal number of males and females, as there were more male than female teacher in selected schools (see table 4 below).

Table 1: The Number of Students in Hand by Teachers

Number of students in hand					
		Frequency	Percent	Valid Percent	Cumulative Percent
Intervals	50 – 100	2	1.3	1.3	1.3
	100 – 200	8	5.0	5.0	6.3

	200 – 300	42	26.4	26.4	32.7
	300 and above	107	67.3	67.3	100.0
	Total	159	100.0	100.0	

As the table above highlights, 93.7% of the respondents proved that they teach more than 200 students which meet the hypothesis that in schools, educators teach a big number of students.

Deputy Head Teachers' Demographic Information

Gender

As presented in the table below, deputy head teachers were ten in number. The number of male who represented 80% of the sample was bigger than that female who represented only 20 %.

Table 4: Education Level of Deputy Head Teacher Sampled

Education Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Education level	A1	2	20.0	20.0	20.0
	Bachelors' degree	7	70.0	70.0	90.0
	Masters' degree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

The table 4 shows that 10% of the deputy head teachers own a Masters' degree, 70 % a bachelors' degree in education and 20 % of the sample have a diploma in education.

Table5: Students that Deputy Head Teachers Have in their Responsibility

Number of students in hand					
		Frequency	Percent	Valid Percent	Cumulative Percent
Students	50 – 100	0	0	0	0
	100 - 200	0	0	0	0
	200 - 300	0	0	0	0
	300 and above	10	100.0	100.0	100.0

The findings from deputy head teachers' questionnaires have shown that most of them have in their responsibility more than 300 students.

The data from the survey about factors hindering secondary school Educators to implement career guidance

Before presenting and interpreting the data, the researcher used the following mean ratings intervals on the variables:

3.5 – 5	High (Agree)
2.5 - 3.49	Average (tend to agree)

1.0 – 2.49 Low (disagree)

After collecting and analyzing the data through SPSS, the following findings showing the perceptions of the respondents about the factors hindering secondary school educators to implement career guidance in their school were generated. The table 6 which follows shows what teachers and deputy head teachers think about policy complications as a factor hindering the implementation of career guidance in secondary schools.

Table 6: Teachers and Deputy Head Teachers' Views about Policy Complications as a Factor Hindering the Implementation of Career Guidance

Teachers' views				Deputy Head teachers' views		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation

Career guidance services are not allowed time on the timetable	159	4.40	.842	10	4.50	.707
Career guidance services are given low priority in the curriculum	159	4.31	.934	10	4.40	.699
Educators do not organize activities in which they conduct career guidance services	159	4.43	.759	10	4.20	.789
The government does not have a way to monitor career guidance services	159	4.24	.896	10	4.30	.823
There isn't any formal guide who helps students make right and informed career choices	159	4.55	.761	10	4.20	.632
Policy makers sometimes organize sessions to talk to teachers about career guidance in schools	159	3.74	1.280	10	4.60	.516
Overall mean	159	4.28	.912	10	4.37	.695
General mean			4.32			

The above table shows the teachers' and deputy head teachers' perceptions about six items regarding policy complications. As the table highlights, the overall mean is 4.28 for teachers and that of Deputy Head teachers is 4.37. On one side, teachers rated that *there isn't any formal guide who helps students make right and informed career choices* with a high rating (mean: 4.55) and *Educators do not organize activities in which they conduct career guidance services* was also highly rated (mean: 4.43). Deputy Head teachers on the other side showed that *Policy makers sometimes organize sessions to talk to teachers about career guidance in schools* (mean: 4.60) and that *Career guidance services are not allowed time on the timetable* (mean: 4.50). Therefore, it is remarkable that the ratings from the statements and the overall mean are high which proves that policy complications hinder the implementation of career guidance in schools. The standard deviation for teachers and deputy head teachers is below 1; therefore, the answers from different respondents are homogeneous.

To the statement 1 which says that "*Career guidance services are not allowed time on the timetable*", the mode was 5 (which meant that respondents strongly agreed). 88 % of teachers agreed to the statement, 8.2% were neutral and 3.8 proved it to be wrong. The overall mean provided by teachers was 4.40 and that of Head of studies was 4.50. Concerning deputy head teachers' responses, 90% of the sample agreed that policy makers did not reserve time on the school timetable for career guidance services implementation. This is in line with what Wamocho, et al. (2008) found out. In their study, they argued that guidance and counseling seems to be squeezed into the existing academic timetable structure whereby there is no particular time reserved for career guidance.

The statement 2 said that "*Career guidance services are given low priority in the curriculum*." The findings from the study showed

that 86.2 % agreed to the fact that the curriculum does not give a big value to career guidance. A few respondents (10.1%) were neutral and 3.8 % disagreed with the statement. The results were almost the same with those of Head of studies whereby none of them disagreed. However, some of them (40%) were neutral and 60% fully agreed with the statement. The study done by OECD (2004a) found out that in some countries career guidance in schools is viewed largely as a personal service, provided at key decision points, and "a support to the curriculum rather than part of it" (p. 40). In other words, career guidance is taken as if it is out of what must be done in class. Meanwhile, Collins and Barnes (2017) argued that teaching career guidance should be part of the curriculum and it would serve dual purpose: (1) to provide career education as part of the school's career and enterprise provision; and (2) to enhance the whole curriculum with the addition of career-relevant content. Therefore, they argued that the career curriculum can be taught 'as a subject' and 'through other subjects' to promote the career learning, development and wellbeing of students

The statement 3 stated that "*Educators do not organize activities in which they conduct career guidance services*." The mean of responses provided by the respondents varied between 4.43 for teachers and 4.20 for deputy head teachers. The results showed that 3.1% of the teachers disagreed, 5.0% of them were neutral as it is the same thing for 20% of the deputy head and 91.8% of teachers agreed as it is the same case for 80 % of the deputy head teachers. From these findings, the researcher remarked that teachers do not find special time to talk to learners about their career endeavors. However, if they got this opportunity, it could be very advantageous for students. Actually, as MINEDUC (2010) discussed, teachers should be taught about career guidance and counseling skills and practice them at all schools at all levels. Hence, they would apply the knowledge they have got in helping

students to gain greater self-awareness in areas such as interests, values, abilities, and personality style, in connecting them to resources so that they can become more knowledgeable about jobs and occupations, in engaging them in the decision-making process so that they can choose a career path which is well suited to their own interests, values, abilities and personality style, and lastly in assisting them to be active managers of their career paths as well as becoming lifelong learners in the sense of professional development over the lifespan (UNESCO, 2002, as cited in Orenge, 2011).

With the statement 4 which said “*the government does not have a way to monitor career guidance services,*” most of the respondents (84.3) showed that career guidance services are not monitored. The mean of the teachers responses (4.24) was high and that of deputy head teachers was 4.30. To that end, MINEDUC (2010) published that based on policy options, an Education Sector Strategic Plan (ESSP) would be developed and would identify among other things indicators to be used in the monitoring and evaluation of policy implementation. However, this is not yet done. Ndayambaje (2019) said that the Ministry of Education is still working hard in order to establish career guidance policies.

The statement 5 stated “*there isn't any formal guide who helps students makes right and informed career choices*” The rating of answers provided by the respondents was 4.55 for teachers and 4.20 for deputy Head teachers. 95.4% of the respondents agreed with the statement whereas 4.4 % disagreed and 1.2 proved to be neutral. Ndayambaje (2019) asserted that there should be training of teachers and those teachers would act as career guides.

However, the professional career counselors are not yet available at schools.

The statement 6 stated that “*policy makers sometimes organize sessions to talk to teachers about career guidance in schools.*” To this statement, 20% of the respondents showed that the government never organizes sessions where they talk to teachers about the way they should help students make correct choices. However, 73.6% agreed that sometimes, talks are organized by the government officials with students and teachers. Ndayambaje (2019) confirmed the same thing stating that Rwanda Education Board (REB) has initiated career talks in schools in order to help students choose options they are informed about.

The literature shows that these talks are really effective. For example, Zanaki et al (2010) argued that in Cyprus, the Counseling and Career Education Service (CCES) of the Ministry of Education and Culture (MOEC) organizes different activities specifically for pupils in the 3rd year of lower secondary school (gymnasium) and the 2nd and 3rd years of upper secondary school (lyceum) with the goal of helping students get acquainted with the professional world, become familiar with the nature of different professions and university studies, as well as with the skills and interests needed to enter different professions, labor market demands in relation to different profession.

To conclude, since the general mean for both teachers and deputy head teachers rates high (mean: 4.32), policy complication was agreed as a factor hampering secondary school educators to implement career guidance in their schools.

Table 7: Teachers and Deputy Head teachers' Views on Staff Qualification

Teachers views				Deputy Head teachers' views		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
There is no qualified career advisor in my school	159	4.51	.810	10	4.10	1.197
We haven't received any training about career guidance in schools	159	4.36	.937	10	4.40	.966
We haven't attended any trainings on career guidance planned by the government	159	4.41	.821	10	4.40	.516
School educators are not informed and trained about career guidance and counseling tools and techniques and adopt a comprehensive career guidance model	159	4.36	.866	10	4.60	.516
There are no regular trainings destined to improve educators' career guidance skills	159	4.33	.838	10	4.30	.675
Overall mean	159	4.39	.855	10	4.36	0.774
General mean	4.37					

The table above shows that the average mean of teachers' views is high (mean: 4.39) and that of deputy Head teachers is 4.36. The statement which is most representative for teachers was the statement 7 which says *"there is no qualified career advisor in my school"*. It was rated with the mean of 4.51. 100% of the respondents, both teachers and deputy head teachers agreed with the statement. The statement which had a small mean for teachers was the one which stated that *There are no regular trainings destined to improve educators' career guidance skills* (with a mean of 4.33) and for deputy head teachers was that *there is no qualified career advisor in my school* and it was rated at 4.10.

About the statement 8 which says that teachers *"haven't received any training about career guidance in schools"* 88.7% of teachers agreed to the statement whereas 90% of deputy head teachers also proved it to be right. Although, most of the educators did not get trained about career guidance, Fuller, McCrum and MacFadyen (2014) suggested that in order for quality career guidance to take place it should normally be provided by qualified career professionals. That's why secondary school teachers had to be trained in this matter.

The statement 9 which states, *"We haven't attended any training on career guidance planned by the government"* was showing that the government did not plan trainings for educators regarding the way career guidance should be implemented. To this statement, 4.4% of the respondents proved that they have been to different trainings about career guidance most especially teachers who have been chosen on schools to take care of some in – school issues of students. However, 141 teachers representing 88.7 % agreed that they didn't get the opportunity to attend trainings related to career guidance. Watt and Fretwell (2004) emphasized that the government should improve the staff trainings. In addition, Fuller, McCrum and Maffadyen (2014) added that teachers who are supposed to carry out career guidance should be trained and be familiar with the range of curriculum options available for learners and the major implications of the choices offered.

To the statement 10 which stated that *"School educators are not informed about and trained about career guidance and counseling tools and techniques and adopt a comprehensive career guidance model,"* 4.4 % of teachers said that there are some of them who are informed and who got trained about career guidance and 10.7 % were said they don't know anything about trainings about career guidance. However, 84.9 % of teachers who participated in this research agreed to the fact that most of them and their peers are not informed about career guidance tools and techniques. That is what Fuller, McCrum and Maffadyen (2014) were against. They argued that if subject teachers were to be involved in career guidance in schools, as teachers of career lessons or as tutors, they should have

detailed knowledge about career education, information, advice and guidance needs.

For the statement 9 which stated that teachers and deputy head teachers *"haven't attended any training on career guidance planned by the government,"* the mean rating was high (4.41) for teachers and for deputy head teachers (4.40). A small number of teachers (3.1 %) attended some training, 8% were neutral and 88.9 did not have the opportunity to participate in those trainings. Regarding deputy head teachers, only 10% passed the trainings about career guidance. This shows how it is practically impossible to implement career guidance properly in schools since so many educators are not well informed about what to do, how to do it and when to do it.

As Watts and Fretwell (2004) posited, there should be trainings for career advisors for them to be professionals. In Rwanda, Ndayambaje (2019) declared that teachers will be trained in order to build their capacity in terms of career guidance.

To the item which stated *"There are no regular trainings destined to improve educators' career guidance skills"* The majority of the teachers (90.5%) indicated that regular trainings are scarce and that they cannot carry out duties as teacher counselors, while (4.4%) felt that they were trained. The rest of the respondents (4.4%) indicated that they were uncertain about the training they had received to work as teacher counselors.

As a conclusion, the general mean from teachers and deputy head teachers' answers is 4.37. Since the rating is high, almost all of the teachers and deputy head teachers were in agreement that lack of training negatively affected the implementation of career guidance in secondary schools. It should be noted research has shown that career guidance should be carried out by specialized career advisors. "It can be too remote from the labor market when provided by schools themselves, too subordinate to personal and study guidance if provided by those who are not career guidance specialists, and too linked to the self-interest of particular institutions" (OECD, 2004a).

In addition, this is in line with the study by Gora, Sawatzky and Hague (1992), on the school counselors' perceptions of their effectiveness, which identified inadequate training to handle certain problems as one of the major barriers that teacher counselors identified as preventing them from adequately meeting the needs of students. Identifying a learner with difficulties is the first step in helping such a learner. This could mean that since teacher counselors would not know how to identify that learners will not receive the support they need to cope with their difficulties.

Table 8: Teachers and deputy head teachers' views on class overpopulation as a factor hampering the implementation of career guidance

Teachers 'views				Deputy head teachers' views		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
There is lack of students interest to seek career guidance from educators	159	4.08	1.117	10	4.70	.483

Educators don't get enough time for guidance service because of overpopulation	159	4.54	.794	10	4.60	.699
Educators loose motivation to guide overcrowded classes	159	4.27	.862	10	4.70	.483
Personal assistance is not possible with large number of students packed in small classes	159	4.36	.889	10	4.20	.789
Overall mean	159	4.31	0.915	10	4.55	.614
General mean	4.43					

The table 8 shows the respondents views about class overpopulation and how it hinders career guidance services. The average mean for teachers was 4.31 and that for deputy head teachers was 4.55. The most representative statement for class overpopulation is *educators don't get enough time for guidance service because of overpopulation* whose average mean was 4.54

for teachers and 4.60 for deputy head teachers. With deputy Head teachers, almost all statements were agreed proving that having a big number of students in one's responsibilities hinders the implementation of career guidance in secondary schools. The responses were homogeneous as the overall mean for the SD is 0.915 for teachers and 0.614 for deputy head teachers

Table 9: Teachers and deputy head teachers' views on high educators' workload as a factor hampering the implementation of career guidance

Teachers' views				Deputy head teachers' views		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
I don't have enough time to devote to career guidance	159	4.47	.753	10	4.00	.816
The heavy workload means I cannot devote enough time to career guidance services	159	4.41	.722	10	4.50	.707
High teaching load hinders the implementation of career guidance in secondary school	159	4.61	.737	10	4.60	.699
I am overloaded with my work and I can't find time to assist students personally	159	4.30	.725	10	4.40	1.265
My duties do not reserve me time to cater for career guidance services in class	159	4.45	.809	10	4.60	.516
Overall mean	159	4.45	.749	10	4.42	.801
General mean	4.43					

As the previous table shows, the mean from teachers was 4.45 and that for deputy head teachers was 4.42. The statement which was more highlighted than others by both teachers and deputy head teachers was the statement which stated that *High teaching load hinders the implementation of career guidance in secondary school* (mean: 4.61 for teachers and 4.60 for deputy head teachers). Most

of the teacher also agreed that they do not have *enough time to devote to career guidance* (with the mean of 4.47) but a big number of deputy head teachers agreed that *their duties do not reserve them time to cater for career guidance services* (with the mean of 4.60).

Table 10: Teachers and deputy head teachers' views on Lack of Students' Individual Differences awareness as a factor hampering the implementation of career guidance

Teachers' views				Deputy head teachers' views		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation

Educators deal with different types of learners in school settings	159	4.49	.786	10	4.70	.483
An effective and productive teaching and learning process is planned considering individual differences	159	4.42	.687	10	4.20	1.317
Learners' career choices are defined in terms of their needs	159	4.35	.886	10	4.60	.516
Students' individual differences are crucial for career guidance application	159	4.47	.654	10	4.70	.483
Overall mean	159	4.43	.753	10	4.55	.700
General mean	4.49					

The table above shows the descriptive statistics from teachers and deputy head teachers' views about the statements proposed which were explaining how lack of awareness of students' individual differences can lead to poor career guidance implementation.

The study findings revealed that respondents strongly emphasized the importance of considering learners' individual differences in the implementation of career guidance. The highest-rated statement, with a mean of 4.49 for teachers and 4.70 for deputy head teachers, showed broad agreement that educators deal with diverse learners, a view supported by Nemrah (2006). Similarly, most respondents agreed that effective teaching and learning must be planned around individual differences, with 89.2% of teachers and 80% of deputy head teachers supporting this view. Another

key finding was that 86.1% of teachers agreed that learners' career choices should be defined in terms of their needs, highlighting the importance of identifying students' strengths, weaknesses, and interests. Furthermore, 95.6% of respondents emphasized that awareness of students' individual differences is crucial for successful career guidance.

The overall mean score of 4.49 confirmed that educators must deeply understand their students in order to implement career guidance effectively. However, factors such as time constraints, heavy workloads, and class overpopulation hinder this process. To further address the second research question, a comparison of general means was made to identify which factors were more strongly highlighted as barriers to career guidance implementation.

Table 11: The Rating of participants' Responses

Factors	Average mean for both
	teachers' and deputy head teachers' answers
Policy complications	4.33
Unqualified staff	4.37
Class overpopulation	4.43
Teaching workload	4.43
Educators unawareness of students individual differences	4.49
Overall mean	4.41

This table shows that all the factors have been highlighted as hindrances to career guidance implementation. However, if we compare the means with the overall mean, we find that three of them were highly indicated by the respondents. Those factors

include class overpopulation with the average mean of 4.43, Teaching workload with the average mean of 4.43 and the educators unawareness of students' individual differences (average mean: 4.49).

Table 12: The Average Mean from Private and Public Schools

Group Statistics					
	Groups	N	Mean	Std. Deviation	Std. Error Mean
Means	Private schools	24	4.37	.11	.02
	Public schools	24	4.41	.14	.02

The table above shows the descriptive statistics, the average mean of public schools is greater than the average of private schools and the standard deviation for both school statuses are a little bit different, but until now, we do not know whether the difference

observed is significant. To test this, the researcher computed the second table below to find the t – test value then test the hypothesis.

Table 13: T – Test for Public and Private Schools

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Means	Equal variances assumed	.077	.783	-.903	46	.371	-.03375	.03740	-.10902	.04152
	Equal variances not assumed			-.903	44.684	.372	-.03375	.03740	-.10908	.04158

After computing the table above, the researcher asked the t test for independent samples, which gave the following value t = -.903 and Sig. (2-tailed) gave the following value 0.371 and 0 .372. Given the decision taken when sig. < 0.05 is to reject the null hypothesis, in our case, Sig > to 0.05 therefore the null hypothesis is not to be rejected.

The P-value or Sig. = .783 provides the levene's test through sig. which is greater than 5%, then we cannot reject the null hypothesis and the equal variances are assumed. Therefore, we can conclude that there is no significant difference between the perceptions of

the respondents from public and private schools when considering their perceptions on the factors that hinder them to implement career guidance in their schools.

In order to check whether the factors are normally distributed, Shapiro – wilk statistic was observed and it gave the following p values (or sig.)

Private schools: Sig. = 0.766

Public schools: Sig. = 0.222

Table 14: Test of Normality

Tests of Normality							
	Groups	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Means	Private schools	.091	24	.200 [*]	.974	24	.766
	Public schools	.132	24	.200 [*]	.946	24	.222
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

From Shapiro – Wilk test of normality, both Sig are greater than 0.05. Therefore, we do not reject the null hypothesis, which also implies that the average of means for both public and private schools follow the normal distribution.

Conclusion

Based on the findings, the study concludes that career guidance in secondary schools faces several challenges such as lack of clear policies, inadequate training of educators, and limited time due to heavy workloads and class overpopulation. These factors hinder effective implementation, as teachers struggle to address individual

student needs and provide personalized support. Therefore, there is a need for formal training, clear policies, and strong monitoring and evaluation mechanisms to improve the quality of career guidance services.

Recommendation

The study recommends that policy makers establish clear policies, monitoring, and evaluation systems for career guidance in secondary schools, while ensuring it is recognized as a core responsibility for educators. Teachers should receive formal qualifications and continuous in-service training in school

guidance, supported by higher learning institutions and the Ministry of Education. Furthermore, reducing educators' workload, allocating sufficient timetable space, addressing class overpopulation, and promoting awareness of students' individual differences are essential to improve effective implementation of career guidance services.

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