

Abstract

Students' career self-concept is a key outcome of career guidance and counselling in secondary schools. However, due to low funding for school-based career guidance and counselling programs, lack of knowledge about careers, and poor career transition among students it is important to examine career guidance and counselling services and occupational information provided to students aimed at improving their career self-concept. Therefore, a quasi-experimental post-test no control group design was conducted among 260 students using proportionate stratified sampling technique. The results revealed a strong relationship between career guidance and counselling, and student's career self-concept ($r = .182^*$, $p \leq .05$) and it was the biggest predictor of career self-concept ($\beta = .036$, $p \leq .05$). The overall influence of career guidance and counselling and occupation information knowledge on career self-concept was 7% [Adjusted $R^2 = .068$, $F(6, 871)$, $p \leq .001$]. A statistically significant difference in scores for the treatment ($M = 2.3$, $SD = .35$) and control ($M = 1.5$, $SD = .24$) groups was obtained. There was no statistically significant difference in scores for males ($M = 8.4$, $SD = 2.17$) and females ($M = 8.6$, $SD = 1.93$, $t = -.426$, $p \geq .05$). At school level, there was a statistically significant difference in career guidance and counselling for school Z ($M = 36.5$, $SD = 9.3$, $t = 2.13$, $p \leq .05$) compared to schools W, X, and Y. Occupational information knowledge was outstanding in school W ($M = 2.3$, $SD = .321$, $t = 1.26$, $p \geq .05$). While school Z ($M = 8.7$, $SD = 2.11$, $t = 1.70$, $p \geq .05$) posted better result on career self-concept. It is therefore recommended that career guidance and counselling alongside trainings regarding occupational knowledge should be promoted among schools to support students career self-concept development.