

CCGD

COLLEGE OF CAREER
GUIDANCE & DEVELOPMENT

Teachers Perspective of Career Guidance and Development Training



CONTACT:

info@careerguidancecollege.com

+254 743 822 925

Royal Office Suites, 4th Floor
Parklands/Highridge, Mogotio Road, Nairobi
P.O. BOX 9773-00100, Nairobi.

TABLE OF CONTENTS

| | |
|--|----|
| LIST OF FIGURES..... | 2 |
| LIST OF TABLES | 2 |
| LIST OF ABBREVIATIONS AND ACRONYMS | 3 |
| EXECUTIVE SUMMARY | 4 |
| 1 BACKGROUND AND INTRODUCTION..... | 5 |
| 1.1 SPECIFIC OBJECTIVES OF THE STUDY | 6 |
| 2 STUDY METHODOLOGY..... | 7 |
| 3 FINDINGS AND DISCUSSIONS..... | 7 |
| 3.1 DEMOGRAPHICS..... | 7 |
| 3.2 AWARENESS, UNDERSTANDING, AND PERCEIVED VALUE OF CAREER GUIDANCE AND DEVELOPMENT..... | 8 |
| 3.2.1 TEACHERS' AWARENESS OF CAREER GUIDANCE AND DEVELOPMENT TRAINING..... | 8 |
| 3.2.2 PARTICIPATION OF TEACHERS IN CGD TRAINING..... | 9 |
| 3.2.3 TEACHERS' UNDERSTANDING OF CAREER GUIDANCE AND DEVELOPMENT | |
| 10 | |
| 3.2.4 TEACHERS' NEED FOR CAREER GUIDANCE AND DEVELOPMENT TRAINING | |
| 10 | |
| 3.3 BARRIERS TO PARTICIPATING IN CAREER GUIDANCE AND DEVELOPMENT.. | 12 |
| 3.4 MOTIVATORS AND INCENTIVES TO ENROLL IN CAREER GUIDANCE AND DEVELOPMENT TRAINING COURSE..... | 12 |
| 3.4.1 FACTORS INFLUENCING TEACHERS' CAREER GUIDANCE AND DEVELOPMENT TRAINING ENROLLMENT DECISIONS..... | 12 |
| 3.5 PREFERRED TYPE OF CAREER GUIDANCE AND DEVELOPMENT TRAINING, AND MODE OF DELIVERY..... | 15 |
| 4 CONCLUSIONS AND RECOMMENDATIONS..... | 17 |
| 4.1 CONCLUSIONS | 17 |
| 4.2 RECOMMENDATIONS | 18 |
| 5 ANNEXURES | 20 |
| 5.1 ANNEX 1: ACHIEVED INTERVIEWS..... | 20 |
| REFERENCES..... | 21 |

LIST OF FIGURES

| | |
|---|----|
| Figure 1: Sampled and achieved interviews | 7 |
| Figure 2: Current roles of study participants | 8 |
| Figure 3: Study participants' years of teaching experience | 8 |
| Figure 4: Awareness of CGD training for teachers..... | 9 |
| Figure 5: Awareness of CGD training for teachers by years of experience | 9 |
| Figure 6: CGD training programs in which teachers participated | 10 |
| Figure 7: Teachers' ratings of CGD understanding | 10 |
| Figure 8: Teachers' ratings on the need for CGD training | 11 |
| Figure 9: Ratings on trained teachers supporting learners' career choices and transitions | 11 |
| Figure 10: Teachers' perceived barriers to participating in CGD training..... | 12 |
| Figure 11: Motivation to enroll for the CGD certificate or diploma course..... | 13 |
| Figure 12: Whether TSC recognition will influence teachers to enroll for the CGD qualification..... | 13 |
| Figure 13: Degree to which cost influences enrollment decisions..... | 14 |
| Figure 14: Influence of financial arrangement on CGD training enrollment | 14 |
| Figure 15: Most helpful finance arrangement | 15 |
| Figure 16: Interest in CGD diploma or micro-credential | 16 |
| Figure 17: Preferred CGD qualification..... | 16 |
| Figure 18: Preferred CGD training delivery method | 17 |

LIST OF TABLES

| | |
|---|----|
| Table 1: Study's key findings at a glance | 5 |
| Table 2: Achieved interviews | 20 |

LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|-------|---|
| CBC | Competency-Based Curriculum |
| CBE | Competency-Based Education |
| CCGD | College of Career Guidance and Development |
| CGD | Career Guidance and Development |
| HoD | Head of Department |
| MoE | Ministry of Education |
| SACCO | Savings and Credit Cooperative Organization |
| TSC | Teachers Service Commission |

EXECUTIVE SUMMARY

Teachers play a central role in supporting learners' academic progression and career decision-making. In Kenya's context, the transition to the Competency-Based Education (CBE), which has shifted learning from rote learning to mastery of practical skills and competencies, including critical thinking, creativity, communication, and problem-solving, among others, requires significant investment in career guidance to help learners choose their preferred pathways. Recognizing this role, the College of Career Guidance and Development (CCGD) commissioned this study to examine teachers' awareness, participation, perceived value, barriers, and incentives related to Career Guidance and Development training in Kenya.

The study adopted a mixed-methods approach, combining a nationwide survey of junior and senior school teachers across 35 counties with a desk review of relevant literature. A total of 149 teachers participated in the study, of whom 72% were drawn from senior schools and 28% from junior schools, reflecting the greater concentration of career guidance responsibilities at the senior school level.

Findings indicate that teachers' awareness of career guidance and development training was generally high, with 73% of respondents reporting awareness of such opportunities. Awareness increased with years of teaching experience, with teachers with more than 10 years of experience demonstrating higher levels of awareness than those with fewer years of service. However, this awareness did not translate into participation. More than half of the teachers surveyed (53%) had not participated in any career guidance training, and only 9% had undertaken longer training programs, i.e., a one-year diploma training program. Participation was largely limited to short- or medium-duration sessions, including 3–5-day trainings and programs lasting one to three months, which helps explain why 54% of teachers reported limited understanding of career guidance and an additional 5% reported very little understanding.

Despite low participation levels, demand for career guidance and development training was strong and consistent. A substantial majority of teachers (88%) agreed that career guidance and development training is needed, with 55% strongly agreeing and 33% agreeing. Nearly all participants (99%) expressed interest in pursuing career guidance and development qualifications. Preferences leaned towards shorter, flexible training options, with basic micro-credentials favored over intermediate micro-credentials and full diploma programs.

The study identified several key barriers hindering teachers' participation in career guidance and development training. The most commonly cited barriers were the cost of training (61%), non-recognition of career guidance and development qualifications by the Teachers Service Commission (TSC) and the Ministry of Education (60%), limited access to training opportunities (38%), lack of time due to workload (37%), and insufficient institutional support (37%). Cost emerged as the most influential factor affecting enrolment decisions, with 70% of teachers indicating that cost influenced their decision to enroll "very much," while a further 27% reported that cost influenced their decision "somewhat." Although cost was a major constraint, 75% of teachers indicated that financing arrangements would make it easier for them to enroll in career guidance and development training.

On the same note, the strongest motivators for enrolment included official recognition of career guidance and development training qualifications by TSC, opportunities for promotion, increased remuneration, and the potential to positively influence learners' career outcomes. More than half of the respondents (54%) identified TSC promotion as a key motivator, while 47% cited higher remuneration. In addition, 90% of teachers reported that official recognition by TSC, particularly recognition as Head of Department for Career Services, would influence their decision to pursue career guidance and development training.

Based on these findings, the study concludes that while the need and demand for career guidance and development training among teachers is clear, systemic constraints continue to limit sustained engagement.

Without deliberate policy action, including formal recognition of career guidance and development qualifications, protected time for training, affordable financing mechanisms, flexible delivery modalities, and coherent training pathways, teachers' participation in career guidance and development training is likely to remain episodic rather than sustained. Addressing these gaps is critical to strengthening career guidance in schools and to supporting learners in making informed, meaningful career choices within Kenya's evolving education system.

KEY FINDINGS AT A GLANCE

Table 1: Study's key findings at a glance

| Theme | Key Findings |
|---|--|
| Sample coverage | 149 teachers surveyed across 35 counties; 72% from senior schools and 28% from junior schools. |
| Awareness of career guidance and development training | 73% of teachers reported being aware of career guidance and development training. Awareness increased with years of teaching experience. |
| Participation in career guidance and development training | 53% had not participated in any career guidance and development training. Only 9% had undertaken long-term career guidance training; most participation was limited to short-term (3–5 days) or medium-duration (1–3 months) training. |
| Understanding of career guidance and development | 54% reported limited understanding of career guidance and development, while 5% reported very little understanding, reflecting limited exposure to sustained training. |
| Perceived need for career guidance and development training | 88% of teachers agreed there is a need for career guidance and development training (55% strongly agree; 33% agree). |
| Interest in career guidance and development qualifications | 99% expressed interest in pursuing career guidance and development qualifications, with a preference for basic micro-credentials over a full diploma program. |
| Preferred training modality | 48% preferred blended learning, 28% preferred fully online delivery, and 24% preferred face-to-face training during school holidays. |
| Key barriers to participation | The top five barriers reported were: cost of training (61%); non-recognition by TSC/MoE (60%); limited access to training opportunities (38%); lack of time due to workload (37%); and lack of institutional support (37%). |
| Influence of cost | 70% reported that cost would influence their enrolment decisions "very much," while 27% mentioned that it would "somewhat" influence their decisions. |
| Financing arrangements | 75% indicated that financing arrangements would make it easier to enroll in career guidance and development training. |
| Key motivators | The top three motivations cited were: TSC promotion and recognition (54%); higher remuneration (47%); and the opportunity to positively influence learners' career outcomes (44%). |
| TSC recognition | 90% reported that official recognition by TSC, including recognition as HoD Career Services, would influence their decision to pursue career guidance and development training. |

1 BACKGROUND AND INTRODUCTION

Teachers play an essential role in subject-related learning and also in supporting learners in the career planning process. They are part and parcel of adolescents' immediate social environment and, in most cases, serve as a source of advice and support for learners in their career planning. Such support is crucial in preparing students to transition from junior to senior school, or from senior school to work or tertiary education. Teachers, both those serving as career guidance instructors and those who deliver subject-related instruction to learners, need the requisite career guidance and development (CGD) skills to guide students effectively in career planning. Career guidance refers to interventions that provide students with information, support, and resources to help them make informed career decisions, prepare for the transition to post-secondary life, and succeed in their careers and personal lives (Joho et al., 2023). Empirical evidence from studies shows that teachers' support for students on career topics influences students' career choices (Wong et al., 2021). This underscores the need to equip teachers with the necessary knowledge and skills in career guidance and development to support learners.

Empirical evidence across Africa indicates that teachers lack adequate knowledge and skills to deliver career guidance services to learners. In other instances, resources required to deploy career guidance services successfully emerged as a key barrier. Alloph and Msonge's (2023) study on the challenges facing teachers' provision of career guidance services highlighted the lack of professional training in career guidance as a factor inhibiting teachers' delivery of these services in public secondary schools in Tanzania's Magu district. These findings are consistent with Otwine et al.'s (2022) study, which highlighted that schools often struggle to distinguish among guidance, counselling, and career guidance roles, leading to confusion during the implementation of career guidance and counselling. Besides, the study reported that teachers who offer career guidance and counselling in schools have limited skills to provide authentic career guidance.

Training teachers in career guidance and development is a recipe for empowering students to make appropriate career choices at the intersection of a rapidly changing society, conflicting job-market choices, peer influence, and personal talents. Bersan et al. (2024) found that teacher training initiatives in career guidance are integral to developing their career guidance competencies as career guidance advisors. Studies have highlighted various benefits of teacher training, including creating an educational environment that better prepares students to make informed choices and build a successful professional future. Teachers develop competencies that enable them to influence students' career choices by becoming role models while teaching and evaluating their subjects, making the content more relevant, aligning with long-term goals, and taking a long-term perspective (Bersan et al., 2024; Sarah et al., 2019). Consequently, the benefits of training teachers on career guidance and development extend beyond the teachers, with the ultimate beneficiaries being the learners.

The Government of Kenya launched the Competency-Based Curriculum (CBC) in 2017, introducing a new focus on skills and competencies as opposed to earlier curricula. This curriculum provides the basis for investing in CGD teacher training to enable them furnish learners with the necessary information and knowledge to choose their career pathways as early as junior school. Nonetheless, as highlighted above, there is a gap in teachers' career guidance skills that can adversely affect learners' career choices. It is against this backdrop that the College of Career Guidance and Development (CCGD) commissioned a study to examine teachers' awareness of career guidance and development, the perceived value of CGD training, and the barriers and incentives to participating in CGD training. Additionally, the study aimed to contribute to the available literature on teachers' career guidance and development training in Kenya.

1.1 SPECIFIC OBJECTIVES OF THE STUDY

The study's specific objectives encompassed:

- I. To establish the teachers' awareness and understanding of career guidance and development;
- II. To find out the perceived benefits of career guidance and development;
- III. To unearth the barriers to participating in career guidance and development training;
- IV. To find out the motivators and incentives for participating in career guidance and development training.

2 STUDY METHODOLOGY

The study employed a mixed-methods approach, combining quantitative data collection and desk research, and was conducted across Kenya's 35 counties. It targeted both junior and senior school teachers. With teachers in senior schools more likely to provide career guidance to learners, they accounted for 72 percent of the total sample, while junior schools comprised 28 percent.

3 FINDINGS AND DISCUSSIONS

3.1 DEMOGRAPHICS

The study achieved the targeted sample of teachers in both junior (28%) and senior (72%) schools, as illustrated in Figure 1. In absolute values, a total of 108 senior and 41 junior school teachers participated in the inquiry.

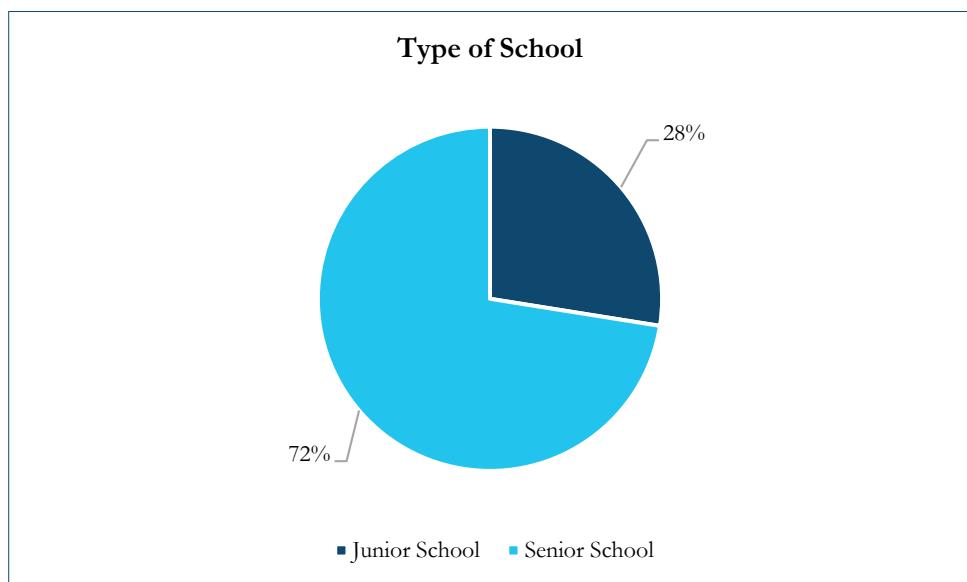


Figure 1: Sampled and achieved interviews

The top three roles mentioned by the teachers who participated in the study were class teacher (23%), member of the academic committee (20%), and member of the guidance and counselling (18%). Figure 2 below illustrates the roles that the study participants confirmed.

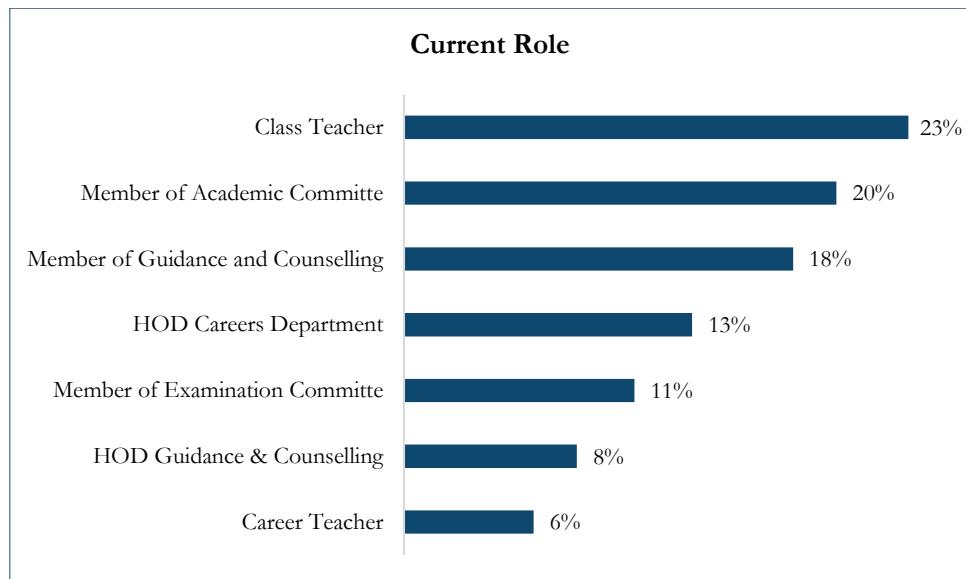


Figure 2: Current roles of study participants

Most (44%) of the teachers who participated in the inquiry had more than 10 years of teaching experience; 32% had 6-10 years; 16% had 3-5 years; and 9% had less than 3 years of teaching experience, as shown in Figure 3.

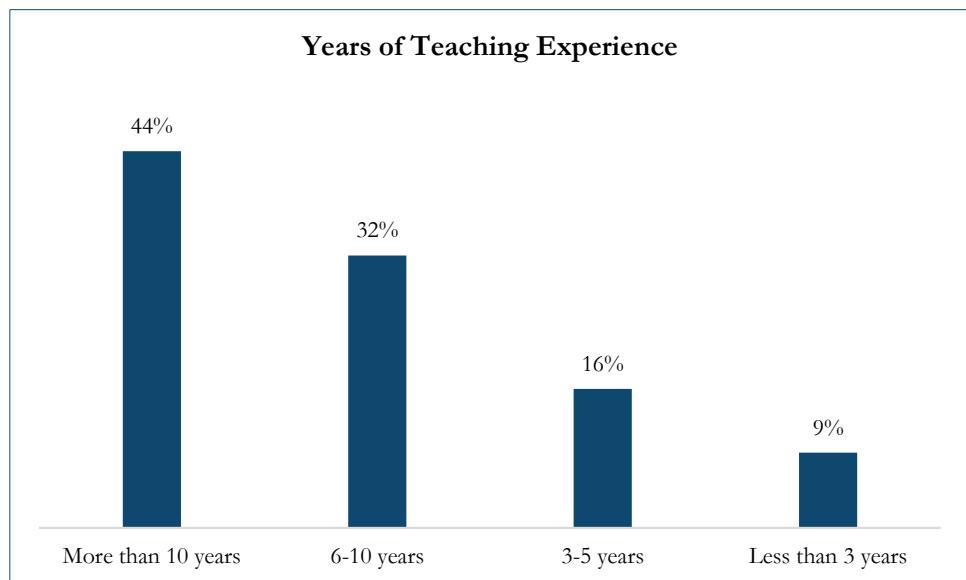


Figure 3: Study participants' years of teaching experience

3.2 AWARENESS, UNDERSTANDING, AND PERCEIVED VALUE OF CAREER GUIDANCE AND DEVELOPMENT

3.2.1 TEACHERS' AWARENESS OF CAREER GUIDANCE AND DEVELOPMENT TRAINING

An overwhelming majority (73%) of teachers reported being aware of career guidance training (*see Figure 4*). The findings showed variations in awareness levels by teachers' years of experience, with awareness increasing with experience. More teachers (38%) with over 10 years of experience confirmed awareness of the training than those with less than 3 years of experience (5%), as illustrated in Figure 5 below.

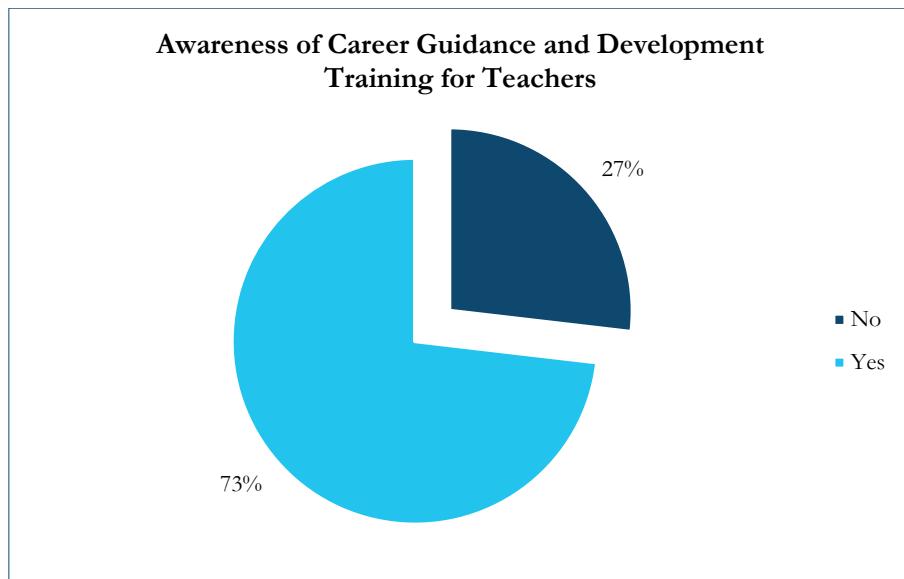


Figure 4: Awareness of CGD training for teachers

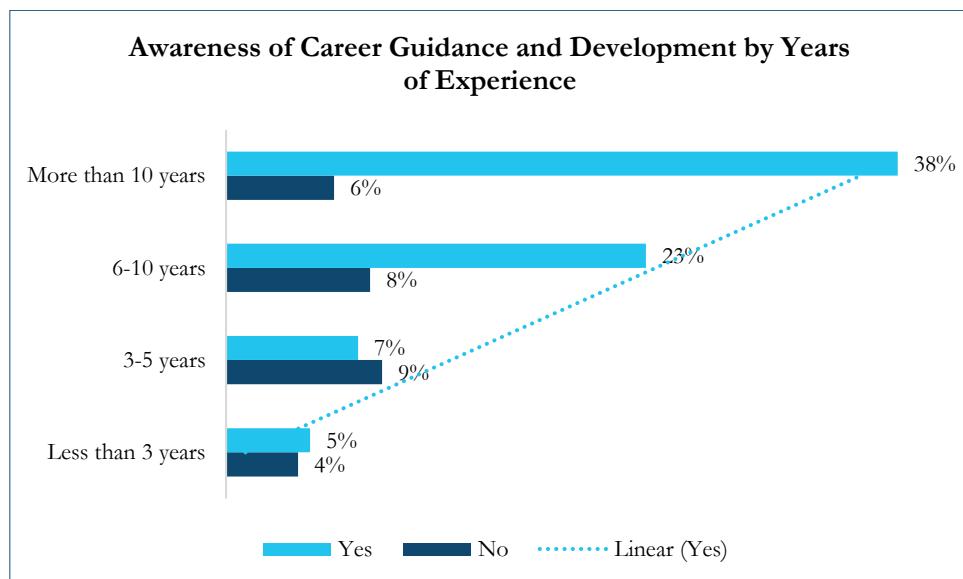


Figure 5: Awareness of CGD training for teachers by years of experience

3.2.2 PARTICIPATION OF TEACHERS IN CGD TRAINING

The study found that more than half (53%) of the participants had not participated in any career guidance and development training program. Most of those who had participated in the latter programs either attended a medium career guidance training of 1-3 months (24%) or a short-term career guidance capacity-building program of 3-5 days. Only 9 percent of the study participants had participated in long-term career guidance training, as shown in Figure 6 below. These findings are consistent with Alloph and Msonge's (2023) study, which found that the lack of professional training in career guidance services was among the challenges that hindered the provision of career guidance in secondary schools. Additionally, research has shown that teachers often lack specialized preparation for career guidance roles and have limited access to structured, long-term career guidance training opportunities (Hooley et al., 2024). As a result, teachers' involvement in career guidance-related learning tends to be irregular and short-term, often occurring through workshops or ad hoc sessions rather than sustained certification or diploma programs.

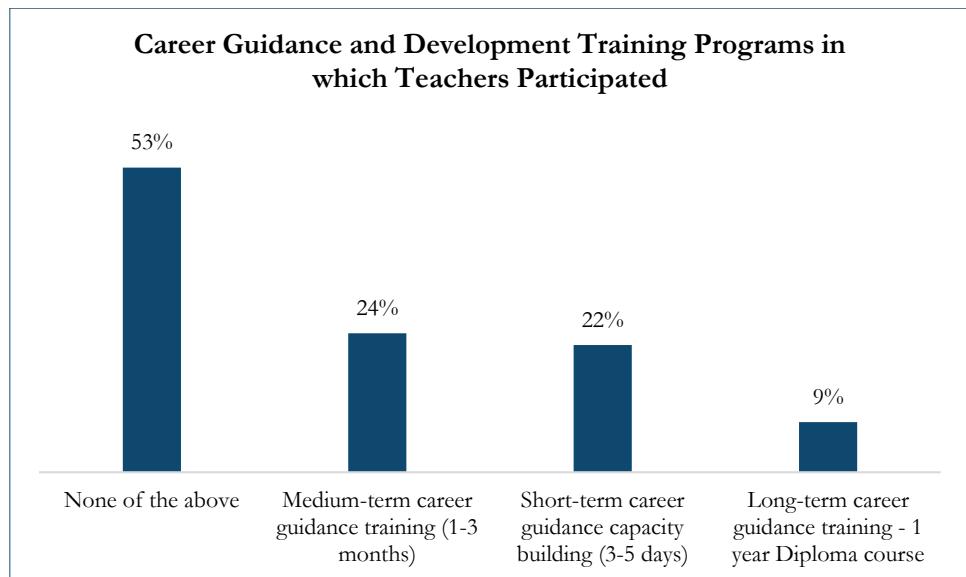


Figure 6: CGD training programs in which teachers participated

3.2.3 TEACHERS' UNDERSTANDING OF CAREER GUIDANCE AND DEVELOPMENT

With 53 percent of teachers confirming their non-participation in career guidance and development programs (see Figure 6), 54 percent of participants indicated limited knowledge of career guidance, and 5 percent reported very little knowledge (see Figure 7 below). These findings imply that despite some teachers participating in short-term and medium-term training, they had a limited understanding of career guidance and development.

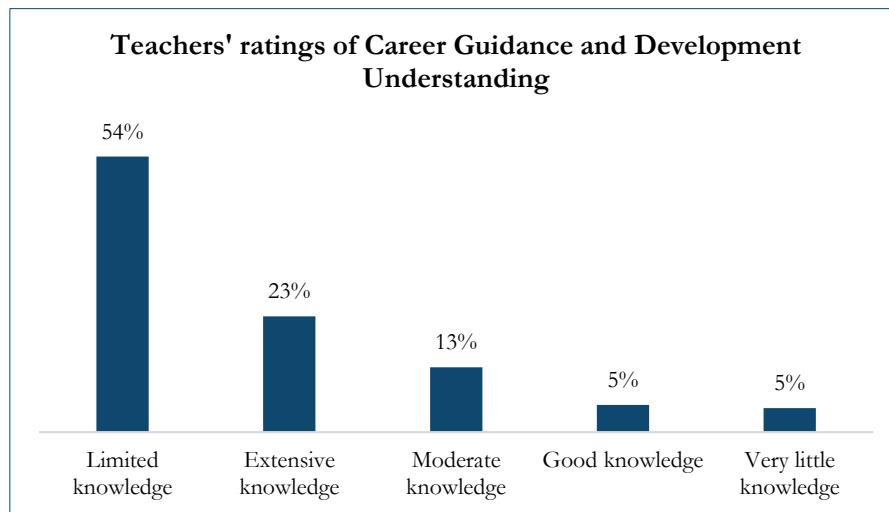


Figure 7: Teachers' ratings of CGD understanding

3.2.4 TEACHERS' NEED FOR CAREER GUIDANCE AND DEVELOPMENT TRAINING

A vast majority (88%) of teachers agreed (55% strongly and 33% agreeing) that there is a need for teachers' training on career guidance and development, as shown in Figure 8. This can be partly explained by the indispensable role they play in imparting the necessary knowledge to learners to enable them to make informed career choices, and also by the lack of dedicated mandatory career guidance modules that teachers

are required to cover in their education. Teachers were further asked to indicate the importance of a trained teacher in supporting learners' career choices and transitions, whereby all study participants reported that it was important. In particular, "*extremely important*" and "*very important*" garnered the most mentions, at 42 percent and 44 percent, respectively. While "*moderately important*" was attested by 13 percent and "*1 percent*," confirming that it was *slightly important*, as highlighted in Figure 9 below.

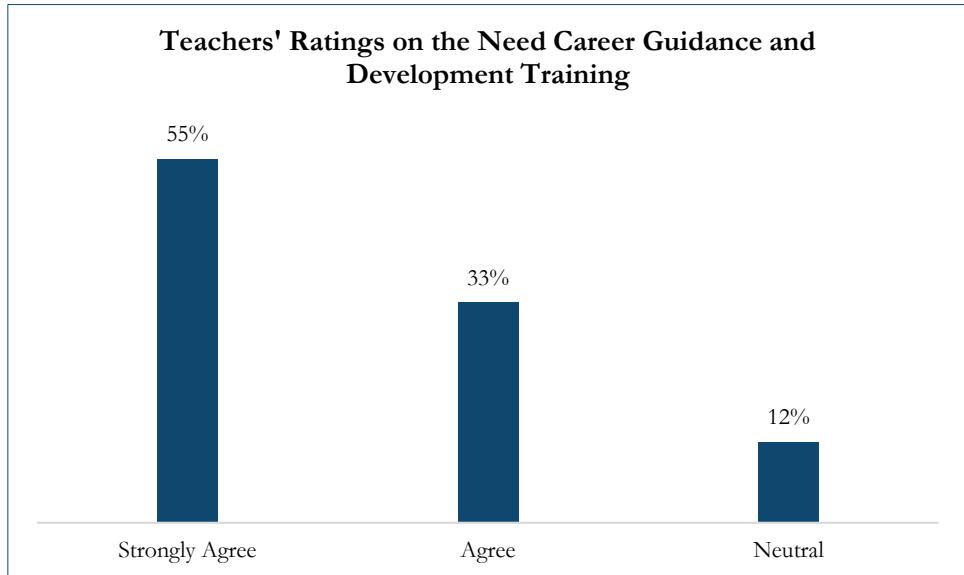


Figure 8: Teachers' ratings on the need for CGD training

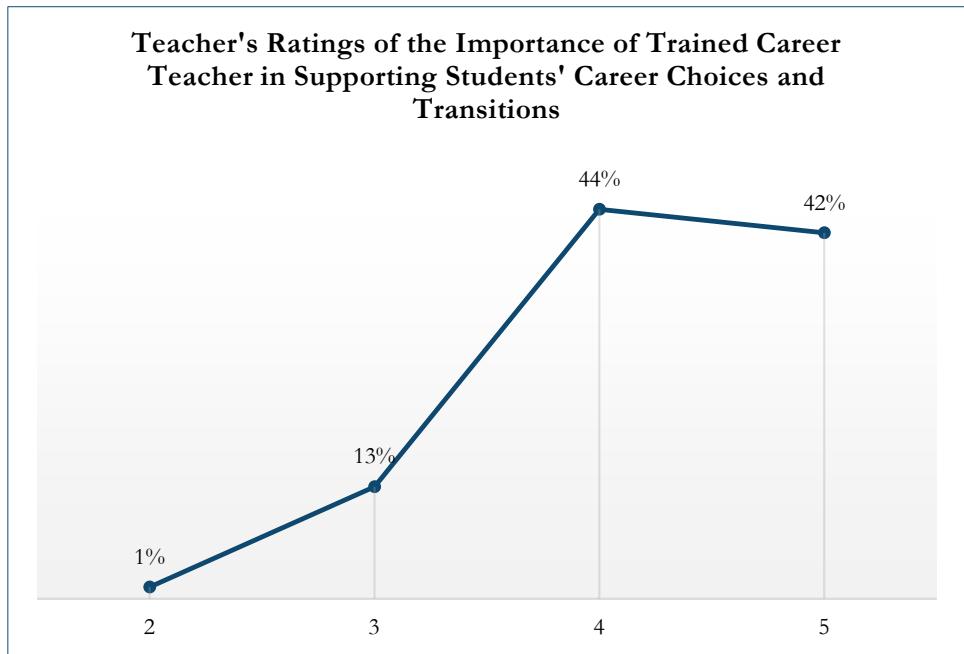


Figure 9: Ratings on trained teachers supporting learners' career choices and transitions

Below are some qualitative verbatim on the need for career guidance training and the perceived benefits as attested by the study participants, edited for length and clarity:

"Career knowledge will help teachers in guiding learners, in subject selection based on their interest in the courses they may want to pursue."

"An informed teacher equips the learners better."

“Career guidance training is necessary now that Competency-Based Education (CBE) is in place in senior school next year.”

“Make it mandatory for in-service teachers and introduce a way of financing it that does not negatively affect the finances of the teachers.”

“There is a need to expose learners to career information. This will help them make rational decisions. Teachers are at the center, hence should be equipped fully.”

3.3 BARRIERS TO PARTICIPATING IN CAREER GUIDANCE AND DEVELOPMENT

The study identified several barriers to teachers' participation in career guidance and development training programs. Among the top-five barriers were the cost of training (61%), non-recognition by Teachers Service Commission (TSC) and Ministry of Education (MoE) (60%), limited access to training opportunities (38%), no time due to workload (37%), and lack of institutional support (37%), as shown in Figure 10 below. The available literature on teachers' professional development highlights challenges similar to those identified in this study as contributing to low teacher participation in professional development. Among the most cited challenges are heavy workloads, limited time, insufficient funding, and weak administrative or leadership support (Bantwini, 2019; Özdemir & Kılıç, 2025).

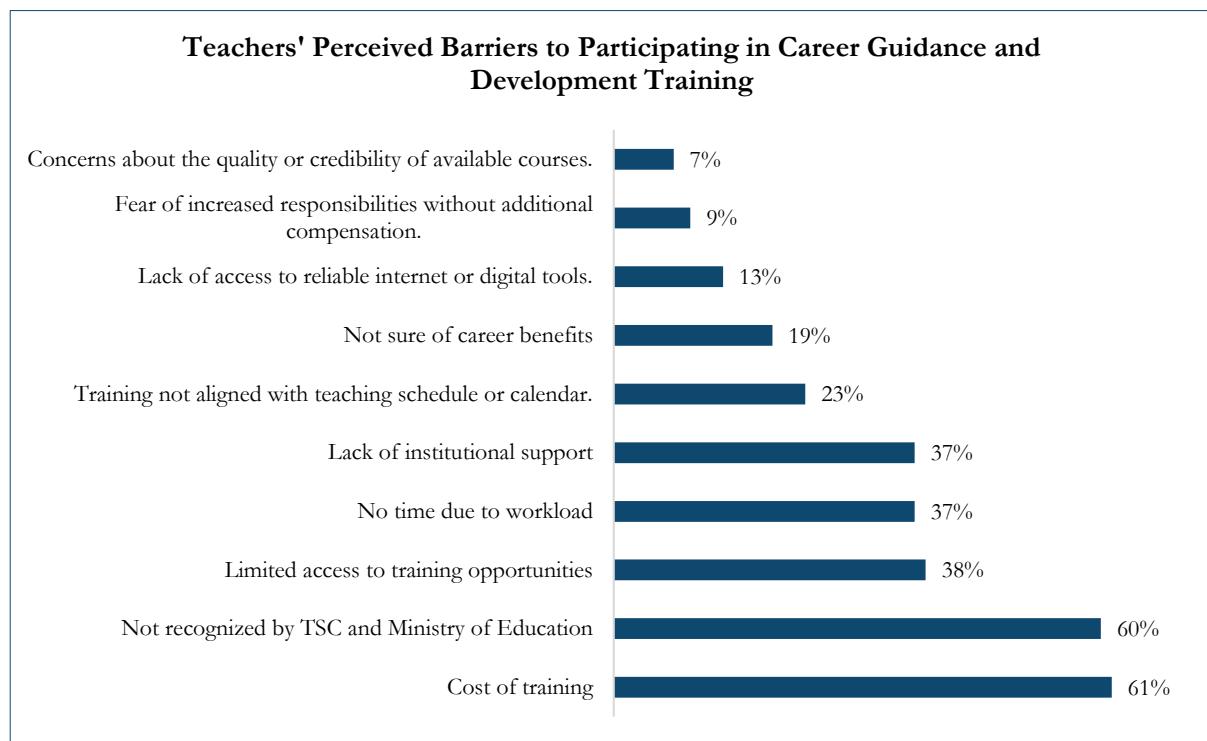


Figure 10: Teachers' perceived barriers to participating in CGD training

3.4 MOTIVATORS AND INCENTIVES TO ENROLL IN CAREER GUIDANCE AND DEVELOPMENT TRAINING COURSE

3.4.1 FACTORS INFLUENCING TEACHERS' CAREER GUIDANCE AND DEVELOPMENT TRAINING ENROLLMENT DECISIONS

Teachers reported various motivations for enrolling in the career guidance certificate or diploma course. The three top motivations mentioned by most study participants were TSC promotion (54%), higher

remuneration for trained career teachers (47%), and the opportunity to impact students' career outcomes (44%), as illustrated in Figure 11.

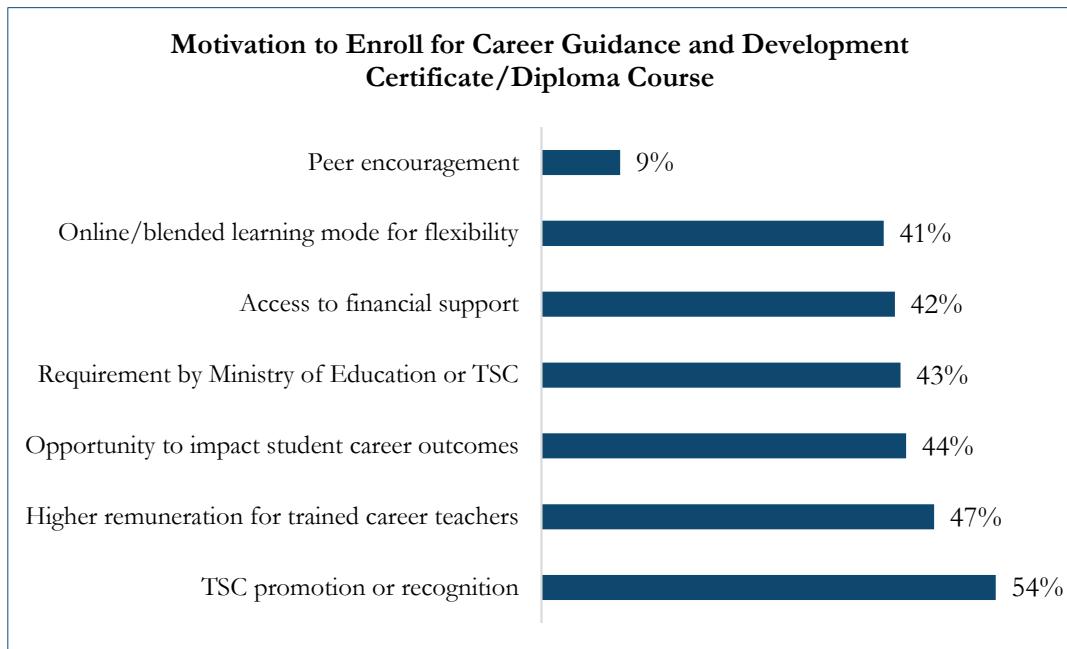


Figure 11: Motivation to enroll for the CGD certificate or diploma course

Beyond the above motivations, the study also explored whether obtaining the training and receiving TSC recognition as the Head of Department (HoD) would influence teachers to pursue the career guidance qualification. Most teachers (90%) reported that such recognition would encourage them to pursue the qualification, while 9% were indifferent, as shown in Figure 11. The teachers indicated various types of recognition they wanted from TSC, including promotions, increased remuneration, budgetary allocation upon the installation of career guidance and development units in schools, and reduced workloads to allow designated teachers to focus on student career guidance.

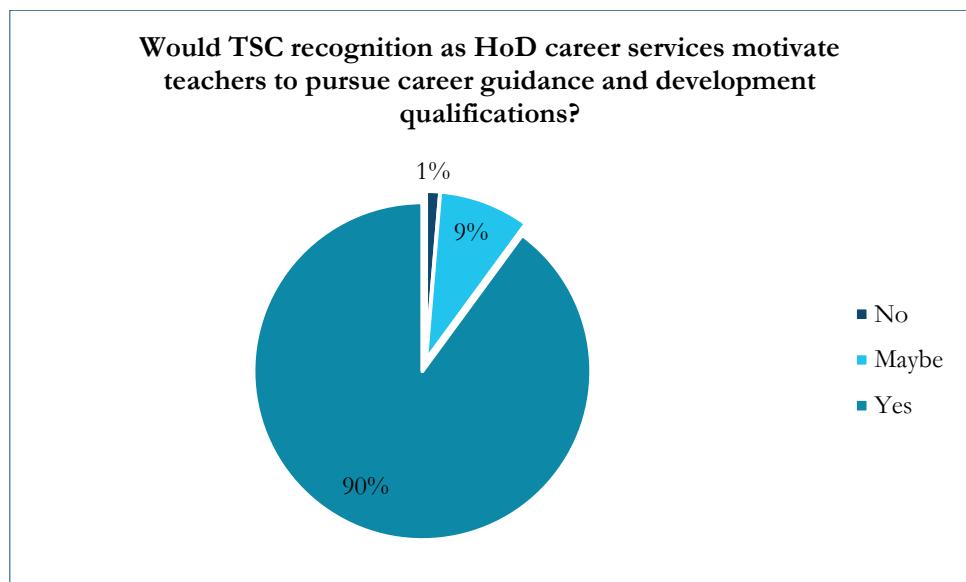


Figure 12: Whether TSC recognition will influence teachers to enroll for the CGD qualification

Below is a qualitative verbatim on recognition of the career guidance training qualification, as opined by a study participant, edited for length and clarity:

"Employer's recognition of the diploma upon presentation after training and a promotion would be a real motivator."

Cost emerged as a significant factor influencing teachers' enrolment in career guidance and development training. A substantial majority of respondents (70%) reported that cost would influence their enrolment decisions very much, while a further 27% indicated that cost would somewhat influence their decisions. Only a small proportion of participants (3%) expressed neutrality regarding cost as a factor, as illustrated in Figure 13.

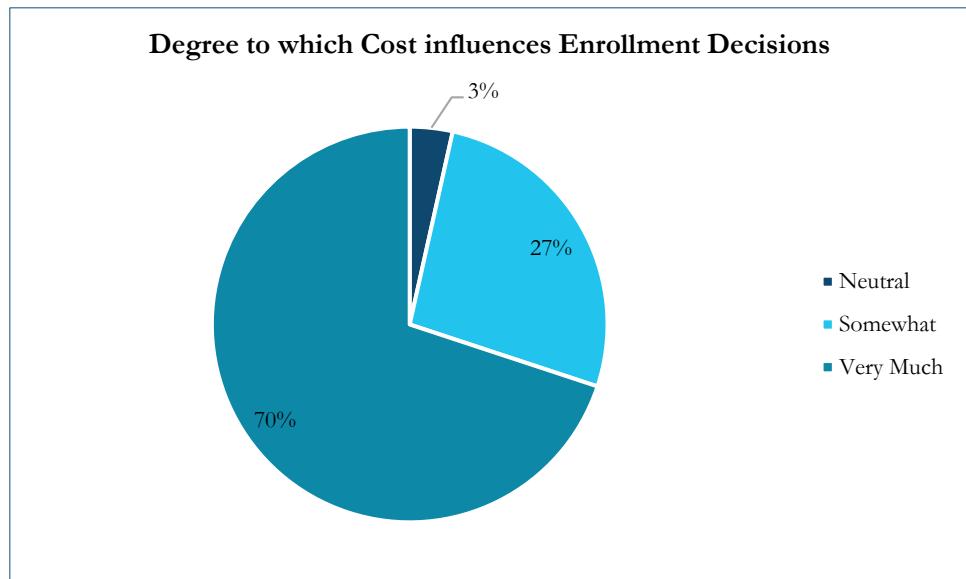


Figure 13: Degree to which cost influences enrollment decisions

Further, three-quarters (75%) of the teachers reported that cost would make it easier to enrol in career guidance and development training. In comparison, 13% indicated that they needed more information regarding financial arrangements, and 8% confirmed that financial arrangements would not influence their enrollment decisions, as shown in Figure 14.

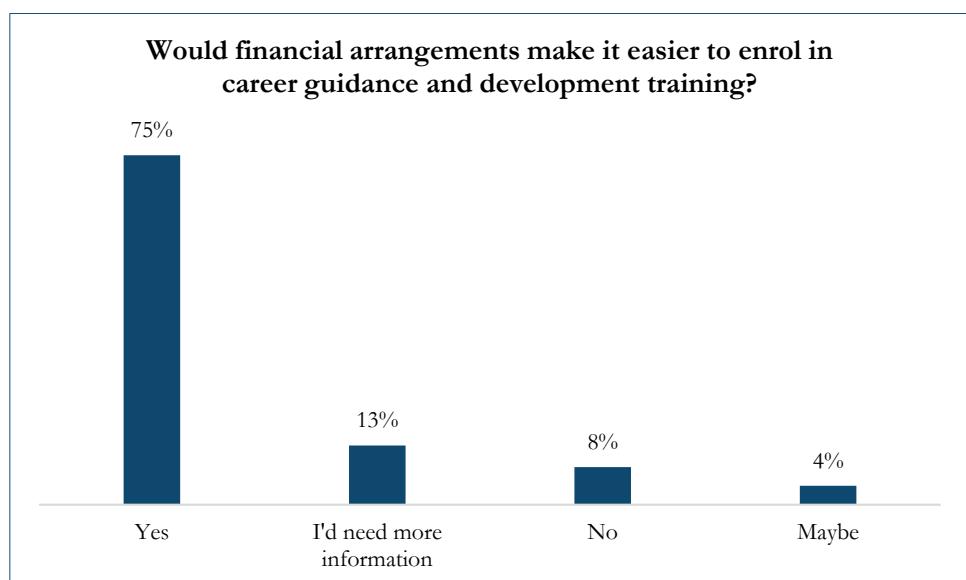


Figure 14: Influence of financial arrangement on CGD training enrollment

Of the 75% who confirmed that a financial arrangement would make it easier to enroll, a scholarship/subsidy from an education partner was the most helpful arrangement, at 57%; affordable monthly installments came second, with 54% mentions; and school-based financing was mentioned by half of the study participants. The other financial arrangements garnered fewer than 50 percent mentions, as illustrated in Figure 15.

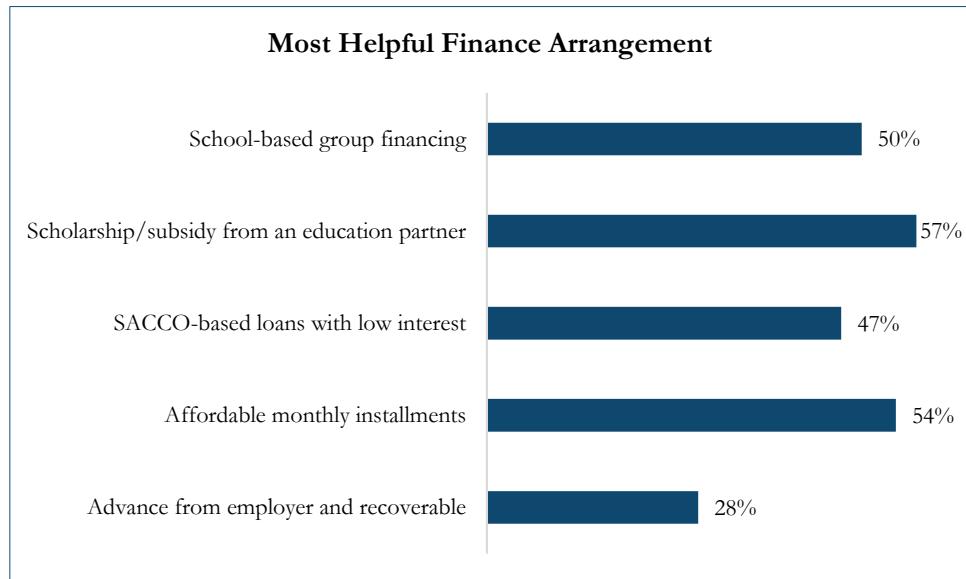


Figure 15: Most helpful finance arrangement

The findings on cost pinpoint the need for CCGD and like-minded partners to implement initiatives that will likely reduce the cost burden on teachers. Since most teachers affirmed that being recognized by TSC will encourage them to enroll in career guidance training, extensive lobbying by institutions offering career guidance and development training is needed to push TSC to recognize teachers trained in CGD and, in the short run, to reward them with promotions and remuneration increases. In the long run, TSC/Ministry of Education (MoE) should establish career guidance departments in schools and allocate budgets to enable teachers to deliver comprehensive career guidance services to learners.

Below is a qualitative verbatim from study participants on the cost and proposed approach to rolling out career guidance in schools by TSC/MoE, edited for length:

“Make the cost affordable.”

“TSC and MoE should work collaboratively to ensure teachers get subsidized career guidance training as early as now. This will ensure that all schools have career guidance specialists to support learners, teachers, and parents in exploring different pathways, potential careers, and labor market demands. The first trained cohorts of teachers can be deployed to sub-county and county offices to oversee career development in different schools.”

3.5 PREFERRED TYPE OF CAREER GUIDANCE AND DEVELOPMENT TRAINING, AND MODE OF DELIVERY

Nearly all (99%) of the study participants reported interest in career guidance and development training, either a diploma or a micro-credential. There was no single mention of disinterest in any of the credentials, as shown in Figure 16. The study also revealed a close association between the duration required to acquire a qualification and the likelihood of preference: the shorter the period, the higher the likelihood of preference. More teachers preferred a 3-month (basic micro-credential) to a 1-year (full diploma), as shown in Figure 17. Although the preference is for short-term training, considering the participants' knowledge of

career guidance is crucial, as most had a limited understanding, which is likely to have influenced their preference.

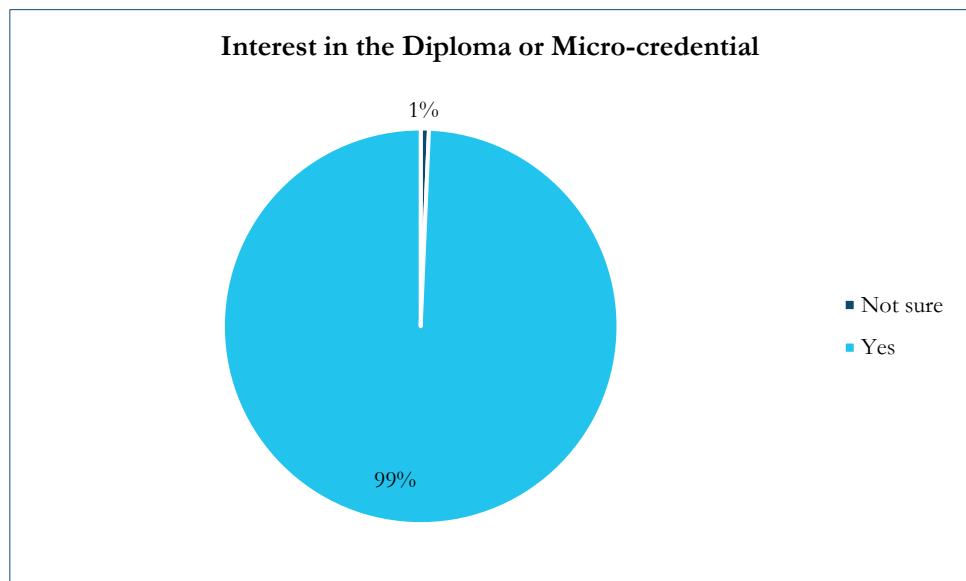


Figure 16: Interest in CGD diploma or micro-credential

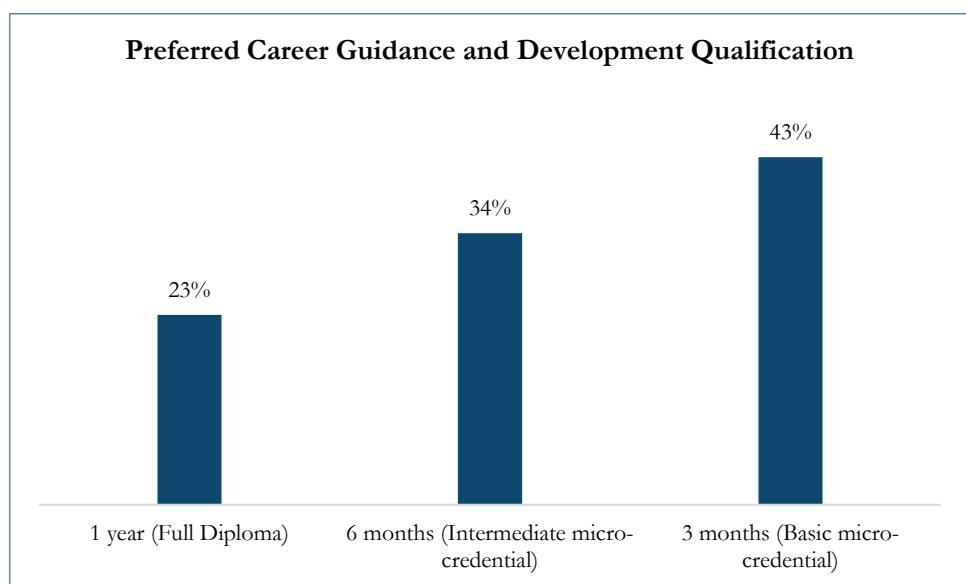


Figure 17: Preferred CGD qualification

The shift to virtual learning during the COVID-19 pandemic in 2020 has had a lasting influence on how education and training are delivered. Consistent with this broader trend, the study found that most teachers preferred flexible learning modalities. Nearly half of the participants (48%) preferred blended learning (guided virtual sessions with evening tutor support), while 28% favored fully online delivery and 24% preferred face-to-face classes during school holidays (*see Figure 18*). These preferences underscore the importance of aligning career guidance training schedules with teachers' availability, recognizing that teachers are not full-time learners and often balance professional and personal commitments. Scheduling training at unfavorable times may therefore exclude otherwise interested teachers from participating in career guidance training programs.

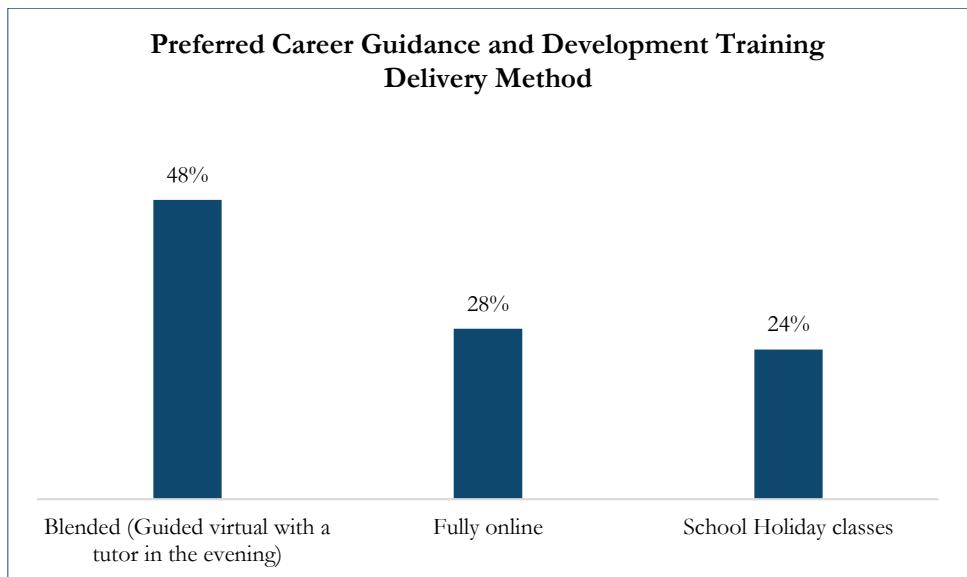


Figure 18: Preferred CGD training delivery method

4 CONCLUSIONS AND RECOMMENDATIONS

4.1 CONCLUSIONS

The study found that teachers' awareness of career guidance and development training was generally high. Teachers with longer professional experience were more likely to be aware of career guidance training than their less-experienced counterparts. However, this awareness did not translate into participation, as fewer than half of the study participants had received any form of career guidance and development training. Furthermore, only about one-third of teachers had undertaken career guidance training lasting between one month and one year, indicating that a relatively small proportion had acquired substantial or sustained training in this area. These findings help to explain why the majority of participants demonstrated a limited understanding of career guidance and development.

The findings further highlight a clear and growing need for teacher training in career guidance and development, driven by the implementation of the CBE system, the increasing demand to support learners during educational transitions, and the need to guide students in making informed career pathway choices. Teachers' perceptions reinforced this need, with many acknowledging the importance of career guidance training in equipping them with the relevant knowledge and skills to support learners effectively. Despite this recognized need, several barriers hindered teachers' pursuit of career guidance training, including training costs, the TSC's non-recognition of career guidance and development qualifications, limited access to training opportunities, time constraints, and inadequate institutional support.

The study also found that official recognition of career guidance and development qualifications by the Teachers Service Commission, coupled with prospects for promotion and financial incentives, particularly increased remuneration, would significantly motivate teachers to enroll in the training. Given that cost emerged as a significant determinant of participation, most teachers reported that it strongly influenced their enrolment decisions and expressed willingness to consider financing arrangements that could enable them to undertake the training. However, gaps in information about existing financial support mechanisms were evident, suggesting a need for greater sensitization to improve awareness and uptake of these options.

In response to the demonstrated need for career guidance and development training, teachers expressed interest in pursuing either a diploma or a micro-credential in career guidance and development, with basic

micro-credentials preferred over intermediate micro-credentials and full diploma programs. The mode of delivery was not a significant constraint, as teachers tended to select learning modalities that best aligned with their professional and personal commitments. Consequently, a flexible approach incorporating blended learning, fully online delivery, and school-holiday-based classes would be appropriate to accommodate teachers' diverse schedules. Overall, the findings indicate that without deliberate measures, such as dedicated time allocation, financial support, formal role recognition, and clearly defined training pathways, teachers' engagement in specialized areas, such as career guidance and development, is likely to remain episodic rather than sustained.

4.2 RECOMMENDATIONS

TRAINING INSTITUTIONS: COLLEGE OF CAREER GUIDANCE AND DEVELOPMENT, AND INSTITUTIONS PROVIDING CAREER GUIDANCE TRAINING

1. Targeted awareness and sensitization for early-career teachers

Training providers should undertake deliberate, targeted sensitization initiatives for teachers with fewer years of experience. Structured induction programs, early-career professional development forums, and school-based orientations should incorporate clear information on career guidance and development training pathways and their relevance to CBE implementation.

2. Strengthening awareness beyond general knowledge

Career guidance and development training providers should move beyond general awareness campaigns and focus on clarifying the scope, content, duration, and career value of career guidance training. Sensitization efforts should emphasize the practical application of career guidance skills to support learner transitions, subject selection, and career pathway decisions in CBE.

3. Flexible and tiered career guidance and development training pathways

Training institutions should offer tiered career guidance and development training pathways, starting with basic micro-credentials that can be progressively stacked into intermediate credentials and full diploma qualifications. This approach would accommodate teachers' time, financial constraints, and varying readiness levels while supporting sustained professional growth.

4. Expansion of accessible training modalities

Given teachers' competing professional and personal commitments, training providers should expand delivery modalities to include blended learning, fully online options, and face-to-face sessions during school holidays. Offering multiple modalities will improve access, particularly for teachers in remote or underserved areas, and increase completion rates for longer-term training programs.

5. Monitoring and continuous improvement of career guidance and development training programs

Stakeholders involved in career guidance and development training should establish mechanisms for regular monitoring and feedback from trained teachers to assess the training's relevance, applicability, and impact in school settings. Evidence from such monitoring should inform continuous refinement of career guidance curricula, delivery modalities, and support mechanisms to ensure sustained teacher engagement rather than episodic participation.

POLICY-LEVEL RECOMMENDATIONS: MINISTRY OF EDUCATION AND TEACHERS SERVICE COMMISSION

6. Institutional recognition and policy alignment

Teachers Service Commission (TSC), in collaboration with the Ministry of Education (MoE), should formally recognize career guidance and development qualifications, particularly certificates, micro-credentials, and diplomas, as relevant professional qualifications for teachers. Such recognition should be explicitly linked to career progression pathways, including appointment to designated roles such as HoD Career Services, promotions, and consideration in deployment decisions. This policy alignment would provide a strong incentive for teachers to pursue career guidance training and help institutionalize career guidance within schools.

7. Protected time allocation for career guidance and development training

MoE and TSC should institute policies that allow for protected time allocation for career guidance and development training. This may include workload adjustments, scheduled training periods, or formal provisions within teachers' professional development calendars to reduce time-related barriers to participation.

8. Integration of career guidance and development into teacher professional development frameworks

Career guidance and development training should be integrated into national teacher professional development frameworks, including in-service training, Continuous Professional Development (CPD), and CBE implementation support programmes. Embedding career guidance within these frameworks would reduce the perception of career guidance and development as an optional or peripheral specialization and position it as a core competency required for effective learner support during educational transitions.

LEARNING INSTITUTIONS: SCHOOL LEADERSHIP AND BOARD OF MANAGEMENT

9. School-level institutional support for career guidance and development

School leadership should provide formal institutional support for career guidance and development by allocating time for teachers to undertake training, recognizing career guidance roles within school organizational structures, and integrating career guidance responsibilities into school plans. Institutional backing at the school level would reduce workload-related constraints and reinforce the value of career guidance within the school system.

FINANCIAL INSTITUTIONS, SACCOS, AND DEVELOPMENT PARTNERS

10. Financial support and cost-reduction mechanisms

To address cost as a major barrier to career guidance training, partnerships should be strengthened between training institutions, financial institutions, SACCOs, and education stakeholders to offer affordable financing arrangements, such as installment payment plans, low-interest loans, or subsidized training fees. Clear communication and sensitization on existing financial support options should be prioritized to address information gaps identified among teachers.

5 ANNEXURES

5.1 ANNEX 1: ACHIEVED INTERVIEWS

Table 2: Achieved interviews

| County | Junior School | Senior School | Grand Total |
|--------------------|---------------|---------------|-------------|
| Baringo | | 1 | 1 |
| Bungoma | | 2 | 2 |
| Elgeyo-Marakwet | | 1 | 1 |
| Embu | 1 | 1 | 2 |
| Garissa | 1 | | 1 |
| Homa Bay | | 10 | 10 |
| Isiolo | 1 | 2 | 3 |
| Kajiado | | 1 | 1 |
| Kakamega | | 1 | 1 |
| Kiambu | 2 | 5 | 7 |
| Kilifi | 1 | 1 | 2 |
| Kirinyaga | | 2 | 2 |
| Kisii | | 3 | 3 |
| Kisumu | 1 | | 1 |
| Kitui | 1 | 1 | 2 |
| Kwale | 2 | 1 | 3 |
| Laikipia | | 1 | 1 |
| Lamu | 1 | 3 | 4 |
| Machakos | 1 | 3 | 4 |
| Makueni | 1 | | 1 |
| Mandera | | 1 | 1 |
| Meru | 1 | 2 | 3 |
| Migori | | 1 | 1 |
| Mombasa | 7 | 3 | 10 |
| Murang'a | | 2 | 2 |
| Nairobi | 11 | 28 | 39 |
| Nakuru | 2 | 16 | 18 |
| Nyandarua | 1 | | 1 |
| Nyeri | 4 | 8 | 12 |
| Siaya | | 1 | 1 |
| Taita Taveta | 1 | 1 | 2 |
| Tana River | | 1 | 1 |
| Tharaka-Nithi | | 3 | 3 |
| Trans-Nzoia | | 1 | 1 |
| Wajir | 1 | 1 | 2 |
| Grand Total | 41 | 108 | 149 |

REFERENCES

Alloph, J. M., & Msonge, E. (2023). Challenges facing teachers in the provision of career guidance services to secondary school students in Magu District, Tanzania. *East African Journal of Education Studies*, 6(2), 171–181. <https://doi.org/10.37284/eajes.6.2.1277>

Bantwini, B. D. (2019). Teachers' professional development in South Africa: Challenges and opportunities. *Teaching and Teacher Education*, 77, 1–10.

Bersan, O. S., Lustrea, A., Sava, S., & Bobic, O. (2024). Training Teachers for The Career Guidance of High School Students. *Education Sciences*, 14(3), Article 289. <https://doi.org/10.3390/educsci14030289>

Joho, C., Mok, S. Y., Hoffelner, C., & Düggeli, A. (2024). *Analyzing teachers' competencies in career guidance: A systematic review*. *Frontiers in Education*, 9, Article 1488662. <https://doi.org/10.3389/feduc.2024.1488662>

Hooley, T., Neary, S., & Dodd, V. (2024). Analyzing teachers' competencies in career guidance: A systematic review. *Frontiers in Education*, 9, Article 1488662. <https://doi.org/10.3389/feduc.2024.1488662>

Otwine, A. T., Matagi, L., Kiweewa, J. M., & Ainamaani, H. E. (2022). *Efficacy of career guidance and counselling among secondary schools in Uganda*. *African Journal of Career Development*, 4(1), Article a55. <https://doi.org/10.4102/ajcd.v4i1.55>

Özdemir, M., & Kılıç, A. (2025). Barriers to the professional development of teachers working in *public* schools. *Humanities and Social Sciences Communications*, 12, Article 209. <https://doi.org/10.1057/s41599-025-06209-5>

Sarah, T., Taarsila, & Paul, P. (2019). How Career Guidance Services Affect Career Choice among *Public* Secondary School Students in Meru County, Kenya. *African Journal of Emerging Issues*, 1(8), 1–13. <https://ajoeijournal.org/sys/index.php/ajoei/article/view/48>

Wong, L. P. W., Yuen, M., & Chen, G. (2021). *Career-related teacher support: A review of roles that teachers play in supporting students' career planning*. *Journal of Psychologists and Counsellors in Schools*, 31(1), 130–141. <https://doi.org/10.1017/jgc.2020.30>