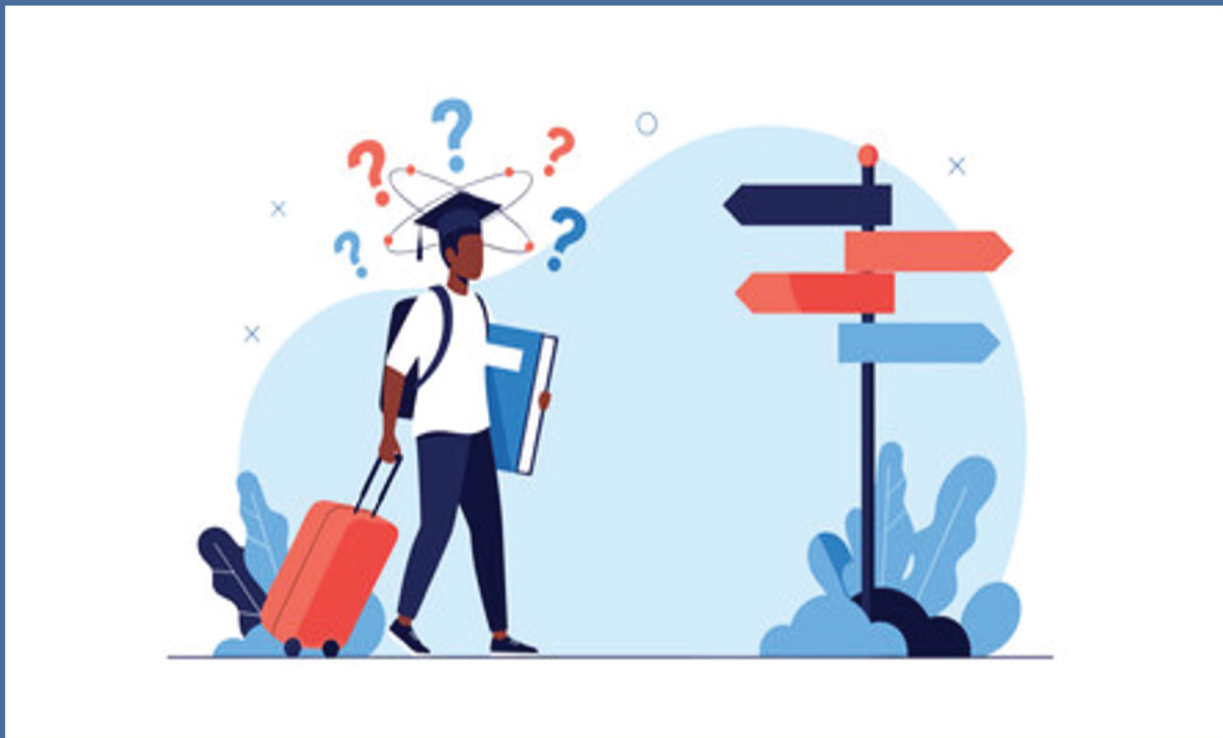


# PROVISION OF CAREER GUIDANCE AND COUNSELLING IN SCHOOLS AND HIGHER EDUCATION INSTITUTIONS



BERTHA ERASTO LOSIOKI



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**BERTHA ERASTO LOSIOKI**

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## PREFACE

The book addresses a critical need in the field of education by providing comprehensive guidance on career guidance and counselling services in schools and higher education institutions. The motivation for writing this book stems from the growing recognition that effective career guidance is essential for bridging the gap between education and employment, particularly in the context of rising youth unemployment and skills mismatches in the labour market. The book is specifically designed to serve as a practical resource for students, teachers, counsellors, and practitioners who are involved in career guidance and counselling. It provides theoretical frameworks and practical approaches that can be applied in educational settings to help students make informed career decisions. While the book draws extensively from experiences in Tanzania and other African contexts, the principles and practices discussed are applicable to diverse educational settings globally. The book is organized into five chapters, each addressing specific aspects of career guidance and counselling. Chapter One provides an introduction to career guidance and counselling, explaining the aims, objectives, methods, and historical development of career guidance services. Chapter two presents an overview of major career guidance theories, including super's career development theory, holland's theory of career choice, and social cognitive career theory. These theories provide the foundational framework for understanding career development processes and informing practice. Chapter three focuses on the provision of career guidance and counselling services in schools and higher education institutions, examining the educational environment, curriculum integration, professionalism and qualifications of career guidance providers, and the role of digital technologies. This chapter also explores the participation of various educational stakeholders in career development. Chapter four examines the benefits, opportunities, and challenges associated with career guidance and counselling, providing a balanced perspective on both the potential and limitations of current practices. Chapter five presents conclusions and recommendations aimed at strengthening career guidance and counselling services. These recommendations are based on the evidence and insights presented throughout the book and are intended to guide policy-makers, educational administrators, and practitioners in enhancing career guidance provision. Throughout the writing process, I have drawn upon extensive research, practical experience, and insights from colleagues and practitioners in the field. It is my hope that this book will contribute to improved career guidance practices and ultimately help students make informed decisions that lead to fulfilling careers and productive lives. The book is intended to be accessible to readers with varying levels of expertise, from those new to career guidance to experienced practitioners seeking to update their knowledge and skills. I welcome feedback from readers and hope that this book will stimulate further discussion, research, and action in the field of career guidance and counselling in schools and higher education institutions.

Bertha Erasto Losioki

Dar es Salaam, Tanzania

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May God bless you all.

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## ABBREVIATIONS

AI	Artificial Intelligence
CACG	Computer Assisted Career Guidance
ICT	Information Communication Technology
OECD	The Organisation for Economic Cooperation
MOEST	Ministry of Education Science and Technology
TVET	Technical and Vocation Education Training

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

Career guidance is a process of providing learners with information about themselves, the labour market, and necessary orientation to help them make appropriate career choices. It refers to services that assist individuals in managing their careers and choosing meaningful educational, training, and employment options. Career guidance involves the provision of advice and information about career choices and requirements, helping individuals achieve their goals and objectives. It assists people in considering their passions, credentials, abilities, and skills, and connecting this self-understanding to potential career and life goals. The degree to which people, families, and communities can envision and plan for the future varies significantly across different contexts.

Career guidance and counselling include a variety of interconnected learning activities that facilitate access to resources, services, and experiences linked to work, further education, and training. It encompasses career education, career information, coaching and counselling for individuals and groups, skills evaluation, and psychometric testing. Additionally, it includes the development of skills required for self-employment and job searching. In the school context, career guidance involves career education and counselling that help students use knowledge and skills in making decisions about their studies. Through these comprehensive services, students gain the necessary tools to navigate their educational pathways and prepare for future employment opportunities.

However, there is a significant gap in career development that calls for the provision of professional training in career guidance and counselling. Learners experience challenges in making informed decisions and career choices, often having low career aspirations due to insufficient information about their potential career pathways. This situation leads to high unemployment and skills mismatch in the workforce. Career guidance in schools helps students understand their personal characteristics and make informed career choices that focus on their interests, values, and abilities while addressing their career needs. Self-understanding and career development enable individuals to engage in career exploration, which may lead to effective career planning and management.

The ability to plan and manage career exploration may result in positive outcomes, including obtaining relevant labour market information and guidance in making decisions to secure a desired career. Career guidance therefore facilitates students' transition through education into employment. By providing comprehensive support and information, career guidance services bridge the gap between academic preparation and workforce readiness, ensuring that students are well-equipped to meet labour market demands.

#### 1.1 Aims of Career Guidance and Counselling

Career guidance focuses on awareness and development of personal abilities, decision-making, and career

information. Career guidance and counselling aim to develop people's ability to manage their careers and help students make informed decisions in choosing education and training pathways for successful transition into the world of work. This involves providing academic information, labour market information, and job hunting and job-searching skills. According to Mann et al. (2020), three main goals of career guidance and counselling include labour market outcomes, lifelong learning goals, and social equity and inclusion goals. Each of these goals addresses specific aspects of career development and workforce preparation. The subsequent subsections explain each goal in detail.

### **1.1.1 Labour Market Outcomes**

Career guidance and counselling intend to reduce mismatches between supply and demand for labour by focusing on unemployment reduction and improvement of labour mobility. Career guidance prepares students for career readiness, helping them acquire self-direction and self-understanding, solve problems, and make decisions. It helps individuals know, understand, and prepare themselves for the world of work, guiding them in selecting professions and engaging in particular positions based on their potential. Career guidance enables individuals to make career choices and adjustments when necessary and as needs arise. It also helps individuals overcome possible shortfalls in their career preparation, ensuring they have the skills and knowledge required to succeed in their chosen fields.

### **1.1.2 Lifelong Learning Goals**

Career guidance and counselling aim to address early school learning and ensure adequate knowledge and skills that address challenges related to economic globalization while ensuring linkages between education, training, and the world of work. Career guidance prepares students for their transition to post-secondary school life, helping them choose appropriate career paths according to their professional and educational aspirations. This guidance helps individuals select appropriate fields of study and careers that enable them to find purpose in their lives. By focusing on lifelong learning, career guidance ensures that individuals remain adaptable and continue developing their skills throughout their careers. This approach recognizes that career development is not a one-time event but rather a continuous process that evolves with changing economic conditions and personal growth.

### **1.1.3 Social Equity and Inclusion Goals**

The degree to which people, families, and communities can envision and plan for the future varies considerably. Career guidance and counselling play a crucial role in addressing these disparities and injustices. Career guidance and counselling aim to strengthen the provision of training and employment opportunities for all individuals and to encourage the mainstreaming of excluded groups into training programmes and labour market services. It provides knowledge, skills, information, and experience that guide individuals in identifying available career options. By addressing social equity concerns, career guidance ensures that all individuals, regardless of their background, have access to the resources and support they need to achieve their career goals and contribute meaningfully to society.

## **1.2 Objectives of Career Guidance and Counselling**

Career guidance aims to help individuals of all ages throughout their lives make educational and employment choices and manage their careers effectively. Career guidance and counselling intend to:

- i) Help individuals manage and achieve successful life transitions from school to the workplace.
- ii) Link academic aspirations with the world of work and encourage lifelong learning.
- iii) Enable individuals to make informed decisions and choices about education and career goals.
- iv) Enable students to use acquired knowledge, attitudes, and skills appropriately based on their areas of study and fields of interest.

## **1.3 Methods for Career Guidance**

There are different methods used for undertaking career guidance and counselling, including individual interviews, group discussions, and career education classes. Career counselling can be provided in-person, virtually, or through a combination of methods. People can receive guidance in various settings, including public and private career guidance centres, trade unions, non-governmental organizations, professional bodies, primary and secondary schools, vocational training centres, tertiary and higher education institutions, workplaces, and local communities. The provision of career guidance and counselling in schools can be accomplished through several approaches: using school counsellors, organizing seminars and workshops, facilitating internships, implementing mentorship programmes, and utilizing online resources and tools. Each of these methods offers unique advantages and can be tailored to meet the specific needs of students and the resources available within educational institutions. The subsequent subsections explain each method in detail.

### **1.3.1 Using School Counsellors**

Career counsellors provide personalized career guidance to students through career information, advice, and career education within their school settings. They promote subject teaching associated with careers and help students explore various career opportunities. Counsellors use aptitude tests and achievement assessments to assist students in evaluating their skills and abilities based on a career or education programme of their choice. Career counsellors can assist students in developing plans that guide them in making informed decisions to help achieve their goals and aspirations. Through regular interaction and individualized attention, school counsellors serve as vital resources for students navigating complex career choices and educational pathways.

### **1.3.2 Seminars and Workshops**

These methods involve students' attendance in career seminars and workshops that equip them with knowledge about various career paths and industries. Seminars and workshops provide comprehensive career information on the requirements for a variety of jobs in the labour market, as these requirements are dynamic and

prone to change. They help students improve career self-efficacy in making career decisions, thereby enhancing their beliefs and outcome expectations that encourage them to set career goals. Additionally, seminars and workshops for teachers are emphasized to improve their knowledge and skills for effective career guidance and counselling provision to students. These professional development opportunities ensure that educators remain current with labour market trends and best practices in career guidance.

### **1.3.3 Internships**

Internships help students acquire hands-on experience and familiarize themselves with work environments. They enable students to learn and explore various careers while equipping them with relevant skills. Internships provide opportunities for students to acquire practical job experience in different occupations, which is relevant in career guidance. Experience in the workplace allows students to gain important insights into the labour market and helps them develop important skills. Internships have a positive effect on apprenticeship take-up, providing individuals with exposure to work environments and job roles. They help students gain work experience that can be applied in different careers and assist them in understanding roles in relevant career fields. Internships can also help in building networks with other professionals in the field. However, some limitations have been observed, including limited learning opportunities and lack of meaningful work-related activities in certain internship placements.

### **1.3.4 Mentorship Programmes**

This method involves pairing students with mentors in their fields of study. Through this approach, mentors provide practical advice, guidance, and testimonies about the world of work. Mentoring enhances self-efficacy and helps in making adjustments to one's roles. It reduces anxiety and encourages self-efficacy, which involves career-related behaviours, educational and occupational choices, and the ability to perform and persist in the implementation of career choices. Mentorship allows regular interactions that build self-confidence, expand professional networks, and provide valuable insights into the profession. Through sustained relationships with experienced professionals, students gain realistic perspectives on career challenges and opportunities, thereby making more informed career decisions.

### **1.3.5 Online Resources and Tools**

This method involves the use of computer-assisted career guidance (CACG) tools and other available and relevant information tools for career guidance practices. This method provides comprehensive resources that students can access easily. Through this approach, career guidance and counselling can be provided to distant target individuals through online services such as video conferencing, telephone guidance and counselling, email counselling, and chats. These online services allow individuals and clients to access career guidance and counselling services at the comfort of their homes without the need for face-to-face interaction with counsellors. Clients can easily access the required information, enabling them to make career decisions and choices. The flexibility and accessibility of online resources make career guidance more inclusive and available to diverse populations.

## 1.4 History of Career Guidance and Counselling

Career guidance began in the early 1900s when the first Vocational Bureau was established by Frank Parsons in 1908. The Bureau aimed at providing education on the importance of making informed career choices that improve the lives of people in families and in the community at large. Parsons' ideas about career guidance were considered as a process intended to help people select occupations, prepare for them, enter them, and grow through career development (Herr, 2001). His foundational work established the framework for modern career guidance practices and emphasized the scientific approach to career decision-making.

Scholars show that career guidance and counselling emerged in 1913 in the United States of America when the National Career Development Association was founded (Savickas, 2019). This led to the establishment of career advice services across the nation. In the 1960s, career guidance and information delivery service systems started in primary and secondary schools and higher education settings. The practice then spread worldwide in the 20th century. Career guidance helped students choose their professions and prepare for future careers in life (Zafar, 2019). This period marked significant expansion in the recognition of career guidance as an essential educational service.

In the 1980s and 1990s, training programmes for helping personnel in schools to plan, design, and implement school counselling programmes were initiated (Gysbers, 2010). Furthermore, in the 1980s, career guidance services were based on the needs of the disadvantaged and people with various social and cultural challenges. In the 1990s, social, economic, and political changes affected people's economies and occupational structures (Gysbers et al., 1998). These transformations necessitated the development of new approaches and theories of career guidance and counselling that took into account the changes and challenges experienced in career guidance and counselling practice.

The growing number of high-skilled job-seeking individuals in Africa created the demand for career guidance services on the continent. This necessitated the provision of career guidance programmes and services in secondary schools to provide students with information and abilities required in their future employment. The provision of career guidance and counselling services in schools in East Africa started in 2002 and aimed at guiding students in vocational training and ensuring a smooth transition from school to the world of work (Otwine et al., 2018). Career guidance and counselling is emphasized through the provision of information and career instruction for future training, giving students the opportunity to think critically about educational choices and future careers in society. The following chapter presents theories of career guidance and counselling, explaining the main ideas and assumptions of different theories in career planning, decision-making, and career choice for individuals in educational institutions and other settings.

## CHAPTER TWO

### CAREER GUIDANCE AND CAREER COUNSELLING THEORIES

#### 2.0 Introduction

Career guidance and counselling theories provide frameworks for understanding how individuals make career decisions and develop throughout their professional lives. These theories offer valuable insights into the processes of career planning, decision-making, and career choice for individuals in educational institutions and other settings. This chapter presents an overview of three major career guidance theories that guide the provision of career guidance and counselling services to students. The theories explored include Super's Career Development Theory, Holland's Theory of Career Choice, and Social Cognitive Career Theory. These theories were selected because of their potential usefulness in explaining career guidance and counselling practices and their widespread application in educational settings.

#### 2.1 Super's Career Development Theory

Super's Career Development Theory was propounded in the 1950s by Donald Super, based on the ideas of Eli Ginzberg on life and career development stages (Brown & Brooks, 2002). The theory assumes that differences in abilities and interests are important in determining occupational choice and success. Super viewed occupational choice as a continuous process along developmental stages rather than a single decision made at one point in time. This developmental perspective recognizes that career decisions evolve as individuals grow and gain new experiences throughout their lives. The theory provides a comprehensive framework for understanding career development from childhood through retirement.

The theory identified five major stages of career development: growth (birth to 14 years), exploration (15-24 years), establishment (25-44 years), maintenance (45-64 years), and disengagement (65 years and above). The growth stage is characterized by the development of capacities, attitudes, interests, needs, and general understanding of the world of work. Tasks related to this stage include increasing personal control over one's own life, achieving in school and at work, and acquiring competent work habits and attitudes. The exploration stage is characterized by understanding oneself, finding a place in the world of work, identifying capacities and interests that fit different occupations, and making tentative occupational choices.

The establishment stage is characterized by securing an appropriate position in the chosen field of work and pursuing opportunities for further development. Tasks include adapting to organizational requirements, performing job duties satisfactorily, demonstrating positive work attitudes, building favourable co-worker relations, and achieving advancement to new levels of responsibility. The maintenance stage involves adjustment to career and maintaining career achievements through holding on, keeping up, making innovations, and striving to maintain achievements obtained. The disengagement stage is characterized by transition out of the career world, including retirement planning and gradual disengagement from occupational activities (Brown & Brooks, 2002).

Even though the theory demarcated the stages with age and tasks, Super argued that not every individual goes through all the stages in the same way. Career selection is considered to involve a series of decisions and

readiness for career decision-making, which is regarded as career adaptability. Career decisions depend on how one wants to pursue their career based on their readiness to make career decisions (Super, 1953). This flexibility acknowledges individual differences and varying life circumstances that influence career paths. The theory also emphasizes the importance of multiple social roles and their interactions throughout the life span.

The theory considers the role of self-concept in an individual's career development. It views career development as a process that involves the implementation of self-concept and as an active process of improving the match between self-concept and occupational environment (Super, 1963). Super argued that career development involves the development and implementation of a self-concept. The theory posits that self-concept develops and changes throughout individuals' lives. Occupational self-concept can change into vocational preference as individuals gain more self-awareness and experience. This emphasis on self-concept makes Super's theory particularly relevant for career guidance in educational settings where identity formation is a central developmental task.

The theory views career counselling as a key issue in helping individuals match their abilities and the required traits in expected occupations. It helps clients match their abilities, interests, and personality traits with appropriate career opportunities. Therefore, the career development process can be guided to help individuals in the acceptance of occupational self-concept (Super, 1963). This comprehensive approach provides valuable insights for career counsellors working with students at different developmental stages. The theory's emphasis on lifelong career development and self-concept implementation continues to influence contemporary career guidance practices in schools and higher education institutions.

## **2.2 Holland's Theory of Career Choice**

Holland's Theory of Career Choice posits that personality factors determine career choice, which is an expression of one's personality. People make career decisions that satisfy their personal orientation and preferences. According to the theory, the higher the level of congruence between individual and occupational characteristics, the more it expresses one's personality type. The theory emphasizes self-understanding along with vocational qualities and accurate information about various occupational environments. It helps young people know themselves and recognize their environment characteristics when thinking about making careful occupational choices. The theory focuses on personality types as the main aspect in individual career choices and development (Savickas & Lent, 1994).

The theory assumes that career interests are an expression of a person's personality and can be categorized into six groups: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Individuals with realistic personality types prefer to work with their hands, making, fixing, assembling, or building things, and operating equipment, tools, or machines. Their key skills include using tools and machinery, designing, building, repairing, and working with plants and animals. Related occupations include pilot, farmer, builder, engineer, mechanic, electrician, and sportsperson. Investigative individuals prefer to observe, discover, investigate, and solve problems through analytical and logical thinking. Related occupations include dentist, doctor, researcher, chemist, and scientist.

Artistic personality types are characterized by the ability to use words, art, music, or drama to communicate and express themselves. Their key skills include artistic expression, speaking, writing, singing, performing,

designing, and dancing. Related occupations include fashion designer, artist, photographer, composer, actor, writer, and advertiser. Social personality types are concerned with the wellbeing of others, teaching, helping, treating, and healing. Their key skills include assisting, teaching, coaching, communicating, and caring. Related occupations include social worker, teacher, nurse, counsellor, and police officer. Subjects related to these skills include Languages, Science, English, Social Studies, and Health (Savickas & Lent, 1994).

Enterprising personality types have interests in encouraging others, leading, influencing, and working in business. They are persuasive, ambitious, and energetic. Key skills include public speaking, selling, planning, promoting, managing, and organizing. Related occupations include executive, manager, lawyer, politician, accountant, and business owner. Conventional personality types are characterized by interest in following procedures, organizing, being accurate, and working with data or numbers. They value order, structure, and precision. Key skills include computing, record keeping, paying attention to detail, and organizing. Related occupations include librarian, secretary, receptionist, office worker, and bank clerk. Subjects related to these skills include Business Studies, Mathematics, Accounting, and Economics (Savickas & Lent, 1994).

This theory is comprehensive as it views occupational choice along the pattern of an individual's life. It focuses on personality, vocational behaviour, and social-psychological aspects of individuals, including self-perception and social stereotypes. The theory is relevant for career guidance and counselling in schools as it emphasizes self-understanding among students as an integral part of individual vocational qualities in line with accurate information about different occupational environments. The theory provides practical tools for career assessment and guidance that can be easily implemented in educational settings. It helps students identify their personality types and match them with suitable career options.

The theory further assumes that interests related to one's occupation are attributed to a person's personality and can be expressed as a personality trait in various contexts, including academic study and field of work. Individuals tend to find work environments that reflect their skills, attitudes, abilities, and values. People's jobs give them the opportunity to work in environments that allow them to use their skills and abilities and to express their attitudes and values (Savickas & Lent, 1994). The theory can be applied in career counselling by helping clients assess their interests and match them with appropriate work environments. This matching process increases the likelihood of career satisfaction and success in their chosen fields.

### **2.3 Social Cognitive Career Theory**

The Social Cognitive Career Theory was propounded in 1994 by Lent, Brown, and Hackett, originating from Bandura's social cognitive theory. The theory focuses on the connection between cognitive and interpersonal factors as well as external influences. It posits that individuals consider both internal and external factors when making career choices. The theory assumes that the personal determinants of career development can be explained through three important aspects: self-efficacy, outcome expectations, and personal goals (Lent et al., 1994). These factors have significant influence on individuals' goals, career interests, self-efficacy, and future expectations. The theory provides a comprehensive framework for understanding how personal attributes interact with environmental factors to shape career trajectories.

The theory is based on the argument that an individual's career path results from the interaction between different career aspects. It focuses on the interaction between an individual's internal cognitive processes and

external factors in shaping students' career pathways and the decisions they make towards career choices. The theory assumes that people are the product of interaction between external environmental factors, internal subjective factors, and individual behaviour (Bandura, 1986). This triadic reciprocal model emphasizes that individuals are not simply passive recipients of environmental influences but active agents in their own career development. The model recognizes the dynamic interplay between person, behaviour, and environment in career development.

The theory focuses on three main concepts: self-efficacy, outcome expectations, and personal goals. Self-efficacy refers to beliefs about one's ability to successfully perform tasks or behaviours required in specific domains. These beliefs are developed through personal accomplishments, vicarious learning, social persuasion, and physiological states. Self-efficacy and outcome expectations tend to influence a person's interests, which can determine career choices and achievement of goals and performance (Lent et al., 1989). Outcome expectancy involves the perceived outcomes of performing specific actions, representing the anticipated consequences of engaging in particular career-related behaviours. Career self-efficacy involves career-related behaviours, educational and occupational choices, and the ability to perform and persist in the implementation of choices.

The theory explains that interests arise from self-efficacy and outcome expectations and tend to change as learning experiences change. People develop stronger interests in activities at which they believe they are competent and expect positive outcomes. The theory emphasizes that goal selection is dynamic and can be influenced by environmental factors. Career choices can be dynamic and change with time as environmental and societal factors change. Environmental factors can affect individual career development and learning experiences. These factors include social supports, barriers, economic conditions, and cultural contexts that either facilitate or constrain career choices. Understanding these influences helps career counsellors design interventions that address both personal and contextual factors.

The theory can be applied to explain and predict career development and school career education guidance. In practice, career counsellors can use this theory to help students identify and develop their self-efficacy beliefs, clarify their outcome expectations, and set realistic career goals. By addressing both personal and contextual factors, interventions based on Social Cognitive Career Theory can help students overcome barriers and take advantage of opportunities in their career development. The theory is particularly useful in understanding why students from different backgrounds may have varying levels of career aspirations and how educational interventions can help level the playing field.

The theory highlights the importance of providing students with mastery experiences, role models, encouragement, and strategies for managing anxiety to build career self-efficacy. Understanding how interests develop and can be modified through learning experiences provides valuable insights for designing effective career guidance programmes. Career counsellors can create interventions that enhance self-efficacy through successful task completion, provide exposure to career role models, offer verbal encouragement, and help students manage career-related anxiety. The following chapter presents the provision of career guidance and counselling services in schools and higher education institutions, examining how these theoretical frameworks are applied in practice.

## CHAPTER THREE

# CAREER GUIDANCE AND COUNSELLING SERVICES IN SCHOOLS AND HIGHER EDUCATION INSTITUTIONS

### 3.0 Introduction

This chapter presents the provision of career guidance and counselling services in schools and higher education institutions globally and in Tanzania specifically. The chapter examines the educational environment for the provision of career guidance and counselling, including the role of curriculum, professionalism and qualifications of career guidance providers, and the use of digital technologies in career guidance delivery. Additionally, the chapter explores the participation of various educational stakeholders in the provision of career development services. Understanding these aspects is essential for developing effective career guidance programmes that meet the needs of students and prepare them for successful transitions into the world of work.

### 3.1 Overview of Career Guidance and Counselling Provision

Schools and higher learning institutions have the responsibility to provide appropriate career guidance and counselling to all students, especially to students who are about to complete their education cycle. Provision of career guidance and counselling helps students in managing their career pathways and opportunities. It equips them with job hunting skills, including interview techniques and negotiation skills. It also helps students to be motivated to undertake pathways of their interest and choice. Through comprehensive career guidance services, educational institutions play a crucial role in preparing students for successful career transitions and employment opportunities.

Career guidance and counselling services provided to students help them address their interests, identify their talents, strengthen their weaknesses, and enhance their emotional, intellectual, physical, and psychological personality. These services help students develop self-image and articulate their role in the world of work. Furthermore, career guidance and counselling services allow understanding of career availability, career options, entry requirements, and conditions of work. Therefore, provision of career guidance and counselling gives students a clear understanding of their abilities and knowledge of the requirements in the labour market. It also empowers students to be confident in their decision-making.

Career guidance and counselling services prepare students for career transition and equip them with skills needed in the work environment. The nature of career guidance and counselling systems varies from country to country and from school to school. However, in most countries, career guidance and counselling services are provided by governments. The variations in service delivery reflect different educational systems, cultural contexts, and economic priorities across nations. Despite these differences, the fundamental goal remains consistent: to support students in making informed career decisions and preparing for successful futures.

In developed countries such as Germany, career guidance in secondary schools is based on the choice between a direct transition into vocational training, including apprenticeship, and general schooling that targets higher school qualifications. Career guidance and counselling has expanded and become a major part of the school

curriculum. School-based career guidance and counselling is managed by schools, employment agencies, and municipal authorities (Fitzenberger et al., 2020). This integrated approach ensures that students receive comprehensive support in making critical career decisions during their secondary education.

In Europe, career guidance and counselling involves adolescents' choice of different tracks, assisting students in making choices between a general, more academic track and a vocational track within the school-based education system. In the United States of America, such services are provided by the government through the Department of Labour and Department of Education. Career guidance in high schools focuses on encouraging students to attend college and assisting them with job applications (Goux et al., 2015). These different approaches reflect the distinct educational structures and labour market needs of different countries.

In Australia, career guidance services are provided by qualified experts, and there is a well-established career guidance system that is delivered through the education system and career development associations. These services aim at guiding students in exploring career interests, values, and aspirations. The career guidance system promotes lifelong learning and career development through individual empowerment in making informed career decisions. In addition, the government supports career guidance services and activities through the provision of funds (Biewen & Tapalagama, 2017). This comprehensive approach demonstrates the importance placed on career guidance as a critical component of the education system.

### **3.2 Provision of Career Guidance and Counselling in Tanzania**

Career guidance and counselling services in Tanzania schools are guided by the government through the Ministry of Education, Science and Technology. Secondary schools and higher education institutions in Tanzania provide career guidance to students, including guiding students to choose course combinations and academic programmes based on their interests and desired careers. Career guidance provides information, resources, and support for making well-informed decisions. This governmental oversight ensures that career guidance services are integrated into the educational framework and aligned with national development goals.

Career guidance and counselling in Tanzania secondary schools involves the selection of preferred subject combinations in business, arts, science, or commerce, reflecting students' future professional goals and aspirations. Students have the opportunity to explore their abilities for career development. Through career information, students have opportunities to explore various subjects provided at secondary school level, make considerations on skills development, goal planning, personal assessment, and decision-making techniques (United Republic of Tanzania, 2015). This process is critical in helping students align their educational choices with their career aspirations and the demands of the labour market.

The Tanzania National Skills Development Strategy (2016/17-2025/26) emphasizes the strengthening of skills development. The strategy provides guidelines for identification of skills, revision of occupational standards, training programmes, and curricula. Likewise, the Ministry of Education, Science and Technology provides guidelines and training materials for career guidance activities in secondary schools. In addition, the Technical and Vocational Education Training (TVET) focuses on strengthening career guidance services and ensuring its effective implementation in secondary schools and in technical and vocational institutions (United Republic of Tanzania, 2016; World Bank, 2023).

Despite these arrangements, there is a gap in knowledge and awareness among students about employment opportunities in the labour market. Preparations are emphasized for entering the labour market in various career fields. Moreover, students in secondary schools have been guided mostly on academic and social welfare compared to career-related aspects. Likewise, there is inadequacy of specific policies for the implementation of career guidance and counselling programmes in schools (Ngussa & Charles, 2019). These gaps highlight the need for strengthening career guidance services and developing comprehensive policies to ensure effective implementation in educational institutions.

### **3.3 Educational Environment for the Provision of Career Guidance and Counselling**

Career guidance and counselling environment includes facilities, social relations, and techniques used in the provision of career guidance and counselling among students in schools and higher education institutions. A safe environment that allows students to express themselves and practice self-management skills is emphasized. The quality of the environment significantly influences the effectiveness of career guidance services and the willingness of students to engage with career development activities. Creating supportive and accessible environments is therefore essential for successful career guidance provision.

#### **3.3.1 Provision of Career Information in Curriculum**

Curriculum contributes to the provision of career education, information, advice, and guidance. The provision of career information in curriculum is categorized into three types. The first type is career learning delivered as subjects, which involves career content delivered by the teacher using the allocated time in the timetable. It is provided through a range of activities, tests, assignments, and examinations. It can be facilitated by teachers, career experts, and teaching support staff. This approach ensures that career education is given dedicated time and attention within the formal curriculum structure.

The second type is career learning delivered through co-curricular activities. This type of career provision involves career content provided through informal and voluntary learning activities related to the curriculum, such as clubs and cultural events. The acquired skills support career learning, thinking, and planning. The third type is career learning delivered through other subjects. In this type, career information is provided through subjects; for example, presentation skills can be taught in English subject while financial planning can be taught in Mathematics subject. These integrated approaches ensure that career education permeates various aspects of the educational experience.

#### **3.3.2 Professionalism and Qualifications for Provision of Career Guidance**

Provision of career guidance and counselling for students is an important task of the education system and is carried out by qualified and competent individuals. Qualifications and competencies of counsellors and trainers are important as they determine the effectiveness of career guidance provision. Professional competence helps teachers, counsellors, and trainers to perform career and vocational education effectively. The quality of career guidance services depends heavily on the knowledge, skills, and expertise of the professionals delivering these services.

However, trainers with skills and qualifications are few, and most of them possess mainly academic qualifications due to limited access to industrial attachment opportunities and continuous professional development. Moreover, career guidance and counselling services in educational institutions are inadequate and not accessible to all students due to inadequate resources and qualified counsellors and trainers. This shortage of qualified personnel represents a significant challenge in the provision of effective career guidance services and highlights the need for increased investment in professional development and training programmes.

### **3.3.3 The Use of Digital Technologies in Provision of Career Guidance and Counselling**

Digital technologies are applied in education and used in career guidance and counselling through computer-assisted guidance or internet-based guidance and counselling. Information and communication technologies (ICT) through virtual guidance and e-guidance are also used to allow distant career guidance and online counselling services. Artificial Intelligence (AI) contributes to the transformation of career guidance and counselling services. In the context of career guidance and counselling, AI refers to a collection of interrelated technologies used to solve career problems and perform guidance and counselling tasks. The advancement in technologies has diversified the application of technology in career guidance and counselling services, including online support groups, video conference sessions, and social media platforms (Westman et al., 2021).

There are three levels of digital technologies that can be used in career guidance. The first one is technology support mechanism, which involves the use of digital tools in enhancing the traditional face-to-face career guidance and counselling activities. This includes online questionnaires that allow the interaction of the counsellor and student, and a portal used to capture work experience positions (OECD, 2024). This level represents the initial integration of technology into existing career guidance practices without fundamentally changing the delivery model.

The second level involves technology-integrated practice, which involves digital resources as important components of career guidance activities, including high-quality accessible resources for users. These include online systems for professional development and training for career counsellors, such as up-to-date labour market information from trusted sources, and guides for users in interview techniques and CV preparation through online tools. This level demonstrates deeper integration where technology becomes central to the delivery of career guidance services.

The third level involves technology-transformed practice, which involves a system used for developing and delivering new career guidance activities through digital technologies. Online tools can help to reduce time and costs for schools and higher learning institutions in connecting students with employers for career guidance provision (OECD, 2024). This highest level represents a fundamental transformation where technology enables entirely new forms of career guidance that were not possible with traditional approaches.

Education systems have opted for digital technologies to improve the provision of career guidance and counselling. Technology-assisted career guidance and counselling is provided in different forms and for various purposes. The emergence of the internet, ICT, and social networks has contributed to the transformation in learning modes and career futures. Technology can be used in career assessment, career tools, or career guidance and counselling sessions. Technology can also help to reach out to all individuals and communities

in need of guidance and counselling (Lent, 2018).

Furthermore, digital technologies help to provide immediate responses, thus fulfilling the demands and needs of clients. Career guidance and counselling through online services was found to attract youth populations as they are comfortable with the use of technology in their lives. Digital career guidance platforms enable students to view, learn, and experience real-world life. Modern career guidance provides students with gamified virtual experiences that encourage students' engagement. In addition, it facilitates career readiness. Careers are constantly evolving and demanding more than qualifications. Skills such as complex problem-solving, resilience, critical thinking, and stress tolerance are considered important in future career demands and industry trends.

Virtual coaching platforms that use AI are important in providing advice and support to individuals seeking careers. Virtual platforms help in analyzing individuals' skills, aspirations, and experiences based on market trends. These platforms provide immediate feedback and continuous support, helping individuals to make informed decisions required through career development. Digital platforms also allow the use of career assessments and counselling sessions. Through these assessments, different online tools can be used, including personality tests, skills evaluations, and interest inventories. These tools help to capture individuals' weaknesses and strengths for particular careers required by clients.

Video conferencing is among the tools that allow the use of virtual guidance and counselling sessions, where an expert can be accessible to a global audience. This tool is very effective as it ensures access to specialized career coaches for all clients as it overcomes geographical barriers. Interactive career exploration platforms use gamification elements that allow individuals to engage themselves and explore new career pathways, learn, and make self-discovery based on their skills, interests, and aspirations. These innovative approaches make career guidance more engaging and accessible to diverse populations.

The application of AI in career guidance and counselling includes career evaluations, individualized coaching, and job suggestions. The Ministry of Education, Science and Technology through its technical institutions emphasizes and oversees the establishment of resource centres and emphasizes the use of digital resources. It also supports educators, counsellors, and learners on ICT integration in education and training as well as in guidance and counselling activities (United Republic of Tanzania, 2025). This governmental support is crucial for ensuring the effective implementation of digital technologies in career guidance services.

### **3.3.4 Advantages of Digital Technology in Provision of Career Guidance and Counselling**

The use of digital technology in career guidance and counselling, including virtual career tools, ensures that location is not a barrier in obtaining career guidance support. Virtual coaching sessions are flexible and can be accessed at any time based on client requirements without visiting counselling offices. Likewise, virtual conferencing allows face-to-face interactions and document sharing on career plans. Technologies are likely to become more accessible and widespread, providing realistic and increased career exploration experiences. These advantages make career guidance services more inclusive, accessible, and effective in reaching diverse student populations.

### **3.3.5 Limitations in the Usage of Digital Technology in Career Guidance and Counselling**

There are limitations in the effective usage of digital technology in guidance and counselling services. This limitation is attributed to the fact that many students may not have access to digital devices, particularly in Low and Middle Income Countries (LMIC). Economic and social differences among students further limit many students' access to digital devices. The implementation of AI in career guidance and counselling programmes requires funds to be allocated for infrastructure, resources, and training of educators. Despite the observed limitations, the use of AI can transform the career guidance and counselling industry and empower students with skills through individualized support and guidance.

### **3.4 Participation of Educational Stakeholders in Provision of Career Development**

Different stakeholders play a great role in career guidance and career counselling. These stakeholders include school counsellors, parents, guardians, and professional bodies who support career activities through planning, delivery of activities, and provision of resources. Moreover, the engagement of stakeholders to support the delivery of career information in formal curriculum and extra-curricular activities is paramount. The collaborative efforts of multiple stakeholders ensure comprehensive and effective career guidance services that address the diverse needs of students and prepare them for successful career transitions.

#### **3.4.1 Participation of Schools and Community Organisations**

Schools and community organisations play an important role in the provision of career guidance and counselling to students and job seekers. Career guidance and counselling services provided in schools include giving information about the labour market, providing advice and feedback. Career guidance and counselling in schools is carried out by teachers, psychologists, counsellors, support staff, and career professionals. It is provided through different methods, including one-to-one interviews or small group discussions aimed at helping students develop their competences and manage their career development. The involvement of schools and community organizations creates a supportive network that enhances the quality and reach of career guidance services.

#### **3.4.2 Participation of Family Members in Career Guidance and Counselling**

Family members, using family values, contribute to influencing decisions on career choices. Parents can encourage development of attitudes, values, and self-concepts in their children. They provide support, including financial, psychological, learning, and well-being support. They also provide informational support where they can share career-related experiences and knowledge. The family has a strong influence on career choices of their children and family members. The role of family is particularly significant in shaping early career aspirations and providing ongoing support throughout the career development process.

Parents can support career development through the encouragement of information-seeking behaviours, self-efficacy, career decision-making, and confidence building among children. Parents also play a key role in career planning and goal setting. This suggests that parent and child relationships can shape and determine attitudes and beliefs related to career learning and development. High levels of parental support can help develop career adaptability, career choices, and career decision-making. Recognizing and enhancing the role

of parents in career guidance is therefore essential for comprehensive career development support.

### **3.4.3 Participation of Career Guidance Counsellors**

Career guidance counsellors' participation includes assessing students' interests, aptitudes, and career aspirations to guide explorations and assist students in making informed career choices. Career counsellors advise students on career pathways, including choosing colleges, career-specific credentials and certifications, and apprenticeships. They also connect students to college and career development programmes. Career guidance counsellors provide opportunities that help students explore their strengths, career fields, and interests to develop learning strategies, self-management skills, social skills, and positive attitudes towards learning and the world of work. They work with students to identify their abilities, interests, and career fields (American School Counsellor Association, 2021). The following chapter presents the benefits, opportunities, and challenges for guidance and counselling among students.

## CHAPTER FOUR

### CAREER GUIDANCE AND COUNSELLING: BENEFITS, OPPORTUNITIES AND CHALLENGES

#### 4.0 Introduction

This chapter examines the benefits, opportunities, and challenges associated with career guidance and counselling in schools and higher education institutions. The chapter is divided into two main sections. The first section explores the various benefits and opportunities that career guidance and counselling provide to students, including preparation for career, support for career readiness, career planning opportunities, and career development opportunities. The second section examines the challenges experienced in the provision of career guidance and counselling services in schools. Understanding both the benefits and challenges is essential for developing effective strategies to enhance career guidance provision and ensure that students receive the support they need for successful career development and transition into the world of work.

#### 4.1 Benefits and Opportunities for Career Guidance and Counselling among Students

Career guidance and counselling have many benefits and opportunities for students in schools. These benefits include guiding students in preparation for career, providing support for career readiness, offering career planning opportunities, and facilitating career development opportunities. Each of these aspects is explained in the subsequent subsections.

##### 4.1.1 Guiding Students in Preparation for Career

Career guidance helps students to select from a range of courses offered in various streams at their schools as well as from specialized skills training programmes available in the community. It helps students make informed decisions about the subjects to choose and study at their high school that will enable them to have more options for courses at college. Career guidance guides students to establish their academic and vocational objectives and allows them to connect their academic success with future employment and overall life. Career guidance services are instrumental in shaping students' educational pathways and future career prospects.

Career guidance plays a key role in the development of students through the provision of academic information, career information, group guidance, orientation, counselling, and assessment. Career guidance serves not just as an instructional tool but also as a strategy to steer students' lives in a positive direction. Through comprehensive guidance services, students gain the confidence and knowledge necessary to navigate their educational journeys and make choices that align with their career aspirations and personal goals. This preparation is essential for ensuring that students are well-equipped to make successful transitions from education to the world of work.

##### 4.1.2 Providing Support for Career Readiness

Career readiness involves the development of personal attitudes, skills, beliefs, and motivation required for

career development and its alignment with students' goals and aspirations. Career guidance increases students' confidence in career activities and decision-making, thus enhancing job readiness as it shapes the career pattern of students and prepares them to enter the world of work. Career guidance also provides knowledge of alternative routes in one's career based on their qualifications, thus preparing students in schools to be competitive in the world of work. The support provided through career guidance ensures that students are well-prepared to meet the demands of the labour market and can successfully transition into employment or further education.

#### **4.1.3 Career Planning Opportunities**

Career guidance helps students in career planning as it assists them in forming realistic expectations and aspirations and making career choices timely. Planning for career involves several important steps. First, thinking about what will be done and the strategic steps needed to achieve a desired goal. Second, paying attention to the interests, talents, or abilities possessed. Third, finding the types of careers or jobs that suit the individual based on talents, interests, working conditions, and the environment. Fourth, making comparison of skills and interests possessed with the type of career to be chosen. Fifth, attending training and education with focus on career goals. Sixth, preparing necessary costs, and lastly, requesting assistance from a career guidance professional counsellor (Hirschi & Koen, 2021).

The process of career choice is determined by internal and external factors. Internal factors are unique to each individual, including personality traits, aptitude, and passion. Personal satisfaction determines motivation in career choice. External factors are outside the individual, including political, social-cultural, and economic factors. Career guidance and counselling empower students with adequate abilities in exploration and proper planning. Their self-understanding helps them to plan for their career, and students can have the ability to choose a career path which is different from that of their parents. Furthermore, career guidance enhances innovation and creativity that enable students to plan and start their own businesses.

#### **4.1.4 Career Development Opportunities**

Career guidance empowers individuals with knowledge, skills, and resources required in the provision of career guidance in schools and society at large. It helps to reduce skills gaps, underemployment, and job dissatisfaction. It helps to bridge the gap in employment opportunities. Effective career development activities help students to understand the relationship between education and employment. Career guidance provides career aspirations and helps students to understand what they need to do to achieve their goals. Effective career guidance ensures availability of skilled and productive individuals in the labour market. Individual self-understanding for a career involves talents and interests, which is the power within the person.

Self-understanding helps individuals to do what they like most. It helps them to determine further studies and to plan for career. Students' ability to know their talents and interests helps them to know their strengths and weaknesses. Career guidance and counselling play a great role in assisting students in their career choices based on their objectives, competencies, and the demands of the market. It ensures students make informed decisions, encourages motivation and inspiration among students, and nurtures and cultivates self-awareness

and career development. Career guidance helps students to increase awareness of jobs that are in demand in the labour market, enabling students to align with the required qualifications.

This awareness enables students to make informed selections of courses to pursue for further studies in colleges. Career development activities in secondary schools are intended to help students develop skills required in future careers as well as to gain experiences of the labour market. Career development activities include work-based learning, mentoring, career management skills, recruitment skills, career exploration, and career counselling. These diverse activities provide students with comprehensive preparation for their future careers, ensuring they have both theoretical knowledge and practical experience necessary for success in the world of work. Through these opportunities, students develop competencies that enhance their employability and career advancement prospects.

## **4.2 Challenges for the Provision of Career Guidance and Counselling in Schools**

Career guidance and counselling is influenced by different factors, including infrastructure, economic, social-cultural, and policy-related factors. Social disparity also limits access to information and opportunities for all. Cultural factors limit individuals' personal choices, as choices can be made by family and society members, especially elders. Furthermore, even though career guidance and counselling is considered important in schools, their provision is not adequate in secondary schools. Likewise, career aspirations are highly gendered from an early age. The challenges experienced in the provision of career guidance and counselling include social-economic disparities and financial limitations, inadequate awareness and expertise among parents, youth unemployment and career development challenges, inadequate qualified and skilled personnel, and inadequate career information. Each of these challenges is explained in the subsequent subsections.

### **4.2.1 Social Economic Disparities and Financial Limitations**

According to scholars, learners in economically disadvantaged schools experience restricted support from career guidance and counselling due to resource limitations. Career guidance and counselling services are not provided equally across schools. Disadvantaged individuals tend to have limited opportunities to participate effectively in various activities that can enhance their growth in career. Emphasis is placed on ensuring participation in professional activities, including training and industry events. This tends to limit individuals from reaching their goals of achieving their desired career paths. In addition, spatial differences between rural and urban areas have implications for progression in career. A study conducted in South Africa reported that learners in under-resourced communities experienced insufficient access to career counselling services due to lack of trained educators and resource constraints (Sefotho, 2017).

Inadequate resources for career guidance and counselling services limit effective provision of career guidance and counselling in schools. These include inadequate office space for conducting career guidance and counselling in schools and inadequate office supplies. Moreover, lack of financial resources can limit individuals from affording training programme costs. Other related factors include insufficient time and funds. These resource constraints create significant barriers to the delivery of quality career guidance services, particularly in disadvantaged communities. The inequality in resource distribution across schools means that

students in well-resourced schools receive better career guidance support compared to their counterparts in under-resourced schools, perpetuating educational and career inequalities.

#### **4.2.2 Inadequate Awareness and Expertise among Parents**

Inadequate parental expertise and awareness of the school curriculum contributes to the problems encountered by students when making subject selections. Inadequate guidance and counselling from parents and teachers limit students' ability to make informed career decisions and thus limit opportunities for suitable career selection. This may prevent students from securing employment. Inadequate career guidance may lead to uninformed career decisions and unrealistic expectations, thus leading to dropout and school failure. Moreover, students do not have control over subject selections, and parents tend to decide or influence the selection of certain careers despite their inadequate expertise. The limited involvement of informed parents in career guidance creates additional challenges for students.

Inappropriate career decisions that may be made by parents may have future consequences such as poor work performance, job dissatisfaction, low employee morale, emotional depression, and increased unemployment rates. These challenges experienced in the provision of career guidance and counselling limit its effectiveness. Parents' lack of awareness about current labour market trends and educational requirements can lead them to make recommendations based on outdated information or personal preferences rather than objective career assessments. This highlights the need for programmes that educate parents about career guidance processes and help them support their children's career development more effectively.

#### **4.2.3 Youth Unemployment and Career Development Challenges**

The rates of youth unemployment and career development challenges are rising among graduates in Tanzania and throughout Africa. Students who graduate from high school or colleges are reported to join the workforce without a clear career path and idea of what careers to pursue or how to match their skills to available positions. Experts attribute this trend to the lack of early career guidance in schools. This situation leaves students feeling unprepared and uncertain about their futures. The disconnect between educational preparation and labour market requirements contributes significantly to youth unemployment and underemployment in many African countries.

Ineffective career guidance in secondary schools has been a challenge to attaining post-secondary school education. Secondary school students are reported to lack the abilities in choosing their professions according to their abilities and the employment opportunities available in the labour market, which are not adequate to meet graduates' needs. There are high unemployment rates and students' inability to make career choices (Ngussa & Charles, 2019). This situation underscores the critical need for strengthening career guidance services in schools to ensure that students make informed educational and career decisions that align with labour market demands and their personal capabilities.

#### **4.2.4 Inadequate Qualified and Skilled Personnel**

Inadequate number of qualified and skilled personnel in secondary schools is a hindrance to the implementation

of career guidance and counselling. Secondary school teachers were reported to have had little skills and knowledge of career guidance services in teachers' training programmes. There are inadequate teachers with knowledge and skills required for career guidance and counselling in schools. This is attributed to inadequate abilities and skills among teachers, thus affecting the implementation of career guidance and counselling in schools. The shortage of trained career guidance professionals represents a significant systemic challenge that requires attention at the policy and institutional levels.

Furthermore, inadequate professional career counsellors is among the challenges experienced in Tanzania secondary schools. Teachers play a key role in the provision of career guidance and counselling. However, they do not have adequate skills, knowledge, and techniques to undertake career guidance and counselling activities. There are inadequate career guidance services for students in secondary schools; for example, there are no career guidance classes that provide advice to students about career. Moreover, teachers tend to assume career guidance and counselling activities along with their major teaching responsibilities, hence they become overloaded. This dual responsibility often results in career guidance receiving insufficient attention and resources.

The same trend was observed in Kenya, showing that there were inadequate training opportunities for teachers. Schools have inadequate trained teachers for career guidance and counselling subjects, thus limiting the provision of career guidance and counselling effectiveness in secondary schools. Career guidance and counselling provided in secondary schools had no significant effect on students' career development (Migunde, 2021). This finding highlights the importance of not only providing career guidance services but ensuring they are delivered by qualified professionals who can make meaningful impacts on students' career development. The quality of career guidance provision is as important as its availability.

#### **4.2.5 Inadequate Career Information**

Career information is an important aspect in career planning and selection. However, limited career information is still a challenge for students in schools. Inadequate career information limits students from making decisions about career choices and from achieving desired career goals. When students are provided with adequate career guidance, they make accurate and consistent decisions for their career pathways. Career counselling helps students to build competencies, plan, and make decisions for future careers. Career guidance and counselling can be effective if it is integrated into the educational system. However, some limitations were observed, including inadequate career information and programmes in schools.

Moreover, there is limited access to labour market information and the requirements of existing occupations. This leads to imbalanced demand and the capacity of schools to help students choose subjects and schools. Therefore, effectiveness in the delivery of career guidance is determined by the provision of adequate information on career opportunities, building capacities in career decision-making, as well as guiding students on future professional choices. A study conducted in Botswana showed that students in schools have insufficient information to enable them to match their personal attributes, including interests, skills, values, and personality. There was no effective implementation of career guidance programmes for students to expose them to career options, academic and occupational training required in the world of work, and current information on job

opportunities (Rukewe & Oats, 2020).

Industries and job markets keep emerging depending on the demands for specific skills and abilities. Reforms in the industry and the labour market are recommended. This requires proper and clear alignment between education and career goals. When students have inadequate career information and underestimate the education required to meet their aspirations, they may experience difficulties in the early years of their careers. In addition, disadvantaged youth are at risk of career confusion from their perception and understanding of the labour market and their own potential. New skills and abilities determine changes in career pathways. Therefore, students can use their skills to pursue careers that align with their abilities and expertise.

This alignment helps them in solving problems and attaining success in workplaces. The dynamic nature of the labour market requires that career guidance services remain current and responsive to emerging trends and opportunities. Educational institutions must establish mechanisms for regularly updating career information and ensuring that students have access to accurate and relevant labour market data. The following chapter presents the summary, conclusions, and recommendations on the provision of career guidance and counselling in schools and higher education institutions. These recommendations aim to address the identified challenges and enhance the effectiveness of career guidance services for the benefit of all students.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents a summary of the key themes discussed throughout the book, draws conclusions based on the evidence presented, and provides recommendations for strengthening the provision of career guidance and counselling in schools and higher education institutions. The chapter synthesizes the main findings from the preceding chapters, including the overview of career guidance theories, the provision of career guidance services globally and in Tanzania, the benefits and opportunities associated with career guidance, and the challenges encountered in service delivery. The recommendations offered in this chapter aim to address the identified challenges and enhance the effectiveness of career guidance and counselling services for the benefit of students and the broader society.

#### 5.1 Summary and Conclusions

This book focuses on the provision of career guidance and counselling in schools and higher education institutions. The book provides an overview of career guidance delivery services from a global perspective and in Tanzania in particular. The book reviews career guidance and counselling theories to contextualize career planning and career development processes within theoretical perspectives. The theories explain individuals' self-understanding and factors that influence career interests, aspirations, and choices. The book also highlights the benefits and opportunities for the provision of career guidance and counselling services among students. Additionally, it examines the challenges experienced in the provision of guidance and counselling in schools and higher education institutions.

##### 5.1.1 Provision of Career Guidance and Counselling in Schools and Higher Education Institutions

The provision of career guidance and counselling in schools and higher education institutions aims at helping students make informed career choices and focus on desired goals in their lives. Career guidance and counselling enables students to understand the labour market and its requirements, thus enabling them to align their academic aspirations with their career interests and goals. Through comprehensive career guidance services, educational institutions prepare students for successful transitions from education to employment. The provision of these services is essential for addressing skills mismatches and unemployment challenges facing many graduates.

Effective provision of career guidance and counselling among students helps in the development of a more informed understanding of students' career goals. Effective career planning and development activities help students to increase their career interests and aspirations, thus enabling students to develop understanding of the relationship between career information and the labour market. When students receive quality career guidance, they are better positioned to make decisions that align with both their personal interests and labour market demands. This alignment is crucial for ensuring that educational investments translate into meaningful career outcomes and contribute to national development goals.

### **5.1.2 Career Guidance and Counselling Benefits and Opportunities**

Career guidance and counselling has various benefits and opportunities. As highlighted in this book, these include career planning and career development opportunities, guiding students for labour market opportunities, and supporting and encouraging career readiness. Career guidance helps students prepare for their future careers by providing them with essential information, skills, and competencies needed in the world of work. Through career guidance services, students gain self-awareness, develop decision-making skills, and learn to navigate complex educational and career pathways. These benefits contribute significantly to students' overall development and future success.

In addition, the use of digital technologies is inevitable for effective and efficient provision of career guidance and counselling. The use of Information and Communication Technology (ICT) in virtual guidance and e-guidance for the provision of distance guidance and career services is underscored. Digital technologies enhance accessibility, flexibility, and reach of career guidance services, making them available to students regardless of geographical location. Equally important, Artificial Intelligence (AI) contribution in the transformation and efficiency in career guidance and counselling services is emphasized. AI-powered tools enable personalized career guidance, real-time labour market information, and interactive career exploration experiences that enhance student engagement and decision-making.

### **5.1.3 Challenges Experienced in Provision of Career Guidance and Counselling**

Career guidance and counselling are not adequately provided in Tanzanian schools and higher education institutions. Several challenges limit effective provision of career guidance and counselling. As a result, students are not well informed about available labour market demands, as they receive inadequate career information. Students are unable to make informed decisions related to their future career goals. This gap in career guidance provision contributes to high youth unemployment rates and skills mismatches in the labour market. The challenges create barriers that prevent students from maximizing their potential and achieving their career aspirations.

This book highlighted the challenges experienced in schools and higher education institutions. These include social-economic disparities and financial limitations among students and between schools, inadequate awareness and expertise among parents, increased youth unemployment, inadequate qualified personnel, and inadequate career information among students. Social-economic disparities result in unequal access to career guidance services, with students in under-resourced schools receiving limited support. The shortage of qualified career guidance counsellors and the lack of comprehensive career information further compound these challenges, making it difficult for students to make well-informed career decisions that align with labour market requirements.

## **5.2 Recommendations**

Based on the findings and conclusions presented in this book, the following recommendations are proposed to strengthen the provision of career guidance and counselling in schools and higher education institutions. These recommendations address the challenges identified and provide practical strategies for enhancing career guidance services. Implementation of these recommendations requires commitment and collaboration from

various stakeholders, including government authorities, educational institutions, parents, and the broader community. The recommendations are organized into two main categories as presented in the subsequent subsections.

### **5.2.1 Strengthening the Provision of Career Guidance and Counselling**

The government through the Ministry of Education, Science and Technology (MOEST), colleges, and universities should strengthen the provision of career guidance and counselling programmes in schools and education institutions to ensure that career guidance and counselling is provided by experts in the field. This strengthening should include development of comprehensive career guidance policies, allocation of adequate resources, and establishment of career guidance units in all educational institutions. Investment in career guidance infrastructure and personnel is essential for ensuring that all students have access to quality career guidance services regardless of their socio-economic background or geographical location.

Moreover, career guidance and counselling services provided in schools keep changing in terms of perceptions, approaches, and techniques. This calls for improvements in the provision of such services to ensure that they effectively become helpful, particularly for employment purposes. Educational institutions and schools should integrate technology in guidance and counselling services depending on the capacity and technological orientation of counsellors and teachers. Regular training and professional development programmes should be provided to career guidance practitioners to ensure they remain current with emerging trends, labour market changes, and best practices in career guidance delivery.

### **5.2.2 Addressing Challenges in the Provision of Career Guidance and Counselling**

Government authorities, educational institutions, schools, and education stakeholders should continue to invest in providing career guidance and counselling services through ensuring the use of qualified career guidance and counselling experts. It is recommended that resources be made available for effective career guidance and counselling, which can empower students to achieve planned careers and professional satisfaction. This investment should prioritize training and recruitment of qualified career guidance counsellors, development of career guidance materials, and establishment of career resource centres in schools. Adequate funding should be allocated to support career guidance activities and ensure sustainability of these services.

In addition, equitable access to technology and digital literacy is emphasized in order to avoid marginalization of disadvantaged groups due to their inability to access digital tools and facilities. Therefore, efforts are needed to ensure accessibility of such resources to students and schools. Government and educational institutions should develop programmes that bridge the digital divide and ensure that students in rural and under-resourced areas have access to digital career guidance tools. This may include provision of computer equipment, internet connectivity, and digital literacy training for both students and career guidance practitioners.

Moreover, schools and higher education institutions should continue to assist students in their career paths, including career planning for professional growth and development that can shape their future career goals. Collaboration between educational institutions, employers, parents, and community organizations should be strengthened to provide comprehensive career guidance support. Educational institutions should establish partnerships with industries and employers to facilitate work-based learning opportunities, internships, and

mentorship programmes that expose students to real-world work environments. Parents should be educated about career guidance processes and encouraged to support their children's career development actively.

Furthermore, it is recommended that career guidance and counselling be integrated into the curriculum at all levels of education to ensure that students receive consistent and continuous career support throughout their educational journey. Regular monitoring and evaluation of career guidance programmes should be conducted to assess their effectiveness and identify areas for improvement. Research on career guidance practices and labour market trends should be encouraged to inform policy development and service delivery. By implementing these recommendations, Tanzania can develop a robust career guidance system that effectively prepares students for successful careers and contributes to national socio-economic development.

## GLOSSARY

<b>Career Decision-Making</b>	<p>A process of determining a choice that begins with selecting an alternative from the available alternatives. Career decision-making involves evaluating different options and making choices that reflect long-term career goals with consideration of factors including values, financial stability, personal interests, job security, and growth opportunities. The ability to make good decisions is an important skill in career planning.</p>
<b>Career Development</b>	<p>A lifelong process of developing knowledge about the labour market, values, beliefs, aptitudes, skills, and personality characteristics that influence career choices and progression.</p>
<b>Career Education</b>	<p>The development of knowledge, skills, and attitudes through a planned programme of learning experiences in schools that assist students in making informed decisions about their school pathways and subject choices.</p>
<b>Career Exploration</b>	<p>Self-discovery through searching different career fields, gaining hands-on experience through internships and volunteering, and talking to professionals in the industry. Career exploration helps individuals identify career options that align with their interests, skills, and values.</p>

<p><b>Career Guidance</b></p>	<p>Services and activities intended to assist individuals of any age, at any point throughout their lives, to make educational, training, and occupational choices and to manage their careers effectively. Career guidance includes counselling, career information provision, assessment, and career education.</p>
<p><b>Career Information</b></p>	<p>Different forms of information such as printed materials, electronic resources, personal contacts, and other resources that can assist a person in the process of life and career planning. Career information includes details about occupations, educational pathways, labour market trends, and employment opportunities.</p>
<p><b>Career Readiness</b></p>	<p>The development of personal attitudes, skills, beliefs, and motivation required for career development and successful transition into the world of work. Career readiness involves acquiring competencies that enable individuals to identify career opportunities, navigate career transitions, and achieve career goals.</p>
<p><b>Decision-Making</b></p>	<p>The process of evaluating different options and making choices based on careful consideration of relevant factors. In the context of career guidance, decision-making involves assessing alternatives and selecting pathways that align with one’s interests, abilities, values, and long-term career goals.</p>
<p><b>Personal Values</b></p>	<p>Beliefs and principles that guide attitudes and behaviour with regard to personal life and career pathways. Personal values assist individuals in aligning their career choices with what is important to them, thereby contributing to career satisfaction and fulfilment.</p>

<b>Self-Concept</b>	<p>The way one sees oneself, including perceptions of personal characteristics, abilities, and attributes. For example, one can view oneself as active, confident, and bright. In career development, self-concept influences career choices and aspirations as individuals seek occupations that allow them to express their self-image.</p>
<b>Self-Efficacy</b>	<p>Beliefs about one's ability to successfully perform tasks or behaviours required in specific domains. In career guidance, self-efficacy refers to confidence in one's ability to complete career-related tasks, make career decisions, and achieve career goals.</p>
<b>Stakeholders</b>	<p>In the context of this book, stakeholders include students, parents, teachers, counsellors, educational institutions, employers, government agencies, and community organizations.</p>

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## ABOUT THE BOOK

This book is designed to provide quick reference material for students, teachers, and practitioners interested in career guidance and counselling, and those concerned with addressing unemployment challenges among the youth population. The book focuses on the provision of career guidance and counselling in schools and higher education institutions, with particular emphasis on the Tanzanian context and experiences. It provides relevant information to guide students in making informed choices and decisions about fields of study and career pathways that align with labour market requirements. This book targets teachers, counsellors, and career guidance practitioners who provide career guidance and counselling services to students. It serves as a comprehensive guide and information resource on career guidance issues, and functions as an awareness-building tool for addressing career development needs among students in schools and higher education institutions. The book combines theoretical frameworks with practical applications, making it valuable for both academic study and professional practice in the field of career guidance and counselling.

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