

# Influence of Appraisal Services on Course Satisfaction among Technical Vocational Education and Training (TVET) Trainees

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## ABSTRACT

The study examined the relationship between appraisal guidance services and course satisfaction among trainees in TVET institutions in Kakamega County, Kenya. Concurrent Triangulation design within the mixed methods approach was adopted. Purposive, proportionate stratified random, and simple random sampling were used to select 4 TVET institutions, 388 trainees, four registrars, 4 Deputy Principals, and 4 Guidance and Counseling Coordinators. The use of questionnaires and interview schedule collected data. The study established a statistically significant positive correlation between appraisal services ( $r=.511$ ;  $p=.000$ ) and course satisfaction among TVET trainees. The appraisal services accounted for 25.8% of the variation in course satisfaction among TVET trainees, respectively. Based on the findings, it was recommended that institutions implement comprehensive and inclusive informational services; Curriculum Development and Certification Council (CDACC) should strengthen the case of career guidance offices in TVET institutions.

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## 1. INTRODUCTION

Guidance is often viewed as guidance or instruction to help individuals make decisions about their present and future lives [1]. In contrast, profession steering is involved with assisting people to pick among the total variety of to-be-had possibilities regarding their exclusive abilities, interests, and values to permit people to transport from the legal expertise of existence and paintings to the particular expertise of the realities of existence, gaining knowledge of and paintings alternatives which can be open to them [2]. Career steering has additionally been described as assisting character college students to make profession selections primarily based totally on proof of abilities, interests, skills, and attitudes, and to be had activity openings and is often worried about figuring out the

aspirations and capability of the character [3]. On the other hand, career guidance is an educational structure that helps individuals know themselves and uses that information to become valuable and practical within the society to which they belong [4]. Thus, professional counseling is a sub-set of professional steering, and it is miles for this reason, in a few instances, the period profession steering and counseling, profession steering, and profession counseling were used both in my opinion or synonymously via way of means of one-of-a-kind authors.

According to Sun and Yuen [5], Career guidance helps students overcome misconceptions in choosing a career, choosing a study path, and identifying potential strengths to improve their competitiveness in work. Helping students make informed course choices and students have a more positive attitude. According to Gacohi et al. [6], the packages that scholars pick to look at must be made after providing ok records for the alternatives to engender pleasure and productiveness of their destiny careers. In Canada, an inadequate quantity of professional provider carriers with applicable formal instructional backgrounds are available. However, the availability of professional counseling offerings to high school students, explicitly picking educational majors in universities, has emerged as a warm spot [7]. The vulnerability of guidance services is prominent in Russia, where guidance efficiency is low, mainly due to the lack of a unified guidance system. Scattered activities are ineffective, and existing career guidance methods can only capture students' current interests and aptitudes [8]. Career guidance, however, appears to be adequately provided in Finland, with career information, guidance, and counseling services mainly provided by two well-established publicly funded systems.

Comprehensive and Upper Secondary Education Institutions and Universities. In upper secondary and upper secondary education, appropriate vocational training and instruction are compulsory subjects, and specific time segments are in the student timetable. Institutions of higher education vary in the quantity and quality of counseling and guidance services. The school has a dedicated counselor with legally defined competence and qualifications [9].

Historically, middle school career guidance has been given a lower priority and less funding than other curriculum areas. In many cases, only her one counselor, with no special training or background, is tasked with providing timely career guidance throughout the school for all grade levels. The same situation can be seen in Ethiopia. Existing career guidance does not address student career development and does not ensure the quality of education. Guidance and counselling services in universities are highly overlooked in Ethiopia [10]. Ethiopia's higher education admission system is based solely on the results of university entrance exams and some positive measures aimed at girls, students with disabilities, and students from "developing regions." Career choice, interests, and aptitudes are the main influencing factors—influence college success [11].

Over the years, students' admission to TVET institutions in Kenya was made by the institutions on receiving applications from prospective students. In 2016 placement of students in TVET institutions by Kenya Universities and Colleges Central Placement Service (KUCCPS) was introduced. The students admitted through the service are placed in courses they had applied for and are entitled to government funding in the form of

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capitation. However, most students referred to as “walk-ins” still seek direct admissions from the institutions. The period within which change, of course, is permitted for both categories of students is two academic terms though the policy is flouted in most cases in the interest of promoting access per the Government of Kenya. Many people have believed that career guidance is largely irrelevant within TVET because entry to a vocational course implies that a career decision has already been made. However, this view is inaccurate since the courses are selected as ignorant of one’s interest, ability, and capability.

Course pleasure is critical in a student's existence as people who are assisted to pick out publications of observation from the massive variety of observation applications provided in establishments that offer them pleasure can take care of destiny profession duties by creating a tremendous contribution to the arena of work. Students can only achieve course satisfaction when the selected courses align with their interests, ability, aptitude, and capability. TVET institutions equip the youths with the much-needed skills to address the country’s socioeconomic developmental challenges. Trainees with skills of interest who are satisfied with their courses of study will be helpful to the country, and it is for this reason that the government of Kenya has undertaken significant efforts in its efforts to improve access to TVET and to scale up the uptake of technical courses. Appraisal services are about collecting and analyzing various objective data or information to enhance a better understanding of the individual. According to Gibson and Mitchell (2014), appraisal services, also referred to as individual inventory, assessment, or individual assessment, promote the client’s self-understanding and assist counselors and other helping professionals in understanding clients better.

## **2. METHOD**

### **Research Design**

The study adopted a concurrent triangulation design. According to Creswell and Creswell [12], in concurrent triangulation, quantitative and qualitative information is amassed concurrently, and the two databases are compared to decide if there may be convergence, differences, or a few combinations. The concurrent triangulation design overcomes the weakness of using one method with the strengths of another [13], as the combination of quantitative and qualitative data collection provided a fuller, broader and deeper understanding of the students’ characteristics.

### **Research participants**

The total study population from the TVET institutions was 8757 from Sigalagala NP, 1489 from Shamberere TTI, 1416 from Bushiangala TTI, and 1145 from Butere TVC. Enrolment of female trainees was portrayed as 5899 while male trainees’ enrolment was 6908. Four registrars, 4 Guidance and Counselling Coordinators, and 8 Deputy Principals from the TVET institutions will also be included in the study. Subsequently, the sample consisted of 388 trainees, all 4 Registrars, the 4 Guidance and Counselling Coordinators, and the 4 Deputy Principals in charge of academics. The 4 Registrars, 4 Guidance and Counselling Coordinators, and 4 Deputy Principals in charge of academics were purposively sampled because they are in charge of trainees’ registration, academic affairs,

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and their adjustment to the college environment, respectively, and thus possess required information on career guidance services as predictors of course satisfaction among trainees in TVET institutions.

### **Research Tools**

The questionnaire administered to 388 trainees was formulated according to the take-a-look-at targets and contained dependent and unstructured gadgets to elicit trainees' responses. Structured questions have been used to get facts by listing options for respondents to pick solutions that first-rate defined their opinions. The Research Assistants administered the questionnaires to the 388 trainees in their institutions. The statements were rated on a five-point Likert scale where the participants indicated whether they *Strongly Agree* (SA) with the statement with a score of 5, *Agree* (A) with a score of 4, or *Undecided* (U) with a score of 3 or *Disagree* (D) with a score of 2 or *Strongly Disagree* (SD) with a score of 1. The present study employed a semi-structured interview schedule to conduct in-depth interviews on trainees' course satisfaction in TVET institutions. The strength of semi-structured interviews is that even though questions are planned prior to the interview, allowing the interviewee to understand and explain facts through open questions. The interview schedule examining research objectives on the relationship of career guidance services and course satisfaction among trainees (Appendices C to E) was administered to 4 Guidance and counseling Coordinators, 4 Registrars, and 4 Deputy Principals in charge of academics from the sampled institutions.

Cronbach's alpha coefficient reveals that all the measures reached the required level of internal consistency of reliability. The Cronbach's alpha for all the measures revealed that the instruments had adequate reliability for the study. Oso and Onen [14] agree that a coefficient  $> 0.8$  is excellent, a coefficient between  $0.7-0.8$  is very reliable, a coefficient between  $0.6-0.7$  is acceptable, and a coefficient  $< .6$  is not acceptable. The internal validity of the constructs was tested by subjecting the survey data to suitability tests using the Kaiser-Meyer-Okin measure of sampling adequacy (KMO Index) and Bartlett's Test of Sphericity. From the results, Bartlett's test for Sphericity is highly significant ( $p < .05$ ) for all the sub-scales of the questionnaire, further substantiating that the questionnaires were of adequate internal validity.

### **Procedure**

The researcher obtained a research authorization permit from National Commission for Science, Technology, and Innovation (NACOSTI) through the Board of Post-Graduate Studies of JOOUST. The researcher and two Research Assistants then visited the sampled institutions for an introductory meeting with the Guidance and Counseling Coordinators, Registrars, and Deputy Principals of sampled TVET institutions explaining the research purpose and requesting consent to participate in the study and establishing rapport with participants before the interview was essential to create a positive effect on the subsequent development of the interview. At agreed dates, the Research Assistants took the data collection instruments to the respondents. The questionnaires to the sampled pupil respondents were administered through the Guidance and Counseling Coordinators and the

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Research Assistants and were stuffed inside one day. The Research Assistants conducted the interviews.

**Data analysis**

Data analysis is applying statistical techniques to collect data to reduce and interpret large amounts of collected information [15]. Quantitative data from the closed-ended items were analyzed using descriptive statistical tools such as frequency tables, graphs, percentages, and bar graphs. Pearson correlation coefficient was used to establish a relationship between variables at a significance level of 0.5. Statistical Package for Social Sciences version 26 was used to analyze the data. Qualitative data collected from interviews with Registrars, Guidance and Counseling Coordinators, and Deputy Principals of TVET institutions in Kakamega County was analyzed using a thematic approach. Themes are recurrent patterns in data that represent a concept. Alhojailan [16] stated that thematic analysis analyzes classifications, presents themes (patterns) that relate to the data in great detail, and deals with diverse subjects through interpretations.

**3. RESULTS AND DISCUSSION**

The study established the relationship between appraisal services and course satisfaction among trainees. The inferential statistics analysis was used to establish whether appraisal services influence course satisfaction among trainees. Pearson’s correlation analysis was used to determine the degree of relationships between appraisal services and course satisfaction among TVET trainees. The variables' scores were converted into ratio-scaled data by mean computing responses per respondent. The correlation analysis result is presented in Table 1.

Table 1. Correlation Analysis of Appraisal Services and Course Satisfaction

		Appraisal Services	Course Satisfaction
Appraisal Services	Pearson Correlation	1	.511**
	Sig. (2-tailed)		.000
	N	342	342
Course Satisfaction	Pearson Correlation	.511**	1
	Sig. (2-tailed)	.000	
	N	342	342

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results of the correlation analysis presented in Table 1 indicate that there was a statistically significant positive correlation between appraisal services and course satisfaction among TVET trainees (n = 342;  $r = .511$ ;  $p = .000$ ). This implies that there is a direct relationship between appraisal services and course satisfaction among TVET trainees, suggesting that improved levels of appraisal services are associated to improved course satisfaction among TVET trainees and vice-versa. This finding agrees with Hilling [17] that post-secondary planning groups increase students' perceived readiness for post-secondary plans. This finding agrees with Saxon and Morante [18] study, which

highlighted the weaknesses in the assessment and placement process, including lack of prior information and preparation for the assessment, failure to include other measures in student assessment, and inappropriate uses of test scores and imperfect assessment instruments. On the contrary, Cajucom et al. [19] revealed that the students' influencers for their choice were the personal choice, parental advice, and inspiration from high school teachers and peers.

Regression analysis was used to determine the influence of appraisal services on course satisfaction among TVET trainees and its significance level. A coefficient of determination was computed to estimate the influence of appraisal services on course satisfaction among TVET trainees. The result of the model summary of regression is presented in Table 2.

Table 2. Model Summary of Appraisal Services on Course Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.511 <sup>a</sup>	.261	.258	.53440

a. Predictors: (Constant), Appraisal Services

The model shows that appraisal services accounted for 25.8% (Adjusted *R* Square = .258) of the variation in the level of course satisfaction among TVET trainees. This is a plausible influence of a predictor variable on the dependent variable. Table 3 shows the coefficient values of the regression model of the influence of appraisal services on the level of course satisfaction among TVET trainees.

Table 3. Coefficients-Influence of Appraisal Services on Course Satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	2.102	.188		11.189	.000	1.732	2.471
Appraisal Services	.497	.045	.511	10.949	.000	.407	.586

a. Dependent Variable: Course Satisfaction

$$Y = \alpha + \beta x_2 + \varepsilon$$

$$\text{Course Satisfaction} = 2.102 + 0.497x + \text{error term.}$$

From the model, it is evident that the slope coefficient for appraisal services was 0.497, suggesting that course satisfaction among the TVET trainees improves by 0.497 units for each one-unit improvement in appraisal services. Likewise, improving appraisal services by one standard deviation causes an improvement in course satisfaction among the TVET trainees by .511 standard deviations. In agreement, Asirifi [20] revealed the existence of an effective career guidance program, and most students and staff admitted to visiting and patronizing the services. Further, the majority (1120) of students chose their careers based

on the counseling they had received, and 172 (82.7%) staff respondents indicated that their programs of study resulted from the career counseling they received. The study concluded a positive relationship between career guidance and career choice. This finding is contrary to Mini et al. [21], which revealed that there is no explicit knowledge among students regarding aptitude and interest while selecting a specific course in college, leading to career confusion in the final year.

Finally, the study sought to investigate whether appraisal services were a significant predictor to course satisfaction among TVET trainees. This was done using an Analysis of Variance, as shown in Table 4.

Table 4. ANOVA- Influence of Appraisal Services on Course Satisfaction

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	34.235	1	34.235	119.877	.000 <sup>b</sup>
	Residual	97.098	340	.286		
	Total	131.333	341			

a. Dependent Variable: Course Satisfaction

b. Predictors: (Constant), Appraisal Services

From the ANOVA output, there exists enough evidence to conclude that the slope of the population regression line is not zero, suggesting that appraisal services are indeed a significant predictor of Course Satisfaction,  $F(1,340) = 119.877, p = .000 < .05$ ; Adjusted  $R^2 = .511$ . Therefore, it was concluded that appraisal services statistically influence course satisfaction among the TVET trainees. This implies that TVET trainees who enjoy effective appraisal services are likely to rate highly in course satisfaction compared to their counterparts who receive relatively low or poor appraisal services. This finding agrees with Asirifi [20], which revealed the existence of an effective career guidance program, and most students and staff admitted to visiting and patronizing the services. Further, most students chose their careers based on the counseling they had received, and staff respondents indicated that their programs of study resulted from the career counseling they received.

To determine whether there is a significant influence of appraisal services on course satisfaction among TVET trainees, the following null hypothesis was formulated:

***H<sub>02</sub>: There is no significant influence of appraisal services on course satisfaction among TVET trainees***

The investigated null hypothesis is  $H_0: \beta_2 = 0$ , and the corresponding alternative hypothesis is  $H_1: \beta_2 \neq 0$ . If the null hypothesis is true, then from  $E(Y) = \beta_0 + \beta_2 X$  the population mean of Y is  $\beta_2$  for every X value, which indicates that X (appraisal services) does not influence Y (Course satisfaction) and the alternative being that appraisal services is associated to course satisfaction among TVET trainees. Given that the calculated F statistics were statistically significant [ $F(1, 340) = 119.877, p = .000 < .05$ ], there is

sufficient evidence to reject the null hypothesis ( $\beta_2 = 0$ ). In this regard, the alternative hypothesis ( $\beta_2 \neq 0$ ) was supported, and it was concluded that appraisal services, as an aspect of career guidance services, have a statistically significant influence on course satisfaction among TVET trainees. In most schools, ordinary teachers were doing extra work as counselors though only a few teachers gave career advice to students. The teachers admitted that they knew little about career choices or the requirements necessary to attain these occupations. Most teachers admitted that their main interest was to ensure students passed the national exams, and therefore, they put more emphasis on students' desires, encouraging them to make efforts for their preferred career paths, even though their choices are unrealistic.

Qualitative results were also obtained on appraisal services, and one reported theme was appraisal during admissions.

**Theme 1: Appraisal during admissions**

The study findings reported that there were appraisal services at the admission of new students. This involved the students providing information on what they are likely to engage in while studying at the institutions. This was reported by some participants, as indicated below during interviews:

*“There is an evaluation service when enrolling or enrolling new students - there is a part of the admission form where new trainees list their hobbies, and it remains. Even during co-curricular events, sports/games are done for competitions with other institutions, not because a trainee loves the sport, but because it is in the calendar of events”* (Guidance and Counselling Coordinator, 4)

*“Our college has appraisal services when we admit the new students, and we gather lots of information from them which can help us to know their issues very well, and this helps them to settle well”* (Guidance and Counselling Coordinator 3)

From the interview excerpts, it can be concluded that appraisal services during admissions were evident among trainees and helped them adjust well to the college environment. This finding agrees with Hilling [17], who revealed that post-secondary planning groups increase students' perceived readiness for post-secondary plans. On the contrary, Cajucom et al. [19] revealed that the students' influencers for their choice, of course, were personal choice (15%), parental advice (47.39%), inspiration from a high school teacher (19.91%) and peers (17.54%). This finding agrees with Saxon and Morante [18] study, which highlighted the weaknesses in the assessment and placement process, which include lack of prior information and preparation for the assessment, failure to include other measures in student assessment, inappropriate uses of test scores, and imperfect assessment instruments. Qualitative results were also obtained from participants, and one theme on appraisal services was the lack of appraisal services.

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**Theme 2: Lack of appraisal services**

Some respondents also reported that appraisal services were lacking in their colleges. The respondents felt that the appraisal services were mostly inborn and were therefore absent from the colleges. Two respondents reported that:

*“Skills, in most cases, are inborn. Appraisal services are missing where it is required most for nurturing a particular skill. Somebody needs to look at the qualifications of trainees and advise them accordingly. Because there are no appraisal services, course satisfaction is often overlooked, but it is nice to increase student course satisfaction by putting them in the right course they like based on their performance and monitoring their progress.”* (Guidance and Counselling Coordinator 1)

*“Because there are no appraisal services, there is no way to gauge course satisfaction, and thus I would say there is no course satisfaction amongst trainees.”* (Guidance and Counselling Coordinator 3)

From the interview results, it can be concluded that there was a lack of appraisal services in some colleges, which affected how trainees could adjust to the new environments that needed appraisal services. The results of the study support earlier research findings by Takahashi [22] that teacher counselors did not know much about career choices nor the requirements necessary to attain these occupations and that students were encouraged to make efforts for their preferred career paths even though their choices were unrealistic. In agreement, Mini et al. [21] reported that there was no explicit knowledge among students regarding aptitude and interest while seeking a specific course in college, leading to career confusion in the final year.

**Theme 3: Appraisal through quality assurance office**

The study findings indicated that some appraisal services were available through the quality assurance office. This depended on what information was needed from the trainees at the college, which could be provided through the quality assurance office. Some respondents reported the following regarding this:

*“The institution does provide questionnaires not only on the orientation alone but also collects data depending on a specific issue. For example, we may try to determine the promiscuity level so the Guidance and counseling department will issue a questionnaire. The monitoring by the Quality Assurance office helps the students to know they are getting quality”*(Guidance and Counselling Coordinator, 4)

*“There is also a Quality Assurance officer who collects much information not only on orientation but also whether the students are getting quality for their money. It is from quality assurance that the institute can know whether the students are getting what they are being taught. The quality assurance also has records of each employee”* (Registrar, 3)

*“The Deputy Principal Academics is also able to appraise teachers on their class work and finds out whether the trainers are confident with what they are*

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*doing. If trainers are not confident in the subject area, they may avoid classes that eventually affect the students. The monitoring by the Quality Assurance office helps the students to know they are getting quality”* (Deputy Principal, 2)

From the interview results, it can be concluded that the colleges frequently used appraisal through quality assurance offices to enhance course satisfaction among trainees. In agreement, Asirifi [20] revealed the existence of an effective career guidance program, and most students and staff admitted to visiting and patronizing the services. The study concluded a positive relationship between career guidance and career choice. This finding is contrary to Mini et al. [21], which revealed that there is no explicit knowledge among students regarding aptitude and interest while selecting a specific course in college, leading to career confusion in the final year. This finding is contrary to Chireshe [23], which revealed that despite the critical role played by the university’s career advisors in assisting students in decision-making, they viewed the career guidance services they offered to students not as effective as they should be lack career counseling centers in the university, the career advisors’ inability to use psychological tests which the university has, staff shortage, and none involvement of librarians who are critical stakeholders in career guidance and counseling.

#### 4. CONCLUSION

The study established the relationship between appraisal services and course satisfaction among trainees in Kenya. Appraisal services were positively and significantly correlated to trainees’ course satisfaction. This implies that trainees who received appraisal services were more satisfied with their courses. A weak link between appraisal services and the practical aspect of courses taken by trainees seems to suggest that the appraisal services are not comprehensive enough, resulting in some trainees taking technical courses not being in line with their abilities, interests, and particular aptitudes. This leads to the conclusion that appraisal services in TVET institutions should assess cognitive and motor skills. The study recommends that the Curriculum Development and Certification Council (CDACC) should strengthen the case of career guidance offices in TVET institutions, equip them with guidelines on the administration of appraisal services, and train counselors competent to administer the relevant tests. This is because the study reported that appraisal services were positively and significantly correlated to trainees’ course satisfaction.

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