



CAREER TEACHERS' PERCEPTION INFLUENCE ON CAREER DECISION MAKING SELF-EFFICACY AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA

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Abstract:

Career decision-making is crucial among people all over the world, and choosing a career is challenging to those who do not have a wide life experience. Students who make irrational career choices run the risk of experiencing severe consequences, such as low job performance, stress and anxiety relating to the job, and a lack of job satisfaction and happiness. The purpose of this study was to determine the career teachers' perception influence on career decision-making self-efficacy among students in public secondary schools in Kiambu County, Kenya. The objective of the study was to establish the career teachers' perception influence on career decision-making self-efficacy among students in public secondary schools in Kiambu County, Kenya. The study was guided by the Social Cognitive Career theory and Systems theory. This study used a cross-sectional survey research design. The data was collected using self-administered questionnaires. The target population consisted of 29,682 from three students in Kiambu County. The sample size consisted of 380 from three students who were selected using stratified sampling techniques from the 285 secondary schools in Kiambu County, Kenya. Questionnaires were used for data collection. The questionnaires were pilot-tested with 30 students from three secondary schools (a boys' school, a girls' school and a mixed school), comprising 10 students from each category in Nairobi County, Kenya. Reliability was enhanced by the test-retest method, where a Cronbach coefficient alpha of 0.79 was established. The content validity of the instruments was guided by the objectives and the experts in the Department of Psychology, Counselling and Educational Foundations of Laikipia University. Data analysis was aided by SPSS (Version 26). The data was analyzed using descriptive statistics which include percentages, means, and frequencies. Hypotheses were tested using a t-test, Simple Regression and Analysis of Variance at a .05 level of significance. The research found out that career teachers' perception ($F=34.45$, $p=000$) has

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a statistically significant influence on students' career decision-making self-efficacy of students in public secondary schools in Kiambu County, Kenya. Findings from the study might inform the Ministry of Education, policymakers, career teachers, and parents about students' capacity to make the right career decisions. Based on the findings of the study, it was concluded that career teachers' perception had a statistically significant influence on career decision-making self-efficacy among students in public secondary schools in Kiambu County, Kenya. The study recommended that career teachers should take precautions while undertaking career guidance and counselling to students since their perception has an influence on career decision-making self-efficacy.

Keywords: career decision self-efficacy, counseling, perception, self-efficacy

1. Introduction

The relationship between career exploration and decision-making self-efficacy, teacher motivation, and early field experience was examined in a study conducted by Wolf *et al.*, (2021) on the decision-making process of German student teachers. The findings demonstrated the interaction between emotional support, field experience, career exploration and decision-making self-efficacy, and teacher motivation to determine teaching career decisiveness and future teacher self-efficacy. Barni *et al.* (2019) carried out a study on teachers' self-efficacy, the role of personal values and motivations for teaching. The results indicated that teachers' self-efficacy had been repeatedly demonstrated to be a relevant factor for the effectiveness of the teaching activity, as it is a powerful drive influencing the behavior of teachers in the classroom and the effort put in the endeavor. Improved teacher self-efficacy can, therefore, lead to better teacher recruiting and experience, which will impact career instructors' perceptions and ultimately impact students' self-efficacy when making career decisions (Barni *et al.*, 2019).

McCain (2017) carried out a study on career teachers, perceptions of the impact of self-efficacy on classroom management style: a case study. Liberty University. Four themes emerged from the data analysis process: build relationships, be flexible, convey expectations, and make a difference. The themes were consistent with the relevant literature regarding teacher self-efficacy and classroom management and provided answers to the three research questions proposed in the study. Miller *et al.* (2017) carried out a study on the influence of teachers' self-efficacy on perceptions: Perceived teacher competence and respect and student effort and achievement. The study found that teaching self-efficacy and course level were significantly associated with students' perceived teacher competence and perceived teacher respect, as well as teachers' ratings of student characteristics. Notwithstanding the increasing attention being paid to the role that educators play in helping students advance their careers, there is not a single assessment tool in the literature that gauges how well teachers believe they are doing this. Focusing on teacher support in preparing adolescents for career transitions is crucial because teachers have a key role in fostering them. Overall, results indicated that the

TCSSE is a valid measure for assessing teacher career-related support self-efficacy. Findings support a six-factor structure of TCSSE—Get Ready, Empower Self, Get Curious, Empower Skills, Emotional Support and Instrumental Support. The good psychometric properties make the TCSSE a reliable measure for both educational and research settings. Therefore, career practitioners and researchers are encouraged to consider using the TCSSE in their practical and research activities (Wong *et al.*, 2021). This study aimed to fill this research gap by developing a new measure of teacher career-related support self-efficacy.

Ruttoh (2015) argues that the guidance and Counseling programme in Kenya has become increasingly important in recent years because the country is faced with new psychological and social challenges that require guidance and counseling. It is a comprehensive developmental program designed to assist individuals in making and implementing informed educational and occupational choices. A career guidance and counseling program develops an individual's competencies in self-knowledge, educational and occupational exploration, and career planning. In providing career information services in schools, BK teachers must have the ability to consistently provide an optimal career guidance service process and develop a curriculum that is suitable for students (Lestari & Supriyono, 2016). The process of providing optimal career guidance services can be realized if it is carried out by professional teachers (Albisri, 2017). In addition, career information service is one of the guidance and counseling services whose activities are student-centered. To find out the success of career guidance service activities, it can be seen from students' perceptions of career guidance services (Sadewi *et al.*, 2019). Through perception, humans are constantly in touch with their environment. This relationship is done through the senses, namely the senses of sight, hearing, touch, and smell.

Students' perceptions of the career information service need to be known, considering that students are the main target of the guidance and counseling program provided by the school. Thus, some appropriate adjustments can be made so that this career guidance gets an interesting appreciation from students. Regarding guidance and counseling, there are many perceptions that develop among students, including that guidance and counseling are very boring, unattractive, and make you sleepy. Furthermore, providing career guidance is expected that students' perceptions of guidance and counseling, especially career guidance, are not scary anymore (Asfarina *et al.*, 2016).

The results of a preliminary survey conducted by researchers on 60 vocational students in the city of Semarang showed that 60% of their career aspirations wanted to be entrepreneurs and work in companies, and 20% still wanted to be successful people. This shows that their mindset about the types of careers is still narrow, even though there are so many career options available. Meanwhile, on the Sinar Harapan Daily (2019), 2018 Susenas data showed 61% of vocational students did not understand where they should take further education. In a state of urgency like this, adolescents make decisions to choose majors influenced by parents and peer groups (peers), where the advice is

subjective. The results of interviews conducted by the author on 10 vocational students in the city of Semarang show that most students do not understand their talents, interests and various kinds of information about careers. This can be seen from their answers. From 10 students, 8 of them are still unsure about the career choice to be taken, even though they have chosen majors that should have been adjusted to their career interests. Rohmawati (2019) argues that the condition of career interest is inversely proportional to the career development process, and thus, children need to develop an understanding of the time perspective in order to see their future. Children need to have an understanding of the future by involving decisions that will now be implemented, such as choosing a secondary school, which will affect their career choices later. Career awareness children will have broad insight into the types of work that exist in the world, setting goals professionally and achieving goals (Yasmiri *et al.*, 2017).

Effective future planning is based on this foundation, which is also crucial for decision-making, success, and resilience in facing challenges in life and the workplace (Chan, 2020; Glessner *et al.*, 2017). This research is based on the notion that self-efficacy regarding one's ability to make career decisions is directly associated with effective career decision-making (Bisri *et al.*, 2018). According to Khumaeroh *et al.* (2019) and Wright *et al.* (2020), low self-efficacy in career decision-making is associated with an individual's ignorance of their strengths and weaknesses, lack of knowledge about career plans, inability to set goals, inability to make career plans, and inability to solve career-related problems. Meanwhile, students who have high self-efficacy in career decisions means that individuals can successfully perform tasks related to career decisions (Marcionetti & Rossier, 2019). The low understanding of students' careers at SMK Semarang is certainly inseparable from various problems, so it is interesting to study based on supporting literature references, as research by Oktavia (2018), which reported that 90% of high school students in Bandung Regency expressed doubts in choosing their careers.

Fadli *et al.* (2019) revealed that individuals should be encouraged to explore career dilemmas and allow them to maintain and improve their potential continuously by adapting. Career information services are very useful, both for students and their parents, when choosing further study majors or trying to choose the right job. This makes the basis for the need for assistance so that students can make realistic and appropriate choices. Through career information services, it is hoped that it can help students, especially vocational students in Semarang City, to receive and understand various information that is used as consideration in making career decisions. The purpose of this study is to examine how students' views of career information services affect their confidence in their ability to make career decisions. In order to boost counselors' self-efficacy in making career decisions, this research is anticipated to offer insights into career information service activities.

Valverde (2022) conducted a study on teacher's perceptions of college and career education exposure in middle school students. According to the study, properly preparing middle school students for their transition to high school and postsecondary endeavors requires early exposure to college and career information and resources.

Pearman *et al.* (2021) carried out a study on teacher educators' perceptions of the characteristics of self-efficacy. The study found that modeling, individual and class discussions, and reflections on real-life teaching are the most common methods employed to develop self-efficacy in teacher candidates. Nevertheless, a thorough examination of the connection between students' self-efficacy in choosing professional decisions and career instructors' perceptions was lacking. Therefore, the purpose of the current study is to determine whether career teachers' perceptions influence students' self-efficacy in making career decisions at public secondary schools in Kiambu County, Kenya.

2. Purpose of the Study

The purpose of this study was to determine career teachers' perception of career decision-making self-efficacy among public secondary schools in Kiambu County, Kenya.

2.1 Objectives of the Study

The study was guided by the following research objective: to determine whether career teachers' perception has an influence on career decision-making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

2.2 Hypothesis of the Study

To achieve the research objectives for this study, the following null hypothesis was posited and tested at a .05 level of significance:

H₀1: Perception of the career teacher on student's career decision-making has no statistically significant influence on career decision-making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

3. Research Methodology

Research design is a scheme, outline, or plan that is used to generate answers to the research problems (Orodho, 2004). This study employed an *ex post facto* research design. This is a research design that looks into incidents that have already occurred and, therefore, cannot be manipulated by the researcher (Kothari, 2004). This design is particularly suitable in social, educational and psychological contexts where the independent variable or variables lie outside the researcher's control. In this study, the independent variable was administrators' perception, while the dependent variable was the implementation of educational policies of guidance and counselling (Shuttle-Worth, 2008). Therefore, the researcher proceeded to study the independent variable in retrospect for their possible relationship and impact on the dependent variable.

3.1 Population, Sample Size and Sampling Procedures

The target population in this study included every student in form three and career teachers in public secondary schools in Kiambu County, Kenya. Three classes were targeted because this is the class where students choose subjects that are informed by their career decision-making abilities. Form 3 was included because it was thought that students were old enough to choose their examinable topics, which in turn determined what vocations they would likely pursue. Because they are the ones who deal with students' career-related concerns in secondary schools, career teachers are the ones who are targeted. In this sense, it is argued that their three years of student engagement have given them the necessary knowledge of career decision-making self-efficacy. The study anticipated that career teachers were the best-placed respondents to report on the level of students' career decision-making self-efficacy since they dealt with career guidance and counselling in their respective secondary schools. There were 285 public secondary schools, 285 career teachers in Kiambu County and 29,682 students in three students comprising 14,361 boys and 15,321 girls who were the target population of this study.

The starting point in regard to the application of the simple random sampling procedure was to determine the number of schools whose career teachers and students were expected to participate in the study. In this regard, 162 secondary schools in Kiambu County were chosen for the study. Purposive sampling was employed to identify one career teacher per school to participate in the study; hence, a total of 162 career teachers were involved. The simple random sampling method was used to select 162 secondary schools in Kiambu County from the strata. Student respondents were also selected through a simple random sampling method. This exercise involved writing stars in each secondary school for form three class on small pieces of paper. The papers were folded, put in a basket, the students were required to pick the folded papers. Those students who happened to pick the paper with stars were automatically included in the study. This exercise was repeated in all the sampled 162 public secondary school form three classes to select 380 students and purposively select 162 career teachers in the sampled public secondary schools in Kiambu County. The total number of respondents will therefore be 542, which is 380 students and 162 career teachers.

3.2 Research Instruments

Self-administered questionnaires were employed in this study. Two questionnaires were used: one for students and one for teachers. The use of questionnaires was recommended since they are an efficient use of time and money that can be used to create the CDS and measure the self-efficacy of professional decision-making according to Bandura's theory of self-efficacy for large samples. (Taylor & Betz 1996). The most effective components of the original lengthier form, which was created in 1983, were used to create the short form in 1996. The CDS, which consists of twenty-five items drawn from the original CDS, assesses a person's perceptions about their level of self-confidence in their ability to do tasks necessary for making career decisions. The scale items were of the Likert scale.

Questionnaires were administered to the students in the sampled schools with the intention of capturing their views on the different variables in the study. The respondents were expected to give an insight into the current indicators of the same in Kiambu County. The scale was available in a 25-item short form and is strongly linked to positive educational and career decision outcomes. Each of the other subsections has several items designed to capture the other various variables. The questionnaires were administered personally to the selected respondents to ensure a high return rate.

Career teachers were required to fill out the questionnaire to provide their demographic information and also information about their perception of students' career decision self-efficacy.

3.2 Validity of the Study Instruments

Validity is the extent to which an instrument measures what it is supposed to measure (Kombo & Tromp, 2006). The validity of instruments for this study was established by Counselling Psychology experts from Laikipia University. The validation included the determination of content and construct validity of the instrument, which was based on the adequacy to which the statements, questions and indicators of the research instrument measure the attributes of the study. The experts looked at the contents and construction of items, among other issues of validation. The purpose was to make a meaningful observation of the instruments and to ensure that items were comprehensive in relation to the objectives of the study. The items were revised and improved according to advice and suggestions made by the experts. The experts in the School of Education were similarly asked to offer their advice on the accuracy of the items, and whether or not they adequately represent the universe or domain under investigation, that is, whether they accurately measured the degree to which students' background factors such as gender, career teacher perception, peer pressure, parental occupation and parental level of education and school type influence career decision making self-efficacy among public secondary schools.

3.3 Reliability of the Instruments

Reliability is a measure of the degree to which research results yield consistent results or data after repeated trials. Internal consistency, or how closely a group of objects is related to one another, was measured using Cronbach's alpha. It is frequently assumed that an item's "high" alpha value indicates that it measures an underlying component. According to Marczyk *et al.* (2004), reliability must be ensured by using a predefined threshold of 0.7 and above. That is, values above 0.7 indicated the presence of high reliability, while values below signified lower reliability. This corroborates Githua (2002), who recommends that the Cronbach's values of the instrument to be used in the study should not be lower than 0.7. These are internal and external reliability.

A pilot study was carried out before the main study to pretest the study tools in order to avoid wasting resources on an ineffectively designed study. This was important to identify and correct ambiguities and inappropriate contents of the study tools. The

implications of pre-testing for enhancing objectivity in scientific studies have been underscored in several books on research in the social sciences. The researcher conducted a pilot study in Nairobi County to pre-test the data collection instruments to ascertain their reliability. For this purpose, three (3) secondary schools with similar characteristics to those under study but not included in the sample were selected. These included a boys' school, girls' school and mixed school. Thirty students (30), ten from each category, were randomly selected. Three career teachers, one from each category of schools, were purposively selected to participate in the pilot study. The reliability of the research instruments was determined by Cronbach's alpha coefficient method. This was founded on the fact that test items in relation to study constructs were on a Likert scale. The reliability threshold was Cronbach's alpha coefficient equal to or greater than 0.7 ($\alpha \geq 0.7$). Analysis of the pilot survey gave a Cronbach's alpha of 0.79; thus, the tools met the threshold.

3.4 Data Collection Procedure

Before collecting data, the researcher sought a letter of data collection from the Graduate School of Laikipia University. The researcher further got clearance from the ethics committee of the research project. Afterwards, the researcher sought a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). This was followed by sending a letter to the principals of the selected schools in Kiambu County. A copy of the letter was sent to the Sub County Education offices and Sub County Commissioners' offices in the county for purposes of information. The respondents were assured that strict confidentiality was maintained when dealing with the responses. To triangulate the findings from these instruments, the researcher reviewed selected textbooks and other scholarly documents to establish the current status of career decision-making self-efficacy among secondary school students in public schools.

3.5 Data Analysis

Data was cleaned for processing and analysis. Quantitative data was analyzed based on the objectives of the study. Data analysis was conducted at intervals throughout the data collection process and finally at the end of this exercise. Quantitative data was coded in the computers and then analyzed using descriptive statistics such as frequencies, percentages, means and standard deviation in Statistical Packages for Social Science version 27. The findings were presented using percentages and frequency tables. Frequency counts of the responses were obtained to generate information about informants who had participated in the study and to illustrate the general trend of findings on the various variables that were under investigation. The study utilized a t-test, simple regression, and ANOVA to establish a relationship between the study variables. Simple regression tests the percentage of the variance in each of the dependent variables that can be attributed to the independent variable.

4. Results and Discussions

This chapter presents the findings, results and discussions related to the objectives of the study. The collected data were analysed using both descriptive and inferential statistics aided by the Statistical Package for Social Sciences (SPSS) computer programme version 24.0 for Windows. The hypothesis was tested using simple regression analysis. The hypothesis tests were performed at a significant level of $\alpha = .05$. The null hypotheses were rejected or failed to be rejected based on calculated test statistics and the value of probability of significance (p-value). The null hypothesis failed to be rejected when $p \geq .05$ and rejected when $p < .05$.

4.1 Demographic Characteristics of the Respondents

This section presents a summary of the distribution of the respondents in terms of demographic characteristics. The demographic information was key in explaining the emerging trends in the study results. The respondents' demographic characteristics included gender, age, type of school, whether the respondents had already made a career choice, how the respondents arrived at their career choice, whether the respondents sought career choice, the highest professional qualification of career teacher respondents, and training in counselling. The percentage distribution of respondents per every demographic characteristic was as discussed in the subsequent sub-sections.

4.2 Results and Discussion Based on the Objectives of the Study

This study aimed to determine whether career teachers' perception of students' career decision-making self-efficacy has an influence on career decision-making self-efficacy among students in public secondary schools in Kiambu County, Kenya. To achieve the research objectives for this study, the null hypothesis was posited and tested at a .05 level of significance. The perception of the career teacher on students' career decision-making self-efficacy has no statistically significant influence on career decision-making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

4.3 The Influence of Career Teachers' Perception on Students' Career Decision-making Self-efficacy among Students in Public Secondary Schools in Kiambu County, Kenya

The objective of the study was to determine whether career teachers' perception of student's career decision-making has an influence on career decision-making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To achieve the objective, the hypothesis was formulated: Career Teacher's Perception of students' career decision-making has no statistically significant influence on career decision-making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The hypothesis presumed that career teacher's perception on student's career decision-making has no influence on career decision-making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To establish the truth of this assumption, Pearson's correlation coefficient and ANOVA test were carried out. The results of the analysis are shown in Tables 1 and 2.

Table 1: Pearsons' Correlation Coefficient between Career Teachers' Perception of Student's Career Decision-Making and the Career Decision-Making Self-efficacy among Students in Public Secondary Schools in Kiambu County, Kenya

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.847 ^a	.717	.7163	2.21352	.715	734.445	1	378	.000

a. Predictors: (Constant), Household Income Influence Your Career Decision Making Self-Efficacy

Source: (Field data, 2023).

Table 2 presents an ANOVA test of career teachers' perception of student's career decision-making self-efficacy in Public Secondary Schools in Kiambu County, Kenya.

Table 2: ANOVA of Career Teacher's Perception of Student's Career Decision Making Self-Efficacy in Public Secondary Schools in Kiambu County, Kenya

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9018.639	1	9018.639	734.445	.000 ^b
	Residual	1964.725	160	12.280		
	Total	10983.364	161			

a. Dependent Variable: Career Decision Scale Totals
 b. Predictors: (Constant), Career Teacher's opinion on students' ability to make an informed decision on their career choice.

Source: (Field data, 2023).

From Table 2, the F value was found to be significant ($F(1, 160) = 734.445, p = .000$). The null hypothesis that career teacher's perception on student's career decision-making has no statistically significant influence on career decision-making self-efficacy among students in public secondary schools in Kiambu County, Kenya was rejected at .05 level of significance. It means that career teacher's perception on student's career decision-making has a statistically significant influence on career decision-making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

From Table 1, the Pearson's Correlation Coefficient of career teachers' perception of student's career decision-making self-efficacy in Public Secondary Schools in Kiambu County, Kenya, indicates that the Pearson Correlation Coefficient was statistically significant at a .05 level of significance ($r = .8476, p = 0.000$). The r squared was found to be 0.717. This indicates that 71.7% of the variance in career decision-making self-efficacy among students in public secondary schools in Kiambu County, Kenya, could be Career Teacher's Perception of Student's Career Decision Making Self-Efficacy in Public Secondary Schools in Kiambu County, Kenya.

The current study concurs with McCain's (2017) study, which he carried out on teacher perceptions of the impact of self-efficacy on classroom management style: A case study of Liberty University. Four themes emerged from the data analysis process: build relationships, be flexible, convey expectations, and make a difference. The themes were consistent with the relevant literature regarding teacher self-efficacy and classroom management and provided answers to the three research questions proposed in the study. Miller *et al.* (2017) carried out a study on the influence of teachers' self-efficacy on perceptions: Perceived teacher competence and respect and student effort and achievement. The study found that teaching self-efficacy and course level were significantly associated with students' perceived teacher competence and perceived teacher respect, as well as teachers' ratings of student characteristics.

The study findings are in line with Wolf *et al.* (2021), who carried out a study in German about student teachers' decision-making process of becoming a teacher: The relationship among career exploration and decision-making self-efficacy, teacher motivation and early field experience. Results showed that career exploration and decision-making self-efficacy, its sources, emotional support, field experience, and teacher motivation jointly interact to determine teaching career decidedness and future teacher self-efficacy. It also agrees with Barni *et al.* (2019) in their study about teachers' self-efficacy, the role of personal values and motivations for teaching. The results indicated that teachers' self-efficacy had been repeatedly demonstrated to be a relevant factor for the effectiveness of the teaching activity, as it is a powerful drive influencing the behavior of teachers in the classroom and the effort put into the endeavor. Therefore, improved teacher self-efficacy can result in improved teacher recruitment and experience, hence influencing the career teachers' perception, which in turn affects students' career decision-making self-efficacy (Barni *et al.*, 2019).

Children need to have an understanding of the future based on current decisions, such as choosing a secondary school, which will affect their career choices later. By having career awareness, children will have broad insight into the types of work that exist in the world, set goals professionally and achieve goals (Yasmiri *et al.*, 2017). It also enables them to have an important foundation in planning for the future effectively (Chan, 2020), play a role in making decisions in life, and gain success and resilience in overcoming various situations that will arise in life and the world of work (Glessner *et al.*, 2017). Accordingly, students' perceptions of career information services have a positive effect on self-efficacy in making career decisions for class XII SMK students in Semarang City. The higher the level, the better (higher) students' perception of career information services and the higher the self-efficacy of students' career decision-making abilities. If it is associated with the career guidance process, students in this career guidance information service previously determine the targets to be achieved according to the degree of confidence that they can meet those targets well. After that, the individual learns from the experience of himself and others by way of self-reflection and seeing the behavior of others, then critically analyzes it so that he finds new understanding. During the process of discovering new understandings, individuals will experience a learning

process from their experiences and their environment (Haryati, Purwanto, & Awalya, 2021). Further, the study agrees with Valverde (2022), who conducted his study on teachers' perceptions of college and career education exposure in middle school students. According to the study, properly preparing middle school students for their transition to high school and post-secondary endeavors requires early exposure to college and career information and resources.

Suggestions from the results of this study are: 1) for school counselors, it is hoped that they can provide guidance and counseling services better according to student needs so that students have a better perception of social information services. It is also recommended to accompany the development of self-efficacy in student career decision-making more intensively in an effort to help develop students' self-adjustment abilities, 2) for other researchers who are interested in developing research on the effect of perceptions of career information services on career decision-making self-efficacy can regulate the independent factors before to doing study. In particular, it is for a similar type of research, namely ex post facto. Then, the results that will be obtained are more in line with what they should be. The dependent variable is only influenced by the independent variable intended in the study.

Moreover, the study agrees with Pearman *et al.* (2021) in their study on teacher educators' perceptions of characteristics of self-efficacy. The study found that modeling, individual and class discussions, and reflections on real-life teaching are the most common methods employed to develop self-efficacy in teacher candidates.

5. Summary of the Findings

The objective of the study was to determine whether career teachers' perception on student's career decision-making self-efficacy has an influence on career decision-making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

To achieve the objective, the following hypothesis was formulated:

H₀₁: Career teacher's perception on student's career decision-making self-efficacy has no statistically significant influence on career decision-making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

The hypothesis was tested using an ANOVA test. The ANOVA test showed that;

- 1) The F value was found to be significant ($F(1, 160) = 734.445, p = .000$).
- 2) The null hypothesis (H_0) was rejected.
- 3) The career teachers' perceptions influence career decision-making and self-efficacy among students in public secondary schools in Kiambu County, Kenya.

6. Conclusions

Based on the findings of the study, it was concluded that career teacher's perception on student's career decision-making has a statistically significant influence on career

decision-making self-efficacy among students in public secondary schools in Kiambu County, Kenya.

7. Recommendations

Based on the conclusions of the study, it was recommended that career teachers should take precautions while undertaking career guidance and counseling to students since their perception has an influence on career decision-making self-efficacy among students in public secondary schools.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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