

The Efficacy of Career Counselling on Job Retention among Employees: An Analysis of Empirical Literature Review

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Abstract

Career-related decision-making, career erudition/progress and development are as a result of considered and enviable results from a broad array of interventions required to shore up individuals in making flourishing career transitions all the way through their lifetimes. However, achieving precision about the accurate nature of the interventions required to achieve these outcomes, and the conditions essential to support their thriving execution is not clear-cut. Even at a fundamental level, the nature of career decision-making and career counseling is, itself, contested this is due to the Changes in the labour market for instance the advancement of information technology and globalization which have challenged the relevance of the career counseling, the view of career change is a one-off experience in an individual's development, substituting it with a wider indulgent of how transitions into, and throughout, career counseling, instruction and service are more multifaceted, more stretched and often span lifetimes Whereas the cutthroat benefit for organizations in the previous economy centered on pecuniary investment and expertise, the new market dictate stressing on investment in human capital, skills, and the dedication and zeal of the employees. The center of attention in the business world has shifted from corporeal assets to information and knowledge such as intellectual capital. Career guidance helps people to reflect on their aspiration, interests, experience and capability. It helps them to comprehend the labour market and edification systems, and to transmit this to what they discern in relation to themselves.

Key words: Career, Efficacy, Performance, Market Economy

Introduction

Employers committed to fostering the career development of their employees and providing environments in which their employees will thrive can concentrate on four key strategies: offering challenging opportunities, supporting skill enhancement, communicating and collaborating on meaningful goals, and providing clear feedback about job performance (Shikanga, 2009). All of these strategies require commitment from both managers and employees, and mutually respectful 'adult-adult' work relationships (Candy, 2000). Employees with supportive managers are more likely to engage in subsequent development activity (Busby, 2003), and supportive coworkers and supervisors can buffer the effects of work-related stress (Henry, 2011). Therefore, it seems important in today's challenging work environment, that employers structure the workplace such that managers and their employees are supporting each other to achieve corporate and personal goals. Often, employees need to get their manager's permission to participate in career management activities (Jones, 2004). It is important, then, that managers understand that career management can lead to more successful careers for employees, which, in turn will result in a harder working and more committed staff, a clear benefit to the organization (Lease, 2004). Of course, effective career management involves strategically planning for skills enhancement as well.

Literature Review

Career Counseling

Career counseling is regarded as assisting an individual to make informed decisions regarding work or about work associated tribulations. Gichinga (2011) delineate counseling as an association in which one individual helps another to appreciate and resolve their problems-the definitive goal is a helping association. Nthangi (2007) views career counseling as a personalized practice that helps an individual comprehend themselves, discover career options, and elucidate and obtain preferred career objectives. It throws in intuitive and cognitive modus operandi. The counseling present insights, guidance and shore up to help an individual comprehend and manage diverse career choices. A career counselor counsel employees in making and validating career decisions and choices. The counselor also works with persons deal with with such changes as a new itinerary, job loss, or a new career (Shikanga, 2009)

Erick, (2012) observes that successful career counseling at the work place may assist human resources to discover themselves and take bright options. Career counseling is a two way process in which the counselor and the counselee both contribute to make career counseling efficient and effective. Counseling hence develops a rationale to interrelate internal and external factors. The counselee discovers themselves and their potential thus empowering them to make informed and independent decisions. The human resource department has a key role to ascertain that employees are well adjusted at the workplace, and this can be affected by problem diagnosis. The employees exhibiting certain problems could be advised to attend counseling sessions. New employees may also exhibit certain problems needing counseling. Luthans, (2011) reveals that specific techniques of socializing new employees would include the use of mentors, role models, training programs, reward systems and career planning. He ultimately recommended the following steps for organizational socialization: provide first challenging job, provide relevant training, endow with timely and stable response, select excellent first superior to be in charge of socialization, devise a stress-free orientation plan and position new recruits to work in groups with high self-esteem (Nyamberega, 2008)

Binrose, Banes, Hughes & Orton (2004) argue that problems related to performance are perhaps the most obvious kind to precipitate the need to visit a career counselor. `Career` has, after all, been traditionally associated with achievement, and a career counselor may well be seen as someone able to get the individual back on the, temporarily interrupted, path to success. Nthangi (2007) concludes that workers, who fail to advance their career, stalling at one position, are referred to as plateaued employees. Many of them are often a liability to the organization they work for because of diminished morale and consequent low productivity. Their levels of stress are often high and they are prone to stress associated disorders. From the Literature reviewed it reveals that various researchers concentrate on workplace and educational counseling (Nthangi, 2007; Gishinga, 2011); the two authors agree that counseling assist clientele fine-tune well on performance.

Many authors concentrate on the dire need for considered and well planned on-the-job training to complement formal education (Lease, 2004), especially in the area of

interpersonal communication and team skills. At Intel, for instance, a key management responsibility is to help employees understand the shifting demand for their skills and to encourage appropriate training; supervisors at Reutets, as well, are required to provide candid guidance, in essence, not encouraging employees to pursue inappropriate training or careers (Davies, 2000). Realistic, unambiguous feedback for all workers, especially those that find themselves plateaued, is essential if employees are to be equipped to effectively self-manage their careers (Dixon-Reeves, 2003).

Callanan & Benzing (2004) observes that many organizations today are also concerned about retaining their best people. Research tells us that companies that offer self-directed careers and offer enriched environments in which their employees can grow and develop will find that they are better able to recruit and retain good staff (Carter, Scales, Collins & Wan, 2003). However, fast-tracking high performers need to be clearly told that they are wanted, especially when they see many of their colleagues being let go (Waweru, 2007). Several innovative corporate programs today foster career enrichment rather than upward mobility. Strategies include lateral moves, temporary reassignments, cross-functional projects, and external placements (Miller & Licardi, 2003). Most companies, however, are just scratching the surface in helping their employees to effectively manage non-hierarchical careers. The repercussion of downsizings, amalgamations, and key business restructuring, and with the need for increased productivity and a flexible workforce, there is a growing concern in the corporate world about building a career development culture (Cushner & Mahon, 2002).

Holmes, (2002) argues that inevitably some employees will need to move on. There is an increasing trend toward providing in-house career centers and transition services, staffed by a combination of corporate employees and external consultants such centers can help to facilitate both internal career moves and gracious exits. Typical services for displaced workers include one-to-one counseling and coaching and workshops on the transition process, financial planning, self-assessment, career exploration, and work search skills. Sometimes workshops on entrepreneurial options like franchising, consulting, or starting a business which are offered as well. Most in-house centers provide an extensive career resource library, computer workstations, Internet access, phone messaging system, and other clerical support. Negative energy building in the work force. Unfortunately, the facilitator ended up being nicknamed Dr. Feel Bad, but the workshops were successful in clearing the air and freeing up employees to become more productive (Legume & Horse, 2004).

Huiling, (2001) describes a similar intervention to restore healthy relationships at work, beginning with damage control, followed by grieving, then breaking away from co-dependency, and finally, altering organizational systems to accommodate the new employment contract (of self-directed careers and adult-adult relationships) that many contemporary authors describe (Busby, 2003; candy, 2000; Davies, 2000). Huiling cautions, however, that Intervention success seems to be a function of the skill of the facilitator, the stage of the group, the level of trust, the culture of the organization, the emotional authenticity of the group, and a number of other factors, not all of which are yet understood even by trained facilitators (Kelly, 2004).

Building a resilient workforce

Marsland (2001) observes that the niche for counselors is to help organizations build a resilient workforce. Employees today need to develop met skills including adaptability, tolerance of ambiguity and uncertainty (or the ability to embrace surprise), an exploratory attitude, and self-awareness (Maxwell, 2001). Clearly these are areas in which counselors have some existing expertise. Employees also need to learn how to benchmark their skills to keep themselves employable (Nthangi, 2007). Career counselors can teach workers how to maintain their employability at peak levels by ensuring that their skills have kept up with fast-paced changes in their occupation or industry.

Exploring career options

Traditionally, there are two aspects to career exploration: enhancing self-awareness and gaining a better understanding of the world of work. There is evidence to suggest that both of these offer benefits to employees. Henry, (2011), for instance, proposes that career discovery "by making the unidentified somewhat more known . . . might be able to ease some of the stress that goes along with change". Wachira, (2012) takes a divergent point of view, Although counselors clearly have much experience in facilitating career exploration, keeping abreast of career planning models and innovations that suit employed workers is crucial. Some of the linear, developmental models based on matching individual traits to suitable career options are not viable in these times of rapid change (Luthans, 2011). In emerging theories of career development, serendipity is given serious consideration (McGrath & Millen, 2003). Marsland (2001) suggests that career counseling in the new millennium will be a more interpretive and less directive practice, much more similar to personal counseling and psychotherapy than it has been in the past. Career counselors, they, might need to build in a combination of one-to-one, self-directed, and group interventions to facilitate a comprehensive career exploration strategy.

Goal setting and action planning

Another oft-used in counseling strategy involves setting clear goals and developing action plans to accomplish them. Several authors highlight the importance of these steps in coping with the changes in today's world of work (Lease, 2004). Nyamberega, (2008) tells us that employees who systematically plan their careers tend to be more successful and feel more positive; goal-setting and action-planning skills, then, can be important additions to an individual's toolkit. Facilitating effective work search for the new millennium Another important career management skill for today's workers is the ability to successfully find and secure work within their organizations and externally.

Several researchers report on successful work search interventions including structured weekly counseling (Binrose, Banes, Hughes & Orton, 2004) and lunchtime job clubs (Candy, 2000). Such programs, however, need to be flexible enough to fit around organizational needs. Counselors, therefore, need to be prepared to offer their services in non-traditional times and locations.

Training career coaches and mentors

Many managers and supervisors today are expected to act as mentors and career coaches to their employees (Callanan & Benzing, 2004), yet training for this role is sometimes overlooked (Davies, 2000). Gault, Redington & Schalager (2000), for example, details that "both career preparation and career management services were considered to be more effectual when supervisors received Training in career counseling", yet they found that only 43% of the organizations participating in their study provided such Training. Many managers also experience difficulties communicating with their employees in times of uncertainty (Dixon-Reeves, 2003). Career counselors, then, could provide a service to organizations by training and coaching managers in basic counseling, communication, and career management strategies. Marriott International, for example, has trained their managers in a four-step model for career coaching: first, helping employees conduct a comprehensive self-assessment of interests, skills, and values; then offering ongoing feedback; next, helping employees create realistic career goals; and, finally, helping with developing do-able plans (Jones, 2004). Many career counselors would be more than competent to offer such training and support.

Qualitative and Quantitative Literature in Career Counseling

Wachira (2012) observes that Career-related intrusion in higher education and the brunt on employees' career-related choices, career erudition and development towards the labour marketplace have been researched well. Early searches provided a total of 77,272 references. To reduce the number of potential articles to a convenient level within the an existing timeframe, a significant proportion were screened online in order to determine their suitability for inclusion in the systematic literature review. Screening was done online and references that were carried out prior to 1995, that were not written in English or did not centrally deal with the research question were excluded. This was usually performed on the basis of the title, but in some instances the abstract was used (this depended on the transparency of the title). It should be noted that some electronic databases and websites had the capability to identify date of publication in the search language. In these cases it was possible to get rid of articles available prior to 1995 from the onset. Online screening was a beneficial element of the process as this enabled the researchers to be familiar with when a database had been extensively searched in order to identify duplications.

Interventions in Career Counseling

Career courses/modules Eight Counseling

research studies into the effectiveness of specialist career, curricular-based interventions are included in the review which have focused on enhancing employee career management and professional skills, and/or a particular subject areas, like business, psychology, medicine and management (Lease, 22004; Kelly, 2004; Jones,20014;Miller& Licardi, 2003).

Three studies examined the impact of career curricular interventions designed to enhance career decision-making. One of these investigated the relative merits of two contrasting approaches for first-year business employees. (Huiling, 2001) A conservative instruction in career decision-making skills was contrasted with a cognitive re-structuring intercession. Mentoring and the achievement of a personal career plan were frequent rudiments. Positive

benefits from both types of curricular interventions were found, with no significant differences between the two experimental groups.

The second study, by Busby, (2004), investigated the impact of the introduction of a career planning course as a compulsory component of a Psychology degree. The objectives of the review were to increase awareness of opportunities; build confidence and support the development of occupational identity. Results revealed that this curricular intervention achieved all of its goals.

The third study investigated a 'career planning and development' module implemented in one university in response to the relatively poor employment outcomes of its graduates (Miller and Liciardi, 2003). The module developed job search skills and self awareness, as well as helping employees achieve their employment goals. The module was evaluated as successful since employees learned that goal setting and long-term career plans allowed them to take control and manage their career development.

Leong et al. (2005) evaluated the impact of a two-session workshop designed to support career speciality choice for second-year medical employees. In particular, they examined the relationships between measured career speciality interests, work values and personality types. They found that two distinct employee sub- groups opted in for the sessions – one had already decided on their career speciality and the other was undecided. Whilst both groups benefited from the workshops, those who were decided about their specialism reported a higher level of satisfaction.

A 'career success club' module aimed at increasing employees' career maturity and was found to be a positive influence (Jones, 2004). The module: assessed skills, values and interests; explored career options; developed job search skills; helped with career-related work experience; supported postgraduate study and full-time employment; and promoted lifelong career management. Employees who completed the module were more likely to have a career objective; persist in academic goals; gain career related work experience; and find employment.

An investigation into how relevant skills are transmitted and relate to effective career management was undertaken with management graduates by Davies, (2000). They found that the acquisition and utilization of dexterity concerning to self-knowledge, interpersonal understanding and environmental information are associated with individual erudition, goal setting, career stratagem and career decision-making. Moreover, these skills were associated with effectual career management.

Kelly, (2004) observed the issues which inhibit and enhance an employee's career management skills within a structured programme and found to support the development of these skills included an early intervention that is embedded in the curriculum and has strong employer involvement. An evaluation of a professional development training programme for higher education employees to complement the degree system produced positive results (Mcgarth & Millen, 2003). The professional development programme was aimed at welfare and healthcare services management employees and was successful in

promoting managerial skills, creating a better understanding of the field and increasing knowledge of networking.

Computer-aided career guidance and Counseling

The use of computer technology in career interventions has become standardized practice. However, whilst its potential use, limitations and cost-benefits have been widely discussed, less emphasis has been placed on investigating their effectiveness. Two studies have compared the effectiveness of different types of career computer programs (Busby, 2003) and examined their use as a supplement to practitioner-based interventions in contrast to a 'stand alone' service (Nyambegera, 2008).

Holmes (2002) set out to explore the virtual significance of diverse forms of computer-assisted career plan intended to accomplish different results, explicitly: career decision-making; self-directed search; and occupational/career exploration. Positive effects on undergraduates of all the programs investigated were found. However, employees preferred the computer intervention designed to support self-directed search and user satisfaction ratings did not necessarily correlate with objective measurement of benefits.

The efficacy of a computer program designed to increase career decidedness, with and without practitioner support, was the focus of a study by Maxwell, (2001). Variations according to age, gender and ethnicity were also explored. It was found that both the computer only and computer plus practitioner interventions were effective in significantly increasing career decidedness. However, the computer plus practitioner intervention proved to be most beneficial.

One-to-one interventions

Six studies focused on the value of one-to-one advice and guidance interventions for different populations of higher education employees (Bimrose et al. 2004; Carter et al., 2003; Marsland, 2001; Purcell et al., 2005).

Purcell et al. (2005) examined higher education career services and how they can enhance the employability of graduates from disadvantaged backgrounds, including: ethnic minority employees; employees with a disability; and employees from a lower socio-economic background. Graduates did not want to be identified as disadvantaged, or receive special treatment, though employees with disabilities reported dissatisfaction when practitioners did not have specialist knowledge. Interventions and activities studied included: one-to-one advice, presentations on career planning and employability linked to the curriculum; job shops; employer fairs; work experiences opportunities (again embedded in the curriculum); and mentoring. Career planning and employability presentations were successful in raising employees' awareness of transferable skills, helping employees' transition from education to work, assisting employees reflect on their abilities and encourage employees' to articulate their employability. University job shops and mentoring were also successful methods of supporting employees' career counseling and career progression.

A further study examined the relationship between employees from different ethnic backgrounds and their experiences of career counseling (Carter et al., 2003). It was found that only those minority ethnic employees who attended career counseling frequently reported positive outcomes. Pre-entry career guidance for nurses who are eligible for diploma course leading to higher education was found to support career development (Marsland, 2001). Guidance was received on career planning and strategies to inform career plans. One-to-one interventions enabled nurses to develop fulfilling careers, benefiting both recruitment and retention.

One-to-one guidance interventions were highly valued by higher education employees (Bimrose et al., 2004). In exploring how effective guidance is practised, 'effective' was defined in this study as what was found 'useful' to clients, judged independently by clients, practitioners and expert witnesses. Useful guidance was defined as: supporting positive outcomes for the client; providing access to expert knowledge, information and networks; promoting constructive change in the client; and, overall, providing the client with a positive experience.

A survey of graduates three years after their graduation asked them to reflect upon the careers services. Respondents thought that the careers service, over the longer term, could be of benefit to those who are unclear about their options on leaving higher education. Early intervention on the part of the careers service was recommended. However, more recent research (Purcell et al., 2005) suggests that although the careers service is a popular source of information, half of the respondents had not found the service useful. Those employees in greatest need of help (including those with poor degree results and less marketable degree subjects) were least likely to have used the careers service.

Career counseling using curricular interventions

Evidence exists from various studies into the influence of curricular interventions in supporting vocational trajectories. Some have been designed to support particular vocational trajectories, like medical careers (Holmes, 2002) or teaching (Cushner and Mahon, 2002; Kelley, 2004). The value of various Masters degrees in supporting career transition has been studied by Candy, (2000), whilst strategies and activities employed by employees to secure employment after graduation have also been scrutinized (Xiang et al., 2004). Finally, research into curriculum structure, content and assessment has provided indicators of course enhancement (Candy, 2000; Clarke et al., 2001). Mentoring has been used for career-related purposes with under-represented groups. Specifically, it has been used to support both the entry of women into science and minority ethnic employees into academia (Dixon-Reeves, 2003).

A mentoring plan intended to shore up minority ethnic employees in putting in order for careers in academia in psychology used members of academic staff as mentors. The success of this particular use of mentoring is attributed to the mentoring support being combined with employee financial assistance (Orwa, 2002). Similar evidence was reported by Dixon-Reeves (2003) in a study of mentoring for ethnic minority doctoral employees and female employees. Mentoring facilitated career advancement enhanced networking opportunities and increased professional development activities.

In a further study (Wachira, 2012) mentoring program was initiated to put together wherewithal to smooth the progress of employees' ability to enter and prosper in academia. Finally, mentoring was found to be successful method of helping employees from disadvantaged backgrounds with career counseling and career progression by increasing their employability (Lease, 2004). Composite mentoring (the strategic selection of a diverse set of mentors) has been used to support women into scientific careers (Kelly, 2004). Despite already being employees on scientific courses, women participating in the scheme studied had expressed concern about choosing a career in sciences and/or had experienced difficulty identifying with available mentors. These combined difficulties had resulted in their considering leaving science. Training support in selecting and negotiating appropriate composite mentoring support was found to be a key element for successful outcomes.

Additionally, methods for maximizing benefits from mentoring for career development have been studied (Wessel et al., 2003). A study of mentoring for business employees assumed benefits in terms of career mobility, satisfaction, commitment and promotion, so set out to identify factors to maximize its effectiveness (Xiang et al. 2004). Two were found. Participants regarded their mentoring relationship positively when they felt that the process had taken their views and preferences into account (procedural voice) and when they perceived task allocation to be fair (distributive justice). One study into a nurse mentoring scheme has focused on its effectiveness to support professional career development.

The use of 'mentorship' for role and career development in nurse education was evaluated positively by Xiang et al. (2004). This method involved the use of former students who undertook the nursing programme to mentor employee nurses. Employees valued this arrangement because it helped them to make personal, academic and career decisions. Additionally, alumni gained career benefits from sharing their professional knowledge and expertise.

Theoretical Framework that underpin employee career counseling and job retention

The study will adopt Douglas McGregor's well-known for the classification of theory X versus theory Y is appropriate for the leadership advancement. Theory X assumes that in commonly instances most people find working distasteful and habitually avoid doing it if doable. That is why most people have got to be controlled and directed, even threatened to perform the way the organizational objectives will be attained. Theory X also presumes that people want to be restricted and directed rather than take conscientiousness, and that people lack ambition.

Theory Y has its roots in the modern knowledge of human behaviour; it presupposes that mental and physical exertion in work is as usual as play or rest. It also says that threatening and external control is not the only ways to make employees work well again to accomplish organizational goals. (Hofstede 2005, 266) If an individual is committed to the duty he/she is doing, he/she will apply self-control. Commitment is also reliant on the quantity of rewards someone is getting as of his/her performance. Most significant rewards are those that make happy the desires of the individual and craft personal development. According to Theory Y people gain knowledge not only to comprehend but also to search for

responsibility. Under the supposition of Theory Y the rationale of the leader is to incorporate the desires of an individual in to the desires of organization. McGregor's thought is that the capability to make human resources discover the organizational aspiration is the real meaning of leadership. When everyone is dedicated to the universal goals, supervisors act as teachers, consult and only rarely act as authoritative bosses. Leaders' own supposition of the employee's inspiration is pertinent. If the supposition is along with the line of Theory X the leadership approach will be highly special compared to the circumstances where leaders act according to the Theory Y.

Managers that hold Theory X tend to manage their human resources. Those managers think that people are resourceful only as long as their work process is pragmatic. Thus the best managing approach is to tell human resources precisely what they must do and closely manage them to get the whole fad done in time and with good quality. Leaders reflecting on Theory X think that human resources are only motivated by money, threat of chastisement and fringe benefits. Theory X builds strong hierarchical organization with many decision-making levels where managers plan and make a decision what everyone is doing. (Eric, 2012)

If this review and the related studies are seen as a prelude to action, then an additional question arises: What will be the theoretical underpinning of the approach to career counseling in any attempt to enhance or extend current practice? People learn in different ways and through combinations of career counseling, such as imitation; participation; acquisition; experimentation; discovery and knowledge-building. Activities designed to enhance career-related decisions, career counseling/development and progression need to be placed within a suitable frame of what they are trying to achieve and by what means. The work of Marsland (2001), gave careful consideration to be adapted when thinking about trying to improve the career decision- making and career counseling of employees and graduates:

Additionally, however, the success of many attempts to enact curricular change to enhance career counseling will depend to some extent upon multi-professional partnership involving careers practitioners and teaching staff. Higher education careers services maneuver in a milieu where their decision-making is often constrained, even where they are delivering an extra-curricular programme. For example, one university careers service may operate a 'skills for employment' programme that employees evaluate as very useful, but because the funding for this comes from a special university initiatives fund, rather than a mainstream budget, then the programme is terminated despite its accomplishment.

Empirical literature

Gishinga (2011) emphasizes the significance of counseling by suggesting that any individual who is facing a dilemma for which they are not equipped on how to deal with the meticulous challenge desires the support of another person prepared in assisting others to pull through. Many disputes arise at the workplaces which require expertise intrusion in requisites of direction, advice and germane information for decision making infact Kenya as a country is facing a comparable quandary

More than 30 years ago, curiosity in burnout research has been sought by academics and managers in equal measure, many scholars than before have come to appreciate the important negative impact it has on human resources. The objective in this empirical review is to review the most recent literature concerning the career counseling relieves burnout constructs and promote employee job retention, the study will consider published literature from 1990 to the present. This literature is considered enough to cover the variables at hand. Employee counseling relieves the burnout which is a form of work-related strain, is the consequence of a significant buildup of work-related stress. Wei- Cheng (1999) Postulates that is burnout a condition of emotional exhaustion, depersonalization, and abridged personal accomplishment that can occur amongst persons who do people work as noted in Wright et al., (1997) observed that burnout is distinguished by three primary symptoms. Specifically, emotional fatigue refers to a depletion of emotional resources. Employees who are psychologically exhausted typically feel as nevertheless they lack adaptive resources and cannot provide any more to their job. The vigor that they once had to dedicate to their work is now exhausted, leaving them without the resources to execute their mandate. Cynicism and disengagement in the literature often occurs in a rejoinder to the aforementioned emotional fatigue and describes a procedure whereby employees disengage from their job and begin to build up callous or uncaring feelings toward their job, their performance, and those associated with the job. Abridged personal achievement refers to ebb perceptions of capability on the job; employees recognize that they cannot carry out as well at their job according to their potentials.

In 1990, the first European Conference on Professional counseling on Burnout was held in Krakow, Poland. From that conference, a book was written (Weinberger, 2000) that served as a comprehensive summary of the condition of the counseling on reduction of burnout literature up to that point and optional myriad directions for ensuing research in relation to the burnout construct. Since the publication of that book, burnout reduction through counseling has been the subject of thousands of published research studies and dozens of books. A search on Psycinfo by means of the keyword “counseling burnout” as of 1993 to the time of this writing yielded 1784 articles, books, and dissertations; a comparable search on Business Source Elite capitulated nearly 200 academic articles. Indisputably, counseling keeps on to be a theme that piques the attention of researchers and practitioners. Particularly significant to the progression of the study of counseling on burnout was the ultimate. Weinberger, (2000) summarized the present state of the study of burnout and suggested a number of significant questions left to deal with in order to better understand the effect of counseling on burnout. Their proposition set the phase for the burnout literature throughout the subsequent decade. The purpose of this review is to clarify the development in both the theoretical and empirical research on career counseling on burn out that has occurred since this influential book was published.

This review has structured itself along the suggestions for future research provided by Davies (2000). In light of the enormity of the career counseling literature, the study comprehensively reviews each article that has been published on the topic over the last ten years (Candy, 2000) this period has been characterized by the research concerning career counseling over the past decade. We will begin by summarizing the section of Candy, (2000)

as it present the preliminary for indulgent what has taken place in the study of career counseling. Burnout has momentous costs in terms of health and organizational consequence (GOK, 2007). The increasing proportion of long-term disability claims filed by workers as a result of burnout has led to momentous encumber for employees, employers and insurers international (Henry, 2011) this concurs with Jones (2004) who concluded that there is a significant, relevant construct that is worthy of continued scrutiny.

Conclusions

The focal point for this literature review was extremely broad, with different aspects of the review question studied more extensively than others. The systematic methodology has proved effective in achieving the aim and objectives of the review. Relevant research has been drawn from many countries, with the majority of studies from North America. Little evidence has been found of longitudinal research relevant to the review focus. The review process has yielded a mixture of qualitative and quantitative research approaches. Specialist career in curricular interventions have been implemented in the specific areas in response to an identified need, like to support the choice of clinical specialism in medicine or improve the career management skills of graduates in business, psychology and management. In all eight studies reviewed, positive outcomes were reported. Computer-aided career guidance programs yielded a limited number of studies into their efficacy. Of the two studies reviewed, programs that facilitated self-directed searches were preferred by users and a combination of a career guidance program supported by a practitioner intervention was found to be most useful. One-to-one career counseling interventions featured in six studies. They were found useful by employees as they gave access to specialist knowledge; supported positive outcomes; provided a positive experience and promoted constructive commitment to job. However, disadvantaged employees found this type of intervention of limited value unless practitioners had specialist knowledge of their circumstances and needs. Early one-to-one interventions were found to be most beneficial. E-guidance is indicated by a pilot study as an intervention with the potential for a positive impact on career counseling and job retention.

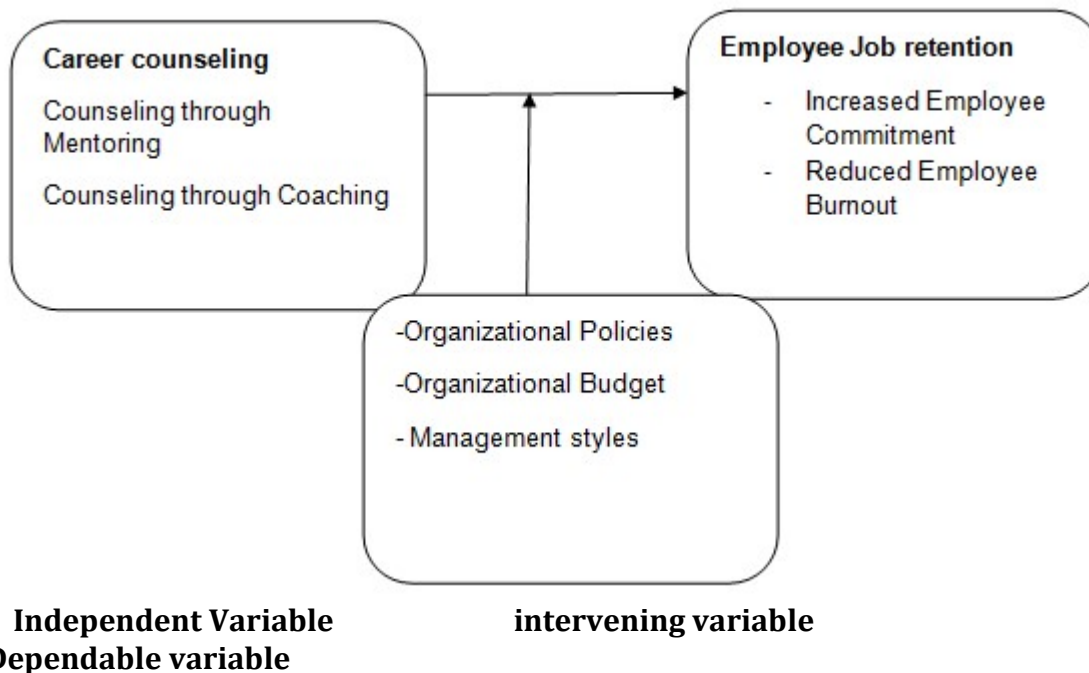
Research gaps and recommendations

The concept of job retention has become an overarching feature of career guidance research designed to bring about 'the ascertaining of conscientiousness for definite outcomes, certain set of human resources' (Candy, 2000). Policy-makers have turn out to be occupied in a new form of conversation focusing further on the exhibition of the impact of services and less on unreliable accounts of how clientele have gained. However, different stakeholders have different agendas. For example, policy-makers are primarily influenced by the need to ensure that targets are met, whilst managers with organizational goals often operate with other intrinsic motives, such as ensuring high quality services to individuals. However, they are inevitably driven by funding mechanisms that determine service provision. Practitioners, who are responsible for implementing policies and accountable to others for their work, are influenced by their experience, training experiences, ethics and values.

What is regarded as desirable outcomes from careers guidance, therefore, depends in part on the stakeholder perspective. Outcomes include: providing value for money; meeting organizational goals; achieving government agendas; providing a service of value to users;

meeting the needs of the labour market; and benefiting individual clients on a personal level. With different stakeholder groups interested in different types of outcome, evaluating the influence of various types of career intervention is not without problems. Key issues include: the time frame being considered for instance of immediate, intermediate or long-term and the perspective from which effectiveness is being evaluated although the policy-maker, practitioner, guidance manager, client, independent observer.

Conceptual Framework



Source: own Conceptualization (2016)

Recommendations for future research

Following on the arguments presented above, it is important that future research has clear parameters, taking account of stakeholder interests. It should be theoretically- informed, as well as influenced by a wide range of research that go further than the concept of career counseling and what interventions work in job retention. Given the challenges inherent in evaluating the outcomes of career guidance the most obvious need is for longitudinal research that tracks the development of strategic career biographies of individuals as they move into, through and out of the different phases of their lives, with special reference to their engagement (or not) with particular organization and what curricular or extra-curricular interventions designed to support their career counseling and development. These 'career narratives' would not only be priceless in accommodating career erudition and growth but also importantly, they possibly will also be bespoke as a tool to help the career

decision-making as well as outlining the foundation for multi professional partnership involving careers practitioners and teaching staff.

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