

**THE ROLE OF CAREER GUIDANCE IN THE PROMOTION OF THE RIGHT
TO EDUCATION: A CASE STUDY OF MALANGALA SUB
COUNTY-MITYANA DISTRICT**

**A POST GRADUATE DISSERTATION PRESENTED TO THE DEPARTMENT
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DEDICATION

This piece of work is dedicated to my lovely Dad Esquire James Rogers Buuzabalyawo (RIP) and Mum Sarah Buuzabalyawo (Mrs), who saw it important to educate their lovely daughters. I also dedicate it to Mr. Edward Ssimbwa and my lovely family for their enormous support and patience while undertaking this course. May the Mighty Lord always bless you.

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LIST OF ABBREVIATIONS

CEIAG	: Careers Education, Information, Advice and Guidance (CEIAG)
CG	: Career Guidance
ECG	: Education and Career Guidance
EFA	: Education for All
EU	: European Union
GOU	: Government of Uganda
MOES	: Ministry of Education and Sports
OECD	: Organization of Economic Cooperation and Development
PEAP	: Poverty Eradication Action Plan
UDHR	: Universal Declaration of Human Rights
UNESCO	: United Nations Educational, Scientific and Cultural Organization
UNICEF	: United Nations Educational, Scientific and Cultural Organization
UPE	: Universal Primary Education
UPPET	: Universal Post Primary Education and Training
USA	: United States of America
USE	: Universal Secondary Education

ABSTRACT

This study aimed at assessing the role of career guidance in the promotion of the right to education focusing on Malangala Sub County in Mityana District as a case study. This study hinged on the notion that the centrality of career guidance in the furtherance of the right to education is not questionable. Career guidance helps individuals understand their own goals and aspirations, their own identity, helps them make informed decisions, commit to activities, and manage changes in their career whether they are planned or not.

The study was guided by the following objectives; to find out how students and teachers perceive the significance of career guidance; to find out the mode of delivery of career guidance in secondary schools; to establish how the mode of delivery of career guidance relates to students' realization of their full potential and; to explore challenges to the delivery of career guidance in schools.

This was a case study design involving a detailed analysis of four secondary schools to establish the role of career guidance in the promotion of the right to education. The four targeted schools were; Mityana Standard, St. Ambrose, Kiwawu and Ireneos secondary schools. In this study, both quantitative and qualitative approaches were used and the researcher collected data from students, teachers, district education officer, parents, head teachers, career masters, sub county local government officials, civil society organizations, and community members. Students, teachers, district education officer, parents, head teachers and career masters were targeted as primary respondents. The researcher considered students as primary respondents since they are the primary beneficiaries of career guidance services and products. Teachers, district education officer, parents, head teachers and career masters were considered primary respondents given the fact that these respondents have and/or are meant to have a closer relationship with students and also given their obligations to give, supervise and/or promote career guidance in schools.

This study established that both teachers and students appreciate the significance of career guidance in the students' pursuit of their academic goals though most career guidance activities are still not mainstreamed into the teaching and learning process. Further, the study established the indispensable positive relationship between career guidance and the students' realization of their full potential though most modes of career guidance in schools remain largely non-participatory

Under chapter five, this study makes a number of recommendations to different stakeholders on how best to promote an enabling environment for giving and receiving career guidance. First, the MOES should integrate into the teacher training curriculum, aspects of and methodologies on career guidance, secondly schools should devise means of mainstreaming career guidance into the teaching and learning mandate of teachers, thirdly Schools should employ multi-stakeholder approach in the delivery of career guidance services and products. Fourthly, career guidance sessions should be a must for students at their schools especially from senior three to higher classes to enable the students maintain the desired focus Finally, the study proposes areas for further research in the aspect of career guidance How to effectively integrate career guidance into the routine teaching and learning practice among others in the furtherance of the right to education.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Education is internationally recognized as a fundamental right. The UN Convention on the Rights of the Child; Article 28 recognizes the right of education for all person. The Article 30 of the Constitution of Uganda 1995 guarantees the right to education. Career guidance has a significant role in the implementation of this law. Besides what has been said, the decision of which degree programme to pursue at university is very important to secondary school students, their teachers and parents. This importance is underscored by the fact that often, this decision determines the career that the students will take for the rest of their working lives. It is therefore, important that the proper decision is made, or if the wrong one is initially made, opportunity is availed to enable the student correct any mistakes in this important decision making process. At secondary school level, career guidance services should be provided to students.

This study aimed at assessing the role of career guidance in the promotion of the right to education in secondary schools using a case study of Malangala Sub County in Mityana District. This chapter presents the background to the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study, justification of the study, definition of key terms, conceptual framework and the explanation of this framework.

1.1 Background to the Study

Both international and national legal regimes provide for the right to education and emphasize the interconnections between this right and other rights. Notably, Article 26 of the Universal Declaration of Human Rights (1948) including Articles 30 and 34 of the 1995 Uganda Constitution make education a right. Additionally, Article 2 of the UDHR (1948) elaborates that education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. Similarly, Article 11 of the African Charter of the Rights and Welfare of the Child (1999) provides for the right to education and elucidates that the education of the child shall be directed to the promotion and development of the child's personality, talents and mental and physical abilities to their fullest potential. UNESCO (2014) regards education to be a human right in itself which is indispensable for the exercise of other human rights. According to UNESCO (2014), this right encompasses not only access to educational provision, but also the obligation to eliminate discrimination at all levels of the educational system, to set minimum standards and to improve quality.

To further this right to education, the Government of Uganda has undertaken progressive steps. In a remarkable way, the Government introduced Universal Primary Education (UPE) and Universal Secondary Education (USE) in 1997 and 2007 respectively among other initiatives meant to propagate the right to education. Central to this propagation is an aspect of career guidance which may among others be administered through guidance and counseling sessions by relevant stakeholders in various settings at home, school or in any other place.

According to Akumu (2011), the history of school counseling formally started at the turn of the twentieth century, although a case can be made for tracing the foundations of guidance and counseling principles to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle. Further, there is evidence to argue that some of the techniques and skills of modern-day guidance counselors were practiced by Catholic priests in the middle ages, as can be seen by the dedication to the concept of confidentiality within the confession. It was not until the twentieth century as Wrenn (1962) contends that formal guidance programs using specialized textbooks started.

In Africa countries, guidance and counseling in the education sector according to Eugene Shayo (2011) is regarded as the youngest discipline. In Uganda particularly, Guidance and Counseling is a relatively new movement. According to the Ministry of Education and Sport (MOES, 2004), guidance and counseling started with introduction of formal education by missionaries. The MOES (2004) further elucidates that the need for formal guidance and counseling in schools was realized in the 1960s, when the Ministry of Education then, established the office of Career Guidance at its headquarters in Kampala. The Minister of Education then, the late J. S. Luyimbazi Zake did a lot to promote the guidance and counseling movement in Uganda. Additionally, the Minister also emphasized the need for school leavers to choose appropriate careers for their future.

However, in Uganda, some secondary students fail to realize their right to education. For example, universities in Uganda place secondary students in the degree programmes based on their capacity and the cut-off points for the respective programmes. Some secondary students qualify to join universities under the cutoffs but failed to meet the cut-off points for their chosen degree programmes. This scenario then divides the students between those who chose degree programmes, qualified for them and got admitted, those who otherwise qualified for degree programmes but were not admitted because of not making them the first

choice, and those who chose degree programmes for which they did not qualify and hence have to be placed in any available degree programmes. This scenario may be avoided if students are provided with better career guidance.

According to the New Zealand Education Review office report (1999), schools have the responsibility to provide appropriate career information and counseling to all students, but special attention is recommended to be paid to those who are nearing the completion of their education cycle. They have to be provided with specific career guidance and counseling to enable them to make informed decisions on further education. Similarly, Hoyt et al (2004) stressed the importance of comprehensive career information that should be organized into instructional programs offered to all students. Requirements for a variety of jobs are changing as new jobs are emerging while others become obsolete.

In his contribution, Schmidt (2001) explained that career guidance and counseling is an important avenue through which students acquire the ability to make rational career decisions, and by extension, programmes for study at universities that impact on their future working lives. This understanding is based on the fact that during the career counseling process, all aspects of an individual's life are considered as an integral part of the career making and planning. After orientation into their degree programmes, a significant percentage of students come wishing to revise their degree programmes, citing dislike for some aspects thereof. Secondly, others come to change, from degree programmes they were admitted into after choosing them as first choice and meeting the degree programme requirements, to others degree programmes they perceive to be better. The inter school transfer process carried out during orientation period assists this category of students. The number transferred thus is however, very small and it leaves a large group of students dissatisfied. This study investigated the extent to which these needs are known and addressed by the secondary schools in Uganda.

1.2 Statement of the Problem

Secondary school students in Uganda have to enjoy their rights to education. However, not all these students have been able to realize their rights to education. This is especially demonstrated in university education programmes they wish to study but after sitting their advanced level examinations, they end studying university education programmes, which are not of their choice. This has negative consequences to the students in that they end up with careers they do not like and as such, they do not perform well in their careers.

However, the centrality of career guidance in the furtherance of the right to education is not questionable and this may be helpful to all students in Uganda secondary schools. Career guidance helps individuals understand their own goals and aspirations, their own identity, helps them make informed decisions, commit to activities, and manage changes in their career whether they are planned or not (Schmidt, 2001). In light of this centrality, the MOES has taken key steps to cascade students' access to career guidance services and products. These steps include among others; the creation of the Department of Guidance and Counseling and supporting other administrative measures in schools like designating one or more teachers as senior men or women, recruiting counselors, holding career talks and hosting successful persons in society to inspire students.

Despite the centrality of career guidance services in the furtherance of the right to education and the MOES efforts to promote access to these services notwithstanding, there is still reported inadequate access to counseling and career guidance services in schools (New Vision Dec 21, 2014). There is glaring evidence that to date, career guidance is not given lots of consideration in secondary schools. Secondary schools continue to offer career guidance as a seasonal activity by holding a career week or day during the term and yet effective guidance needs to be conducted as an ongoing intervention, linked to academic

success. Paradoxically, inadequate access to career guidance services lives side by side with the Uganda's education system today that bestows upon students, intractable challenges, including; the dilemma of having over 15 subjects at Ordinary Level and over 10 subjects at Advanced Level from which to choose subjects of interest; multiple post secondary education career paths; existence of several secondary and post-secondary academic institutions and; multiple and at times hard-to differentiate academic programs offered by Universities and other higher institutions of learning. Thus, this study sought to explore the role of career guidance in the promotion of the right to education in Malangala Sub County - Mityana District.

1.3 Objectives of the Study

1.3.1 Major Objective

The major objective of this study is to investigate the role of career guidance on the realization of the right to education in secondary schools.

1.3.2 Specific Objectives

1. To find out how students and teachers perceive the significance of career guidance in secondary schools.
2. To find out the mode of delivery of career guidance in secondary schools.
3. To establish how the mode of delivery of career guidance relates to secondary school students' realization of their full potential.
4. To explore challenges to the delivery of career guidance in secondary schools.

1.4 Research Questions

1. How do students and teachers perceive the significance of career guidance in secondary schools?
2. What are the modes of delivery of career guidance in secondary schools?
3. How mode of delivery of career guidance relates to secondary school students' realization of their full potential?
4. What are the challenges in the delivery of career guidance in secondary schools?

1.5 Scope of the Study

This study focused on career guidance and the right to education in secondary schools in Mityana district. Mityana district is located in the central region of Uganda and neighbors the districts of Mubende, Wakiso, Mpigi, Gomba and Butambala.

Geographical scope, this study was conducted in Malangala Sub County, Mityana district. Mityana has 9 sub counties of which Malangala is one of them. The selected Malangala Sub County borders the following sub counties in Mityana district: Kakindu in the West, Kalamba in the South and Namungo in the North. In the East, the sub county neighbors the sub county of Muduuma in Wakiso district. Malangala Sub County has five parishes and these are Zigoti, Nabattu, Kanyanya, Kiwawu and Magonga. The study targeted senior three, four, five and six students from four secondary schools. The four secondary schools were Mityana Standard, St. Ambrose and Kiwawu and Ireneous.

In terms of time scope, the researcher spent ten months from October 2015 to July 2016 investigating issues of career guidance and the right to education in the targeted sub county.

1.6 Significance of the Study

The study is expected to contribute to the body of knowledge in regard to career guidance and the pursuit of education as a human right. This body of knowledge can then be used as a reference point by other researchers and human rights activities interested in furthering the right to education to debate about dynamics of and interconnections between career guidance and the right to education. Information generated from this study will inform and enrich policy making processes in the area of career guidance in secondary schools. Equally important, findings from this study will contribute to evidence-based advocacy efforts towards the improvement of career guidance services and products to support secondary school students realize their full potential in the pursuit of education services.

Lastly, the study will bring to light the state of career guidance services in secondary schools and how this state affects students' full potential. Thus, the study will provide evidence to strengthen discussions between and among minority stakeholders in the education sector to better support students in attaining their inalienable right to education.

1.7 Justification of the Study

Career guidance is a very crucial aspect throughout the lifetime of any student. In his emphasis on the importance of career guidance, Mlangha (2011) explains that without career guidance, some of these students will not be able to make informed choices when it comes to their future career paths and yet, this can be cured with proper career guidance at the early stages of schooling. Further, Mlangha (2011) notes the need to start monitoring students' right from upper primary and secondary schools to determine what careers suit them and that this process of monitoring ought to be a serious and continuous undertaking by teachers and school administrators.

Marian Morris (2000) explains that subsequently, just fewer than 2,000 young people in their final two years of compulsory education (that is, aged 15 and 16), completed a detailed questionnaire. Using multilevel modeling, a development of multiple regression analysis that can handle hierarchical data, the research team tested the hypothesis that young people in guidance community schools would have higher careers-related skills compared to other students, irrespective of socio-economic, historical and institutional circumstances.

Marian Morris (2000) further observes that a large number of learners will not be able to pursue their studies at institutions of higher learning due to lack of career guidance at schools. Proper career guidance would have assisted many of these students with early applications at universities and/ or further education and training colleges, selection of career paths at an early stage, and with more career options other than enrolling at these institutions. Thus, I strongly believe that proper career guidance would have at least made this situation manageable for learners and the institutions of higher learning.

Despite the successful market economy reforms and the economic growth witnessed in the recent years, the situation on the labor market remains tense in Uganda. Unemployment and unfilled jobs are a reflection of the skills- mismatch between workforce supply and demand. Potential employees on the one side no longer match the available jobs on the other. Young people must, therefore, be given the assistance they need to decide on their future careers, based on an adequate overview of the changing educational, training and employment markets and awareness of their own interests and strengths.

Our education system should prepare the learners at least from Senior Two onwards when it comes to choosing career paths. In order to achieve this, the schools should dedicate the beginning of every year to career guidance or include it in the curriculum. This will allow learners to select subjects that are in line with their future plans. Moreover, career guidance

could go a long way in giving the learners the confidence to decide where they want to be in future.

1.8 Definition of Key Terms

Career Guidance: In the context of this study, career guidance refers to services and activities aimed at supporting secondary school students to realize their full potential in the pursuit of their education. These services and activities may be individually and/or collectively given to students in forms of academic guidance and counseling services and awareness raising on relevant academic options and opportunities. These services and activities as the EU Council of Ministers' Resolution on Lifelong Learning (2004) elucidated should aim at helping students to map out their abilities, competencies and interests, make decisions that affect their education, work, and other areas where they might gain and apply abilities and competencies.

Full Potential: For intents and purposes of this study, full potential refers to students making right and appropriate education and academic choices based on their abilities, competencies and interests to realize their chosen and appropriate life goals.

Promotion: This means an activity that supports or provides active encouragement for the furtherance of a cause, venture, or aim.

Right to Education: Broadly, the right to education encompasses aspects of access to, retention and completion of the school cycle. Operationally, the right to education in this study will be confined to secondary education.

1.9 Conceptual Framework

Career guidance as the independent variables

Right to education as the dependant variables

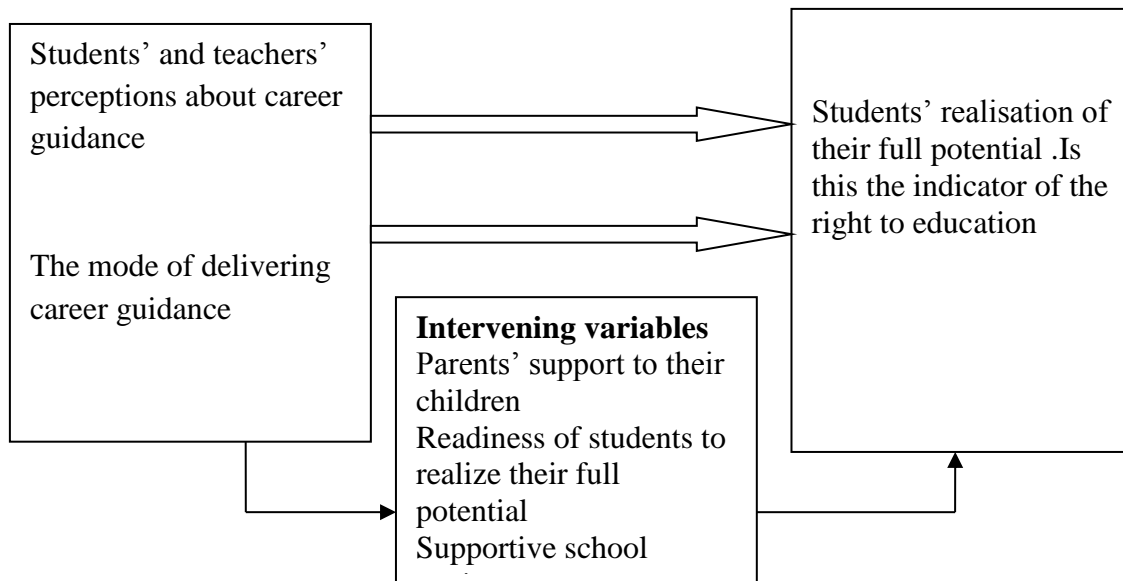


Figure 1: Conceptual framework showing relation of variables

1.10 Explanation of the Conceptual Framework

The conceptual framework above shows the interconnections between different variables. The independent variables, namely students and teachers' perceptions about career guidance and the mode of delivering career guidance greatly affect the extent to which students will realize their full potential. Students' perceptions about career guidance influences the extent to which these students embrace career guidance services and activities and also the extent to which students commit to the career guidance processes as a facilitator for the realization of full potential. Similarly, teachers' perceptions about career guidance affect the commitment of these teachers towards the delivery of career guidance

services and products. When teachers have positive perceptions about career guidance, they potentially become more committed to offering career guidance services and products and by extension, create more possibilities for students to partake these services and products.

This study considered three intervening variables namely; Parents' support to their children; readiness of students to realize their full potential and; supportive school environment. By these variables, this study acknowledged that students' realization of full potential is not and cannot exclusively be a product of two independent variables. Further, even if teachers satisfactorily and adequately give career guidance to students, these intervening variables may still hamper or support students' realization of their full potential.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents literature review about the role of career guidance in the promotion of the right to education as derived from international and national legal regimes and from various authors. This literature section is organized according to the following four research objectives:

1. To find out how students and teachers perceive the significance of career guidance
2. To find out the mode of delivery of career guidance in secondary schools

3. To establish how the mode of delivery of career guidance relates to students' realization of their full potential
4. To explore challenges to the delivery of career guidance in schools

Preceding literature on each of the above objectives, this study explores different authors and views on notions of career guidance and education as a right both internationally and nationally.

2.1 Career Guidance

Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their career (OECD and the World Bank, 2004). Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The OECD and the World Bank, 2004 as well as Dawn (2015) observe that career guidance consists of the services that help people successfully manage their career development.

Manuel et al (2007) explains that Career guidance is embedded in different contexts such as schools, universities, training institutions, public employment services and workplaces. Activities may take various forms, individual or group based, face-to-face or at a distance. Career guidance can be complemented with career education, which may tackle issues such as self awareness in relation to others and employment, the exploration of job opportunities, the development of career decision-making, and the application of knowledge and skills.

The importance of Career guidance is very crucial to all stakeholders. Career guidance plays a vital role as preventing educational, personal, social, mental emotional and other similar problems among secondary school students. Career guidance enables students and

individuals to use the knowledge and skills they would have acquired and developed within a particular setting, to make the best possible decisions about learning and work. It can be delivered through different media, such as printed literature, counseling interviews, group interviews, career management learning, ICT-based information and assessment tools and taster programmes. It should be noted that Career guidance help individuals acquire the knowledge, skills, and experience necessary to identify options, explore alternatives and succeed in society (US Department of Education, 2014.) Additionally, career guidance (as a specialized expert activity), helps individuals understand their own goals and aspirations, their own identity, which helps them make informed decisions, commit to activities, and manage changes in their career whether they are planned or not. The forms of career counseling are often themselves conditioned by the need for employment, as well as the number and types of barriers that need to be overcome in order to find the right employment or develop career (OECD, 2004).

Career guidance as a specialized expert activity helps individuals understand their own goals and aspirations, their own identity, helps them make informed decisions, commit to activities, and manage changes in their career whether they are planned or not. The forms of career counseling are often themselves conditioned by the need for employment, as well as the number and types of barriers that need to be overcome in order to find the right employment or develop career. Three levels of activity within career management are commonly distinguished, and these are initial career planning, learning based on the work process, and networking activities. Initial career planning includes initial interests and competencies assessment, participation in career and work experience research, development of initial CV or professional resume, and development of initial employment plan. The above Researcher did not share how career planning in secondary school is started that is why this Research is carried out to identify how it is carried out.

2.2 Education

Education is defined in a broad sense to imply the entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capacities, attitudes, aptitudes and knowledge (Salerin, 2006). The Researcher wished to identify if the same applies to career guidance carried out in the Secondary Schools of Malangala Sub County in Mityana District.

International Human Rights Instruments have come up with the definition of Education for instance, Article 2 of the Convention against Discrimination in Education defines education, as all types and levels of education and includes access to education, the standard and quality of education and the conditions under which it is given. The Researcher appreciates that education without career guidance may be influenced by elements like the standard and quality of educations and the conditions under which is given and is therefore very important to engage in.

Circle of Rights explains that we are living through an age in which education is becoming an increasingly important determinant of living standards. Countries and individuals without access to the skills and knowledge provided by education will fall further and further behind (Circle of Rights).

The right to education has been internationally recognized as an overarching right: it is a human right in itself and is indispensable for the exercise of other human rights (UNESCO, 2014). The right to education has long been recognized as encompassing not only access to educational provision, but also the obligation to eliminate discrimination at all levels of the educational system, to set minimum standards and to improve quality. In addition,

education is necessary for the fulfillment of any other civil, political, economic or social right.

The 1960 UNESCO Convention against Discrimination in Education is the first legally binding instrument covering extensively the right to education. It aims at eliminating discrimination in education and promotes the principles of equality of opportunities and treatment.

Access to education guarantees the right to education. Access means the right to education. Access deals with the availability, convenience and ability to be educated (Chibiko Offorma, 2009). The African Charter of the Rights and Welfare of the Child was entered into force on Nov.29, 1999, in Article 11 explains more about education that every child shall have a right to education. The education of the child shall be directed to the promotion and development of the child's personality, talents and mental and physical abilities to their fullest potential. This relates to one of the researchers' objective of assessing how the modes of delivery of career guidance relate to the realization of a students' full potential.

It has been said that guidance and counseling in education sector in Tanzania and some other African countries is regarded as the youngest discipline (Shayo, 2011). This is evidenced by the First International Conference on Guidance, Counseling and Youth Development in Africa held in Nairobi, Kenya from 22nd to 26th April 2002. This explained that the Guidance, Counseling and Youth Development Programme were initiated in Africa in April 1994, following the First Pan African Conference on the Education of Girls that was held in Ouagadougou in 1993. The conference was designed to introduce and strengthen guidance and counseling in African countries. It focuses on capacity building in the countries involved and provides training at both regional and national levels on issues of guidance and counseling of schools and colleges.

The Constitution of 1995 guarantees the right to education. The Constitution stipulated that access to education is a right of all the citizens, the provision of which is an obligation of the State, independent of the person's age. The Constitution also provides for affirmative action for the disadvantaged, including in the field of education.

In addition to Article 30, the Constitution also refers to the rights of children and it states that, a child is entitled to basic education which shall be the responsibility of the State and the parents of the child (Article 34). In addition to these provisions in the Bill of Rights, the National Objectives and Directive Principles of State Policy provides that the State shall promote free and compulsory education, take appropriate measures to afford every citizen equal opportunity to attain the highest educational standard possible. Despite the existence of a policy on primary education, there is no law that provides punitive measures against parents who do not ensure that their children are in school (Jjuuko & Kabonesa, 2007). This gives the researcher a strong bench mark to the basis and roles of various stakeholders in the right to education.

The key policy thrust in the educational sector for both rural and urban Uganda includes providing equitable access to quality and affordable education to all Ugandans, propelling the nation towards achieving the goals of Poverty Eradication Action Plan (PEAP). In addition equitable access to education helps in meeting commitments to achieve Education for All (EFA) and the Millennium Development Goals (MDGs) by 2015, providing relevant education and enhancing efficiency, and strengthening partnerships in the education sector. More resources have been allocated to lower educational public sector through the UPE programme in order to enhance equity of access at that level between boys and girls (MoSE, 1998 b). This comprehends career guidance as one of the mechanism to provide equitable and quality education.

In 2007, Uganda became the first country in Sub-Saharan Africa to introduce free Universal Secondary Education (USE) (Asankha & Yamano, 2011). Secondary education is offered through government schools, grant-aided schools; partly funded by missions, community day schools (formerly distance learning centers operating in buildings supplied by communities), and private schools owned by individuals and some organizations.

Under the USE policy, government offers free secondary education to all children who pass Primary Leaving Examinations (PLE). Selection of USE schools is done by government. Although most schools that offer USE are public schools, there are a few private schools enlisted under USE policy (Asankha & Takshi, 2011). Although children studying under USE do not pay tuition, they have to meet boarding costs, scholastic materials, and medical care among others. According to the Ministry of Education and Sports, more than half million children study under USE in 1,471 schools. This is an improvement in terms of access to education. Head teachers who are supposed to implement USE policy are confused about their ability and knowledge to implement their role (Champman et al, 2009).

In Uganda, Secondary education is composed of 4 years of ordinary level education (O' Level"), leading to the award of the Uganda Certificate of Education (UCE), and two years of Advanced Level Education leading to the award of the Uganda Advanced Certificate of Education (UACE). 53.6 % of the secondary schools are located in the rural areas 32.5% are government owned, 61.6 are private schools and 5.9% are owned by the community. Just like the primary schools, most of the secondary schools are co-educational by type. From 2007 to 2009, post primary education in Uganda increased by almost 150,000 students across the country. The reasons were to increase efforts for Government to create a more dynamic and productive work force. The issue of career guidance cannot be ignored at this point.

According to the World Bank, the Efforts on the Universal Secondary Education (USE) policy, a policy that has helped increase transition rates between primary and secondary from 51% in 2006 to 69% in 2007 (World Bank, 2010). USE is part of the Ugandan Government's Post Primary Education and Training Program (UPPET). Launched in 2007, UPPET aims to provide quality options for the increasing numbers of students completing primary education and seeking a secondary education. Among those options: additional and better trained teachers. Secondary school enrolments are growing rapidly, and the Government's Commitment to Universal Secondary Education indicates this growth will continue indefinitely. The researcher wishes to find out if the teachers have also transitioned in the delivery of career guidance.

Overall, career guidance plays a central role in secondary school by providing students with the tools they need for success in school, in the workplace, and in their daily lives. In particular, the curriculum focuses on skill development that will help students better manage their time, resources, and dealings with other people to improve their opportunities for success both in school and in their future lives. Courses in guidance and career education actively involve students in research, inquiry, problem-solving, and decision-making processes related to planning for postsecondary education, training, or work. The guidance and career education program is designed to recognize the diverse abilities, strengths, and aspirations of all students, providing them with knowledge and skills that will benefit them throughout their lives (The Ontario Ministry of Education, 2006).

2.3 Students' and Teachers' Perceptions about Career Guidance

Attitude generally refers to the feelings of liking or disliking something or some situation without any strong reason to justify the liking or disliking. It is a combination of things such as personality, beliefs, values, behaviors, and motivation of an individual toward

something and or some situation at their disposal. These different attributes will in one way or the other force individuals to act in a certain way towards a circumstance exposed to them all. This could be influenced by the cultural background (beliefs and values) and probably what motivates the particular individual(s) to do what they do (Pickens, 2005). Coetze (2006) informs that the careers we choose are based on our beliefs are view points ability to commit oneself to a particular goal Related to attitude, Mlanga (2011) elucidates that in order for teachers to perform effectively in their career guidance in schools, the perception of both teachers and students should be positive. This positive perception then acts as an incentive for teachers to offer guidance to their students and for students to remain open right from the onset to receiving guidance.

Mlanga's (2011) emphasis on the importance of teachers' and students' perceptions about career guidance is corroborated by Nyan's (2011) and (Gourneau, 2012) analysis of the same subject. Nyan (2011) examined the perception of teachers and students about guidance and counseling in secondary schools in the eastern Ugandan district of Mbale. She identified that perception of teachers is very important in making career guidance services to students a success in schools. Nyan (2011) contends that while the wider educational infrastructure is vital, it is teachers who have the most impact on the day-to-day experience of children in school. To expound on this impact, Nyan (2011) elucidates that quality education, in which children want to take part, is dependent on the commitment, enthusiasm, creativity and skill of teachers. It is the task of teachers to translate national policies into practical action in each school and to ensure that they embrace a culture that is inclusive and respectful of every child.

Similar to Mlanga's (2011) and Nyan (2011) note that students like their teachers have their own attitudes towards career guidance. Whereas they are likely to be influenced by the teachers into liking certain aspects of the school, students are likely to have a complete

separate understanding of and perception about counseling. This follows the fact that students are fond of seeking information about certain things that affect their future direction or provided in the different institutions of learning and lower level schools. This brings into the picture the need for teachers whose task includes offering career guidance to students to study the preferences of their students if they are to effectively deliver career guidance services and products. Nyan's (2014) recommendation on the need for teachers to study their students' preferences in delivering career guidance services hints on the need for school authorities to listen to students. Further, such teachers need to use participatory approaches in the offering of career guidance services to not only amplify the participation of students in the enterprise of career guidance but also to enable students make meaning out of this enterprise.

In his works, (Gourneau, 2012) stresses the indispensability of teachers in the delivery of education service. (Gourneau, 2012) contends that teachers are very instrumental in shaping the attitudes of their children and making them do the right things in their lives. He further stresses the need to have teachers express kindness and responsibility towards students. By implication, (Gourneau, 2012), teachers naturally act as role models whom students look upon for inspiration and learning. In this privileged position, teachers' perceptions not only about the children he/she is teaching but also about the notion of career guidance that is intertwined with the mantle of teaching will determine how this teacher will be effective in supporting his/her students achieve their academic goals.

Still on the importance of teachers, (Gourneau, 2012) suggests that if guidance and counseling is to be advocated in schools, it should start with the teachers and the students who will eventually follow suit. According to (Gourneau, 2012), teachers have greater influence on students and thus creating a need for starting with teachers. Further, the effect

of career guidance is likely to be positive or negative depending on what the teachers and students feel and perceive about the whole issues of guidance and counseling.

In a rather remarkable way, (Gourneau, 2012) differs from Mlanga's (2011) and Nyan (2011) analysis and understanding of career guidance. Both Mlanga (2011) and Nyan (2011) emphasize the importance of both teachers and students in the enterprise of career guidance. They both emphasize that successful career guidance is premised on the positive attitudes of both teachers and students towards this guidance. Thus, both Mlanga (2011) and Nyan (2011) view career guidance and counseling as a participatory and joint process where both the giver and receiver are important subjects. Gourneau (2012) on the other hand whether by omission or commission focuses more on the importance of the teacher in giving career guidance. Gourneau (2012) pays less attention to the indispensability of the student in the career guidance exercise and the fact that no matter how prepared or skilled a teacher may be, successful career guidance requires students who are receptive to this guidance.

Gysbers (2008) stressed the need to question what areas of knowledge, skills and attitudes students must acquire, and queried what is the best delivery system or method to achieve this. He questioned if the "personal service approach," which responds only to individual requests for help, was adequate, because it deals only with very short-term decision-making and does not provide a comprehensive proactive program to pave the way for occupational and longer-term career choices.

While differing in the extent of emphasis on the importance of teachers and students, Gourneau (2012), Mlanga (2011) and Nyan (2011) agree on the positive relationship between teachers and students' perceptions about career guidance and the success of this guidance. The trio argues that when students and teachers have positive perceptions about

career guidance and counseling, chances of this guidance process succeeding become higher. In a related manner, when students and teachers have negative perceptions about career guidance, they respectively embrace and give this guidance with skepticism.

Overall, teachers and students may not have the same perceptions about career guidance. This diversity notwithstanding, career guidance as UNESCO (2011) observes, requires the collaboration of both teachers and students. Both teachers and students need to reach a common ground. Reaching a common ground may not mean agreeing all the time. Rather, this common ground may also mean disagreeing on the direction to take. Related to the above, the Career Guidance Handbook of Ministry of Education explains that teachers, counselors and parents should encourage the students to select the broad careers cluster to explore through course selection at Senior Two, Three and Four.

2.4 Mode of Delivery of Career Guidance in Secondary Schools

Various literature points at the appropriate modes of delivering career guidance. By and large, the appropriateness of modes of delivery hinges on the fact that teaching and learning must place the learner at the centre where interests of the learner (and not of the teacher) become paramount. For example, while Article 26 of the UDHR (1948) stresses the parents' right to choose the kind of education provided to their child, the Convention on the Rights of the Child (CRC) under Articles 3 and 29 (1) (c) stresses the importance of the best interests of the child. Thus, any choices parents make in matters regarding to the education of their children, the Best Interest of the Child principle takes precedence.

In placing learners at the centre, UNESCO (2014) observes that teachers who are essential to universal and quality education for all remain central to shaping the minds and attitudes of the coming generations to deal with new global challenges and opportunities. Such teachers according to UNESCO (2014) should use innovative, inclusive and results-focused

teaching for 2015 and beyond if we are to provide the best possible opportunities for millions of children, youth and adults worldwide.

UNESCO's (2014) inclusive approach to education resonates with other existing literature. Notably, the Curriculum Development Institute (2008) explains that the role of career guidance masters in schools has shifted from the traditional information giving role to development roles. Similarly, the OECD (2003), recommends that schools to take a developmental approach, tailoring the content of career education and guidance to the developmental stages that students find themselves in, and including career education classes and experiences throughout schooling, not just at one point. Further, schools need to adopt a more student-centered approach through, for example, incorporating learning from and reflecting upon experience, self-directed learning methods, and learning from significant others such as employers, parents, alumni and older students.

To degrade the traditional information giving approach, Freire (2009) notes the flaws of such an approach to teaching and learning. According to Freire (2009), mere transfer of knowledge of the subject matter to students only promotes memorizing and does not fully integrate the learner into the learning process. Such pedagogical approaches assume the learner does not know much and the role of the teacher, who happens to know all, is to inform and change the student. Like UNESCO (2014), Freire (2009) calls for a learner-centered approach where experiences and views of the learner matter. Thus, if we are to treat career guidance as a function of teaching and learning, UNESCO's (2014) and Freire's (2009) arguments on learner-centered approach becomes paramount. By implication, all approaches need to maximize learners' experiences, fears and interests. Further, approaches must promote a free and mutually respectful relationship between the teacher giving career guidance and the learner as a principal beneficiary of this guidance.

In 2005, Gysbers provided an overview of the origin, evolution and status of comprehensive school guidance programs in the United States. He emphasized the major role that career development concepts and practices play within these programs in schools. According to Gysbers (2005), a comprehensive program always requires a systematic, developmental curriculum that features career competencies from Kindergarten to Grade 12. The outcome by Grade 12 is that all students will have made realistic life career plans covering their education and future career path. These plans are not intended to force students to make early career decisions, but rather to ensure that they have the necessary knowledge and understanding to avoid making academic or career decisions that they may later regret. These are some of the modes of delivery that should be incorporated in the secondary systems.

An example of the same career guidance is observed from the Hong Kong education system, the recommended involvement of all teachers in a teamwork approach to guidance was found to be common in all documents reviewed by Yuen (2006), who pointed out that school counseling in Hong Kong was normally implemented by teams of classroom teachers. This was found to have positive effects on the quality of teachers' care for students, students' life skills development, and the academic achievement of junior secondary students (Chan et al., 2011). However, the coordination and monitoring of a whole-school approach can be difficult, because the staff involved require constant support offered from the school counselor (Gysbers & Henderson, 2006). In addition, some students require special assistance to deal with developmental problems or learning barriers.

The international legal and policy frameworks view the responsibility of promoting education to be beyond the confines of a school. By democratizing responsibilities for the education of the child, these frameworks both directly and indirectly hint on the need for multi-stakeholder approach to learning. A single actor may not effectively and sustainably

promote learning. Notably, UNESCO (2007) explains that parents and other caregivers have key responsibilities in supporting and facilitating children's access to education. In many societies, particularly those with large populations of orphans, it is members of the extended family who are caring for children. In these circumstances, they have obligations in respect of those children's rights. Parents and other caregivers provide the initial stages for learning in the life of a child. They are also vital partners in their children's continuing education; without parents' engagement, children's chances of gaining access and sustaining a commitment to education are significantly diminished.

Nationally, the Children Act (Cap. 59 Laws of Uganda) explains that it shall be the duty of a parent, guardian or any person having custody of a child to maintain that child and in particular, that duty gives a child the right to education and guidance. Thus, parents or any persons in the position of a parent have an obligation to work with school authorities to offer necessary and relevant guidance to the student.

On the responsibility ladder in the promotion of education and learning, UNESCO (2007) elucidates that governments bear the primary responsibility to, for example, provide schools, train teachers, develop the curriculum, monitor standards, eliminate discrimination and promote equal opportunity of access. Other key players - such as local authorities, schools, parents and communities - also have responsibilities, although in some cases their capacities to fulfill these are necessarily dependent on the government meeting its primary responsibilities. In the context of career guidance as part of teaching and learning, the government takes legal and policy leadership to ensure that all aspects of teaching and learning maximize the interests of the learner.

Some students may need guidance when it comes to matching their interests and abilities to possible types of employment and professions. Certain senior students may need to seek

additional help from the school counselor to handle excessive parental pressure that they should aim for a certain career or choice of universities. This pressure of meeting parental expectations is quite common in Chinese families (Leung, Hou, Gati, & Li, 2011). In comprehensive guidance programs, it is important to involve parents to ensure that family and school have a shared understanding of a student's needs.

The multi-stakeholder approach to teaching and learning and the responsibility ladder (where different actors like parents, government and schools have a responsibility to promote education and learning) imply that schools need to explore modes of supporting career guidance services that bring all these stakeholders on board. These modes which may differ from school to school need to tap into the potential of all stakeholders to support the enterprise of career guidance for learners and in effect, establish a strong, sustainable and interconnected support system for all learners.

2.5 Role of Career Guidance in Promoting Right to Education

While the international and national legal and policy framework provide for the right to education, the UDHR (1948) additionally provides that attainment of education, if it is to be useful, needs to be directed towards the full development of the human personality. To expound on the envisaged utilitarian nature of education, UNICEF (2007:13), postulates that education is not a static commodity to be considered in isolation from its greater context; it is an ongoing process and holds its own inherent value as a human right. Not only do people have the right to receive quality education now, they also have the right to be equipped with the skills and knowledge that will ensure long-term recognition of and respect for all human rights.

The utilitarian principal is further expounded by the Committee on Economic, Social and Cultural Rights under its General Comment No. 13. Under this comment, the committee observes that education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities.

The relationship between the mode of delivery of career guidance and the students' realization of their full potential naturally flows from the strengths and weaknesses of each mode employed by the person offering career guidance. Literature under this objective relates closely to the literature under objective two that explores the different modes of the delivery of career guidance as advanced by different authors. Principally, students learn best when they are engaged in a variety of ways of learning. Guidance and career education courses lend themselves to a wide range of approaches in that they require students to research, think critically, work cooperatively, discuss relevant issues, and learn through practice in a variety of settings. Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills (Ontario Ministry of Education, 2006).

Active and experiential learning strategies are paramount given the growing complex nature of post-education life for most students. As Kaketo (2015) observes, there are jobs where people will no longer be required. Technology is a big disrupter and is changing a lot of things. These trends call for planning early enough. The days of job specialization is gone. Making a right career choice is critical especially for the young generation. In a similar manner, Casserly (2012) postulates that with technological advances, new career

opportunities are being created rapidly. The jobs of today did not exist ten years ago and our students will need to be equipped to manage a similar if not more complex future. The average student today can expect to change jobs several times, often in completely different sectors. They must expect to experience further periods of learning and updating of their skills on a lifelong basis. Casserly (2012) further contends that instead of preparing our students for a “career-for-life”, we need to prepare them for “a lifetime of careers”.

Lee and Yang (2008) noted that in South Korea, school counselors are crucial for fostering the emotional and social development of students. School counselors work closely with other organizations individuals to promote personal, social, academic, and career development of students. They use interviews, counseling sessions, interest and aptitude assessment tests, and other methods to evaluate and advise students. They also operate career information centers and career education programs (Vinci Ng & Mantak Yuen, 2016).

Thus, preparing for complex post-education life needs to start in lower secondary school at the latest, when students have to choose subject combinations. Students need to make choices that reflect their interests and strengths, while making sure they do not close any doors prematurely to possible future pathways. In helping students make these choices, the use of participatory modes of delivering career guidance by those in charge of giving this guidance become imperative lest students fail right from the onset to realize their potential. Thus, such approaches like cooperative small-group learning, one-on-one teaching, guided learning, personal reflection, role playing, simulations, case-study analysis, presentations, tasks involving real workplace materials, experiential learning and independent study amplify possibilities for critical reflection, thinking and mutual support towards life desired goals.

Non-participatory pedagogical modes of teaching and learning as Freire (2009) argues simply promote rote learning and disempowered the learner. By implication, disempowered learners cannot freely influence the teaching and learning process. Instead, students become objects and not subjects of this process. As objects and not subjects, students fall short of helping the learner attain his full potential within the framework of UNESCO (2007) and Committee on the Rights of the Child. According to UNESCO (2007), aims of education are defined in terms of the potential of each child and the scope of the curriculum, clearly establishing that education should be a preparatory process for promoting and respecting human rights. This approach is elaborated in the General Comment on the aims of education, in which the Committee on the Rights of the Child stresses that Article 29 of the CRC (year) requires the development of education that is child centered, child friendly and empowering, and that education goes beyond formal schooling to embrace a broad range of life experiences through which positive development and learning occur.

In a fundamental way, the multi-stakeholder approach and mode of delivering career guidance as advanced by UNESCO (2007) where various parties including government and parents retain key responsibilities in supporting and facilitating children's access to education positively relates with the students' realization of their full potential. This positive relationship is based on the fact that actions, attitudes and behaviors of all members of communities affect the realization or denial of rights in education. From the state level down to the individual parent exist differing levels of obligation for fulfilling the right to education. Each party has clear and appropriate lines of accountability. For example, parents cannot fulfill their obligations to ensure that their child is prepared for and attends school on a regular basis unless the government has provided the schools and the economic environment to support that attendance. Recognition also needs to be given to the fact that every adult has rights as well as responsibilities. Parents, for example, have responsibilities

to ensure their children's access to education, but they also have a right to education. Teachers are entitled to respect, remuneration and appropriate training and support, and they cannot fulfill their obligations to children unless these rights are realized. Parents, for example, have responsibilities to ensure their children's access to education, but they also have a right to education. Teachers are entitled to respect, remuneration and appropriate training and support, and they cannot fulfill their obligations to children unless these rights are realized.

2.6 Challenges to the delivery of Career Guidance in Schools

Intractable challenges confront the delivery of career guidance in schools. According to Bishop (1994), most of the developing Commonwealth countries are spending up to one quarter of their annual recurrent revenue on formal education provision for half of their children. Further, half of these children drop out of school before completing while large number of other learners as Mlanga (2011) observes are not able to pursue their studies at institutions of higher learning due to lack of career guidance at schools. Further still Mlanga (2011) observes, that the number of students who did not have a clue about their career ambitions. This does not paint a good picture for the entire country because it means that teachers do not prepare the learners for after secondary studies or they lack the capacity to offer career guidance to learners.

According to (Mlanga, 2011), proper career guidance would have assisted many of these students with early applications at universities and/or further education and training colleges, selection of career paths at an early stage, and with more career options other than enrolling at these institutions.

To remedy challenges in the delivery of career guidance schools Mlanga (2011) suggests that schools should dedicate the beginning of every year to career guidance or include it in

the curriculum. This will allow learners to select subjects that are in line with their future plans. Moreover, career guidance could go a long way in giving the learners the confidence to decide where they want to be in future. Mlanga (2011) further recommends that the government should deploy career counselors to schools to offer career guidance to learners on a full-time basis. In order to realize this, government should collaborate with communities, the private sector, civil society organizations and other stakeholders.

The work of Leung (2005) embodies assumptions derived from developmental career theories, and various commonly used career and life planning strategies. He stressed that “life planning” is a very important mission for every person, so counselors must help students plan purposefully, and encourage them to apply their abilities and talents to different roles in life, now and in the future. A study conducted by Chan, Lau, and Yuen (2011) noted four domains of life skills that students need to develop, namely academic, personal, social, and career. The term “life skills” refers to the essential abilities, knowledge, attitudes, values, and behaviors that must be acquired for independent and successful functioning in society. It was believed that schools in Hong Kong should give due attention to supporting students’ development in these areas.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the overall plan or strategy that was used to successfully carryout this research. It covers the research design, area of study, study population, sampling procedures, data collection methods and instruments, quality control methods, data management and processing, data analysis, ethical considerations and limitations of the study.

3.1 Research Design

This was a case study design involving a detailed analysis of two public and two private secondary schools to establish the role of career guidance in the promotion of the right to education. The researcher collected and relied more on qualitative data than on quantitative in undertaking this study and coming up with comprehensive findings and recommendations. Quantitative data was collected from schools while qualitative data was collected from key head teachers and parents of the four sampled schools as key informants. According to Amin (2005), using a combination of qualitative and quantitative data can improve an evaluation by ensuring that the limitations of one type of data are balanced by the strengths of another. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis (Amin, 2005). Quantitative data enhanced the understanding of the responses in numbers, while qualitative data gave precise and testable expressions to qualitative ideas. The triangulation of data facilitated comparison between findings and by extension, supported deeper analysis of the study findings.

3.2 Area of Study

Mityana is approximately 77 kilometers (48 miles), by road, west of Kampala, Uganda's capital and largest city. The town is about half-way between Kampala and Mubende on an all-weather tarmac highway that links Uganda's capital with the town of Fort Portal in the Western Region. The coordinates of Mityana are 0°24'02.0"N, 32°02'32.0"E (Latitude:0.400556; Longitude:32.042222). The average elevation of the town is about 1,209 meters (3,967 ft) above sea level. Malangala Sub County has 50 villages spread in the 5 parishes of Kanyanya, Kiwawu, Magonga, Nabattu and Zigoti.

3.3 Study Population

The researcher collected data from 100 students, 16 teachers, 1 district education officer, 45 parents, four head teachers, four career masters, four sub county local government officials, four civil society organizations, and 45 community members. Thus, the total targeted population size was 213. Students, teachers, district education officer, parents, head teachers and career masters were targeted as primary respondents. The researcher considered students as primary respondents since they are the primary beneficiaries of career guidance services and products. Teachers, district education officer, parents, head teachers and career masters were considered primary respondents given the fact that these respondents have and/or are meant to have a closer relationship with students and also given their obligations to give, supervise and/or promote career guidance in schools. The researcher believed these primary respondents were in position to give firsthand information in relation to this study.

The last category of respondents came from the following clusters: local government and civil society organizations. The researcher selected these respondents as critical stakeholders in the promotion of the right to education. The local government was

specifically selected due to its policy and legislative role in the furtherance of the right to education.

3.4 Sampling Procedures

3.4.1 Sample Size

Table 1: Number of respondents by population category

Respondents	Population	Sample size	Actual	Sample technique
Senior three class teachers	4	4	4	Stratified
Senior four class teachers	4	4	4	Stratified
Senior five class teachers	4	4	4	Stratified
Senior six class teachers	4	4	4	Stratified
Other teachers	35	32	24	Stratified
Students	100	80	80	Stratified
District education officer	1	1	1	Purposive
Parents	45	40	28	Simple random
Head Teachers	4	4	4	Purposive
Career Masters	4	4	3	Purposive
Local government officials	4	4	2	Purposive
Representatives of civil society	4	4	2	Purposive
	213	185	160	

3.4.2 Sampling Techniques

The researcher used simple random sampling to select one sub county from 9 counties that exist in Mityana district. The researcher wrote down names of all sub counties in the district on a piece of paper and randomly selected the four sub counties. From the four sub counties, the researcher again used simple random sampling to select four secondary schools by writing down names of all secondary schools and randomly selecting four schools. Random sampling gave chance to every sub county in the district and every school in the selected sub counties to be part of this study and to minimize possible researcher's pre-existing biases.

Teachers and students were sampled using stratified sampling. Teachers in each targeted school (apart from class teachers) were placed in the strata of male and female teachers from where the researcher randomly selected 4 male and 4 female teachers from each stratum. This made the researcher select 8 teachers from each of the targeted schools. In each of the 4 selected schools, the researcher placed students in 4 strata namely senior three, four, five and six and then randomly selected 5 students from each stratum. Stratified sampling gave a chance to the researcher to guarantee fair representation of respondents as one way of enriching and triangulating data.

For each school, the researcher randomly selected parents from the list of parents availed to the researcher by school authorities. Parish chiefs (sub county local government officials), career masters, senior four and senior six teachers, head teachers and representatives of civil society organizations were purposively sampled.

3.5 Data collection Methods and Instruments

The researcher carried out library search and administered questionnaires onto all teachers, students and career masters. Amin (2005) defines a questionnaire as a predetermined written list of questions, which may be answered by a participant without supervision or explanation from the interviewer. This involved using self-administered questionnaires to respondents comprising of both open and closed ended questions. The Researcher gave out 136 questionnaires and got back 133.

Questionnaires were used because these respondents have literacy skills and were thus able to read and write. Questionnaires were also preferred since they would enable respondents fill them at their convenient time.

Using interview guides, the researcher conducted extensive and detailed interviews with district education officer, headteachers, parents, local government officials and representatives of civil society. An interview is a face to face conversation between an interviewer and a participant aimed at obtaining information from the participant (Amin 2005). Detailed interviews enabled the researcher dig deeper into the role of career guidance in the promotion of the right to education by probing and seeking more explanations and from these well informed respondents.

3.5.1 Focused Interviews

Focused interview is a formal discussion where questions are asked to explore in-depth information on a particular topic (Gomm, 2004). The focused interview was very important for study because of in- depth discussion about Career guidance. Focused interview was also very important because it did not require questioners or check list this allowed enough time to participants to express their views and opinions.

3.5.2 Document Review

Document review is where materials containing the information about phenomenon were studied (Sarantokos, 2005). Document review was used to verify and back up the data that was collected and it acted as reference for former researches. Here primary documents were viewed where by documents of the eyewitnesses people, the event were also reviewed which include notes, ministry reports, project reports and letters. Secondary documents written by those who were not present on the scene were also be reviewed including books, newspapers, magazines, journals and media were viewed to generate data for the research.

3.5.3 Internet

This was used to establish whether previous research, workshops, conferences and media reports adequately addressed the data collected from the study. The internet was provide back up on the data collected from the field to check, confirm, compare and contrast the data collected.

3.6 Quality Control Methods

To ensure that the data collected during the study was reliable, the researcher pre-tested each research tool in a randomly selected secondary school that was not part of this study. Pre-testing enabled the researcher identify gaps within the tools and have these tools fine-tuned before they were administered onto the actual population under this study. In fine-tuning these tools, the researcher ensured each tool was accurate, legible and comprehensive enough to collect information around the study objectives.

The data collected was sorted, coded and tabulated, examined and categorized. Basic concepts, insights, themes and theories and or explanations that emerge from the data collection exercise was coded and patterns identified upon which decision was made on areas that need detailed assessment. Analysis was done using Special Package for Social Scientists (SPSS) program.

3.7 Data Management and Processing

The researcher secured an introductory letter from the department of good governance and peace studies which was used for introduction to authorities in the sub county. For qualitative findings, the researcher explained findings with quotations and descriptions. The researcher engaged respondents into interviews and group discussions. The researcher confirmed that data was fitting in the chosen objectives. For quantitative data the researcher was edited, coded and tabulated. In editing the researcher ensured that the tools used were completed, accurate, uniform, legible and comprehensive.

3.8 Data Analysis

The data collected was sorted, coded and tabulated, examined and categorized. Basic concepts, insights, themes and theories and or explanations that emerge from the data collection exercise was coded and patterns identified upon which decision was made on areas that need detailed assessment. Analysis was done using Special Package for Social Scientists (SPSS) program version 20.

3.9 Ethical Considerations

The protection of human subjects involved in research is a fundamental human rights issue and was a priority in this study. This study ensured that ethical issues particularly, informed consent, respect, justice, safety of researcher and privacy/confidentiality were given due attention and followed up. The respondents involved in this research was given all the information they need (through counseling and other awareness approaches) before participating in the research.

Consent was sought from all respondents before they chose to or not to participate in this research. The consent information was both in Luganda and in English, the commonly spoken and understood languages in the area of study.

The researcher conducted interviews in secure, quiet and private locations. All information from the study was kept under lock and key by the researcher. Assurance and re-assurance was commonly used in getting the confidence of the participants indicating that all information was kept as classified information and not at any point would it be released to anybody or authority unless authorized by the respondent.

To ensure anonymity, study tools like questionnaires had no names of participants printed in any form on them unless otherwise requested by the participant. Participants were

informed well in advance that they had a choice to opt out of the study with no conditions attached and would not be penalized.

To avoid plagiarism, sources of information whether person or literature used during the study were acknowledged. During collection, analysis and discussion there was a rational (objective) use of information and only information that was necessary was collected, analyzed and written in form of this dissertation.

3.10 Limitations of the Study

This study was viewed by some respondents, especially teachers, career masters, the district education officer and local government officials as attempt to scrutinize their performance. This perception about the study could have made some respondents with hold sensitive but crucial information for fear of using the findings against them. The researcher explained in detail to respondents at the beginning of each data collection process, the purpose of the study and emphasized the high level of confidentiality embedded in this study.

The researcher faced a problem of high transport costs; with the high inflation in the country will affect the study.

The researcher also faced a problem of Bureaucracy in the areas where the study will take place and by the people. This also delayed to receive the submitted questionnaires. This was also attributed to the busy schedule they had. Some other key respondents especially in Government claimed they did not have time. The Researcher calmly reminded them that it would not take a lot of time and asked for appointments which were granted.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents, analyzes and interprets the results. It is divided into six major sections. The first section presents results about the response rate. The second section presents results on respondents' background information. The third section presents results on students and teachers perceive the significance of career guidance. The fourth section presents the modes of delivery of career guidance in secondary schools, the fifth section presents the mode of delivery of career guidance relates to students' realization of their full potential. The sixth section presents the results on challenges in the delivery of career guidance in secondary schools.

4.1 Response Rate

Response rates are generally considered the most widely compared statistic for judging the quality of results obtained from the field (Biemer & Lyberg, 2003). A response rate is a standard measure of how successfully (potential) interviewees were motivated to participate in a given study. It is usually defined as the number of units in the net sample (NS) divided by the number of units in the gross sample (GS) expressed in the form of a percentage. High research response rates help to ensure that research results are representative of the target population. In this study, the sample was 182 respondents but the study managed to get 165. The breakdown of the sample that participated in this study is shown in Table 2.

Table 2: Response rate by population category

Respondents	Sample size	Actual Size	Response Rate
Senior three class teachers	4	4	100%
Senior four class teachers	4	4	100%
Senior five class teachers	4	4	100%
Senior six class teachers	4	4	100%
Other teachers	32	24	81%
Students	80	80	100%
District education officer	1	1	100%
Parents	40	28	70%
Head Teachers	4	4	100%
Career Masters	4	3	75%
Local government officials	4	2	50%
Representatives of civil society	4	2	100%
Total	185	160	87%

Source: Data from respondents (2016)

Table 2 shows that the response rate was 87%. According to Amin (2005), a 67% response is acceptable. It should be noted that with an 87% response rate in this study, the results were reflected illustrative of what would have been obtained from the population.

4.2 Background Characteristics of Respondents

4.2.1 Gender of Respondents

Gender is an important variable in a given social situation which is variably affected by any social or economic phenomenon (Guest, 2002). Hence, pupils and teachers were asked about their gender. Findings are presented in Table 3.

Table 3: Distribution of respondents by gender

Gender of respondent	Category of respondents								Total
	Students	Teachers	Parents	Head Teachers	Career Masters	Local Gov't Officials	District Education Officer	Civil Society members	
Male	40 (50%)	24 (60%)	13 (46%)	3 (75%)	2 (67%)	1 (50%)	0 (0%)	2 (50%)	85 (52%)
Female	40 (50%)	16 (40%)	15 (54%)	1 (25%)	1 (33%)	1 (50%)	1 (100%)	2 (50%)	77 (48%)
Total	80 (100%)	40 (100%)	28 (100%)	4 (100%)	3 (100%)	2 (100%)	1 (100%)	4 (100%)	162 (100%)

Source: Research findings (2016)

Findings in Table 3 .The general percentage of male was 52% and females 48% .The break down starting from students showed that the male students (50%) participated in the study was the same proportion of female students (50%). This was because purposive sampling was used to get the equal number of representation. In addition, it is shown that more male teacher (60%) participated in the study compared to the proportion of female teachers (40%). The parents the male were (46%) and female (54%).It was easier to access the female parents than male. Head teacher of was a female (25%) and the rest were male at (75%).The Career Masters were 3 in total 2 male at (75%) and I female (25%).There was equal representation of the Local Government Officials by gender all at (50%).The District Education Officer was female at (100%).There was also equal representation from the representatives of the Civil Society the female and male at (50%).Thus, proportions of gender shown in table are collaborated with statistics obtained from Ministry of Education and Sports. Thus, the implication of these findings is that information about how students and teachers perceive the significance of career guidance, the mode of delivery of career guidance in secondary schools, the mode of delivery of career guidance relates to students'

realization of their full potential and challenges to the delivery of career guidance in schools were obtained from a sample that reflected gender distribution the respondents.

4.2.2 Marital Status of Respondents

Table 4: Marital Status

Marital status	Frequency	Percent
Married	40	25
Single	14	9
Widow or Widower	7	4
Separated/Divorced	7	4
Student	80	49

Source: Data from respondents (2016)

According to Table 4 the participants who indicated that were married while using the questionnaires and the interviews were 40 people making it 22%.The number of single respondents was 14 making up were single a percentage of 9% people 7 respondents indicated were widows/ widower with 4%.All the 80 were students with the highest percentage of 49%.Those that did not indicate their marital were derived from the questionnaires. They were 14 respondents making it 9%.

4.2.3 Education Level of Respondents

Education is one of the most important characteristics that might affect the person's attitudes and the way of looking and understanding any particular social phenomena (Konrad & Hartmann, 2002). In a way, the response of an individual is likely to be determined by his educational status and therefore it becomes imperative to know the educational background of the respondents. Hence, teachers were asked about the level of their education. Findings are presented in Table 5.

Table 5: Distribution of respondents by education level

Education Level	Frequency	Percent
Not attended school	0	0
Primary	11	8
O' level	65	36
A' level	39	21
Certificate	15	9
Graduate	32	18
Total	162	100

Source: Data from respondents (2016)

According to Table 5 findings showed that some of the respondents had primary education which was 8%, most of respondents (36%) who participated in the study had a 0' level of education .The respondents with the A' level of education were 21%, respondents with a certificate level of education made up of 9% while 18% had a university/Graduate level of education. In addition, all the participants in this study had an education. Therefore, the education background of the respondents indicates that they ably responded to the questions Thus, the implication of these findings is that information about how students and teachers perceive the significance of career guidance, the mode of delivery of career guidance in secondary schools, the mode of delivery of career guidance relates to students' realization of their full potential and challenges to the delivery of career guidance in schools were obtained because it is expected that they understood issues that they were asked. Thus, information obtained was reliable.

4.2.4 Occupation

Table 6: Distribution of respondents by Occupation

Occupation	Frequency	Percent
Self employed	22	14
Unemployed	6	4
Formally employed	47	29
Student	80	49
Did not indicate	7	4
Total	162	100

Source: Data from respondents (2016)

According to Table 6, most of the parents were in the category of self-employment making up 14% the unemployed were 6 adult people and their percentage was 4%. The students were the majority with 49%. The teachers, head teachers, local government officials and district education officer were in the category of formally employed making up 29%. 7 respondents did not indicate that they were working or not making up to 4%. Thus, the implication of these findings is that information about how students and teachers perceive the significance of career guidance, the mode of delivery of career guidance in secondary schools, the mode of delivery of career guidance relates to students' realization of their full potential and challenges to the delivery of career guidance in schools were obtained.

4.2.6 Age of Respondents

Age of the respondents is one of the most important characteristics in understanding their views about the particular problems. By and large, age indicates level of maturity of individuals (Gibb, 2001). In that sense, age becomes more important to examine the response about a particular problem. Pupils and teachers were asked about their age. Findings are presented in Table 7.

Table 7: Distribution of respondents by age

Age Group	Category of respondents							Total
	Students	Teachers	Parents	Head teachers	Local Gov't Officer	Civil Society	District Education Officer	
Less than 20 years	65(81%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	65 (40%)
20-30 years	15(19%)	9 (21%)	4(15%)	0 (0%)	2(50%)	2(50%)	0 (0%)	32 (20%)
30- 40 years	0 (0%)	25(60%)	6(22%)	1(25%)	2(50%)	1(25%)	0 (0%)	35 (22%)
41 -51	0 (0%)	8(19%)	10 (37%)	2(50%)	0 (0%)	1(25%)	1(100%)	22 (14%)
51 and above	0 (0%)	0 (0%)	7(26%)	1(25%)	0 (0%)	0 (0%)	0 (0%)	8 (5%)
Total	80 (100%)	42 (100%)	27 (100%)	4 (100%)	4 (100%)	4 (100%)	1 (100%)	162 (100%)

Source: Data from respondents (2016)

Findings according to Table 7 it showed that 65 of the students who participated in the study were less than 20 years making it 40% while the 15 of them were above 20 years totaling to (9%). On the hand, most teachers including the career teachers were 9 teachers were 20-30 years (6%), teachers aged between 30- 40 years were 25 of them indicating (15%), 8 of them were 5 between 41-51 making it (5%). For the parents 4 of them were between the ages of 20-30 years making up 2%, 6 of them were between 30-40 making up 4% was the highest number 10 parents were between 41-51 making a representation on 6%. For the Head teachers 2 of them were between the ages of 41-51, and 1 was between 30-40 years and the other was above 51 years. For the Government officers two were between the ages of 20-30 (50%) and the 2 were amongst 30-40 (50%). Members from the Civil Society only two ranged amongst 20-30 making it 1%, 1 was among 30-40, and another between 41-51. The District officers was within 41-51. The age distribution of students depicts the age groups in secondary schools. With regard to the age distribution of respondents. Thus, the implication of these findings is that information about how students and teachers perceive the significance of career guidance, the mode of delivery of career guidance in secondary schools, the mode of delivery of career guidance relates to students' realization of their full potential and challenges to the delivery of career guidance in schools were obtained were mature. The assumption is that information obtained.

4.3 Students' and Teachers' Perception about the Significance of Career Guidance

This objective sought to establish the conceptual understanding of the notion of career guidance and how this notion relates to the right to education. Findings under this objective revealed that students and teachers had different perceptions about career guidance. On a continuum of perception, the researcher asked teachers and students three critical questions namely; whether they understand career guidance; whether they think career guidance is related to the right to education and; whether they think career guidance is important for students. Overall, both students and teachers believed career guidance was an indispensable service to students and that this service was important in the promotion of the right to education. Table 8 summarizes students' and teachers' perceptions about career guidance.

Table 8: Students' and teachers' perceptions about career guidance

Perception areas	Teachers		Students	
	Yes	No	Yes	No
Understanding of career guidance	100%	0%	94%	6%
Relationship between education and career guidance	Exists 80%	Doesn't 20%	Exists 90%	Doesn't 10%
Whether career guidance is important to students	Yes 81%	No 19%	Yes 95%	No 5%

Source: Data from respondents (2016)

From Table 8 above, both teachers and students claimed to be understanding what career guidance means but also thought this guidance is significantly related to the right to education and thus important to students. Although 100% and 94% of teachers and students claimed to be understanding career guidance, both groups significantly narrowed down career guidance to traditional career guidance sessions conducted outside of the class environment. These sessions included conducting formal and organized career talks and inviting professionals to talk to students. Narrowing down career guidance to specific and stand alone organized career guidance events delinks career guidance from the mainstream

teaching and learning practice and yet as Gourneau (2012) contends, the notion of career guidance is intertwined with the mantle of teaching. Delinking career guidance from the mainstream teaching and learning endeavors has potential implications. First, teachers and students could be unaware that they respectively give and receive information on career guidance during the teaching and learning processes. This unawareness further implies that teachers may inadequately prepare to integrate career guidance in their teaching work.

Teachers and students alike gave varying explanations as to why they thought career guidance was related to the right to education and necessary for students. Teachers in this study believed career guidance was necessary to among others; encourage students to remain in school, concentrate in class, be disciplined and also choose subjects and/or make academic decisions based on national and local realities. Conceptually, students believed career guidance was imperative in their academic pursuits. Students believed career guidance was indispensable in helping them make appropriate and relevant academic choices.

While elaborating on how career guidance is important, 90% of the students believed this guidance is critical in the making of decisions on which subjects to take. Some extracts from questionnaires filled by students had the following details:

“I believe career guidance enables students to understand the dynamics in the education and employment sector in Uganda and then wisely choose which subjects to take. Without guidance, a student may end up making erratic and bandwagon decisions”

Another student pursuing Arts subjects in A ‘level responded as follows;

“Career guidance has the potential to enable students refocus on their personal abilities and interests and not on what teachers and or parents want”.

Most students (60%) perceived career guidance as an indispensable undertaking if one is to make critical decisions on which higher institutions of learning to target after their secondary education. One student noted:

“Career guidance has the potential to expose students to several learning options and by this exposure; one is able to make an informed choice”.

In a related manner, 70% of the student respondents in this study perceived career guidance to be a factor in informing students on which career paths to take and how to generally succeed as students and future members of the national workforce.

Looking at the importance 65% of the teachers related the importance of career guidance to professional careers or jobs as and 35% referred to its importance related to morals and discipline. For instance one teacher explained that:

“Career guidance enables learners identify their areas of interest for direct specialization as soon as possible”.

Another explained the importance as

“Develops student’s ability concerning the jobs they do”.

This also indicates the differing in the extent of emphasis on the importance of career guidance like how (Gourneau, 2012), Mlanga’s (2011) and Nyan (2011) agree on the positive relationship between teachers and students’ perceptions about career guidance and the success of this guidance. The trio argues that when students and teachers have positive perceptions about career guidance and counseling, chances of this guidance process succeeding become higher.

A different teacher explained that,

“Career guidance not only promotes discipline but encourages students to use their time well”

Similar to the above another teacher said, *“Career guidance helps students understand themselves”*. This conforms to what Manuel et al (2007) explains that Career guidance can be complemented with career education, which may tackle issues such as self awareness in relation to others and employment, the exploration of job opportunities, the development of career decision-making, and the application of knowledge and skills.

Though statistically insignificant, 20% and 10% of teachers and students respectively believed there was no relationship between career guidance and the right to education. Similarly, 19% and 5% of teachers and students respectively believed career guidance was not important to students. Reasons advanced for non-importance of career guidance included beliefs that success in education is premised largely on the intrinsic motivation of the student, the academic environment both at home and at school, education facilities available at school and academic potentialities of the student. Students who believed career guidance was not very important argued that what actually mattered most was attending all classes and passing exams and not going through the cumbersome processes of attending career guidance sessions with teachers and headteachers.

Overall, findings under this objective hint at two principal subjects. First, though respondents conceptually appreciate the importance of career guidance in the promotion of the right to education, by and large, these same respondents tended to de-link career guidance from the daily teaching and learning practice. Second, all responses from students and teachers on career guidance and its relationship with the right to education premised on the narrow understanding of career guidance as an activity outside of the classroom environment and thus not an accurate and informed response on this relationship.

4.4 Mode of delivery of Career Guidance in Secondary Schools

During this study, class teachers, teachers, headteachers and career masters in each school listed several modes schools were delivering career guidance. Table 9 summarizes responses from each of the four schools on the different modes they use to offer career guidance.

Table 9: Modes of delivering Career Guidance in Schools

Schools	Modes	Percentage
School 1	Talking to students by teachers during assemblies	90
	Organizing career days	40
	Conducting career guidance sessions	30
	Talking to individual students	20
	Straight talk magazines and Newspapers	4
	Debates	1
School 2	Talking to students by teachers during assemblies	91
	Organizing career days	20
	Conducting career guidance sessions	20
	Talking to individual students	15
	Straight talk magazines and Newspapers	3
School 3	Talking to students by teachers during assemblies	93
	Organizing career days	15
	Conducting career guidance sessions	25
	Talking to individual students	10
	Straight talk magazines and Newspapers	4
School 4	Talking to students by teachers during assemblies	83
	Organizing career days	36
	Conducting career guidance sessions	27
	Talking to individual students	14
	Straight talk magazines and Newspapers	2

Source: Data from respondents (2016)

From Table 9 above, school authorities revealed and explained different modes of giving career guidance. On talking to students during assemblies, teachers revealed that such assemblies involve a teacher sharing information with students on any related career subject for not more than 20 minutes. On such assemblies, teachers collectively talk to students normally in the morning assemblies before classes begin or in the evening assemblies as students prepare to leave school for home. Career days on the other hand involve inviting parents to visit schools to talk to class teachers and students. Career guidance sessions involve conducting interest-based sessions for example for students offering Science or Arts subjects and other interest-based guidance. On debates, one school only indicated its

use but at a smaller percentage. It is mainly done internally and usually led by the English teacher who chooses the topical issues relating to career. Lastly, talking to individual students involves identifying special student cases and guiding the student in question.

From Table 9 above, this research can make different inferences. First, most modes used in giving career guidance in schools are one way in that students become recipients of career guidance and not active partners in this process of this guidance. For school assemblies were mentioned as the most preferred and used mode of giving career guidance lasting less than 20 minutes. Schools accord less attention to participatory modes of giving career guidance, especially talking to individual students, organizing career days and career sessions. The use of non-participatory modes of giving career guidance undermines the recommended student-centered approach to learning and position the student as the receiver of guidance and not an actor in the giving and receiving of this guidance. As Freire (2009) observes, such non-student centered approaches to learning disengage the student from the learning process, promote knowledge transfer and limit chances of the student to share his/her experiences to enrich the learning process and maximize benefit from this process.

On relevancy of the information delivered to students to make informed choices that may help them meet their full potential some teachers explained that it was relevant. A teacher confirmed, *“Information is relevant only that it does not reach the students in time. Many students get the information when it is overdue and does not hold for an immediate positive change”*. The teacher in this statement does not show what time is right for students to get relevant information.

Another teacher explained, *“Career guidance is relevant to a small extent because the information given to students is summarized in a few statements which may not be easy for*

the students to integrate in their minds”. This resonates with what Freire (2009), mere transfer of knowledge of the subject matter to students only promotes memorizing and does not fully integrate the learner into the learning process.

Equally noticeable, modes of career guidance in the sampled schools to a greater extent ignore the multi-stakeholder approach needed to further learning. As UNESCO (2007) rightly observes, the promotion of education of which career guidance in part, rests on different stakeholders including among others; governments, schools, parents and communities. Specifically, the Children Act (Cap. 59 Laws of Uganda) bestows upon a parent, guardian or any person having custody of a child, the duty to give a child the right to education and guidance. As such, for any career guidance process to succeed, this process ought to involve not only school authorities but also other stakeholders outside the school environment. Failure to involve other stakeholders denies the students the support network to maximize the students’ capacity to realize their full potential. Notably, during interviews, parents, local government authorities and representatives of civil society organizations noted their limited involvement in career guidance activities organized by schools. One parent had this to say:

“I rarely receive invitations from the school to attend career guidance days. I do my part to guide my son but I do not know what the school does in this guidance work”.

Similarly, one parish chief observed.

“I have not been part and parcel of this career guidance work in schools. I think schools are doing a great job in this direction”.

Admittedly, parents and local government officials do not require invitations from any one to visit schools and engage in career guidance activities and that these stakeholders have an obligation to contribute to the education goals of students under their care. However,

findings from this study reveal a disconnection between and among stakeholders in the education sector. Such a disconnection potentially denies education stakeholders a chance to build synergies in guiding students.

During this study, school authorities were asked whether they had integrated career guidance into their teaching and learning process and domains. None of the four targeted schools indicated they had mainstreamed career guidance into their teaching and learning activities and/or supported their teachers to improve their capacities to integrate career guidance into the teaching and learning work. During interviews, one head teacher conceded that:

“We plan for career guidance activities at the beginning of the term. We ensure we do not affect our routine teaching and learning activities in class”.

Similar to the above but specifically on time apportioned to career guidance, one teacher explained, “The time given to career guidance is once a term which is also very inadequate”. An affirmation by the head teacher above implies a divorce of the career guidance work from the continuous and routine teaching and learning work and yet career guidance is part and parcel of the teaching and learning. Further, the head teacher’s affirmation hints on the inadequate understanding among school authorities of the inherent interconnection and mutual reinforcement between learning and teaching and career guidance.

4.5 How the Mode of delivery of Career Guidance relates to Students' Realization of their Full Potential

This study revealed a direct connection between career guidance and students' realization of their full potential. Evidently, different respondents expressed several inadequacies and strengths in the current modes of career guidance delivery. Overall, respondents branded non participatory modes as weak in the context of promoting students' realization of their full potential. Respondents on the other hand, applauded participatory modes as a promoter of students' full potential.

Students branded the following modes as being participatory in nature; organizing career guidance sessions; organizing career days and holding individual discussions with students. Students branded school assemblies as a one way communication process. Students, parents and headteachers gave a wide range of responses on the relationship between participatory and non participatory modes of career guidance delivery and student's realization of their potential.

According to student respondents, participatory modes provided them with a chance to interact with teachers and other stakeholders giving career guidance. This interaction provided an opportunity to students to ask questions and seek clarification where possible. One headmaster conceded that:

“Participatory modes bring the student closer to the person offering guidance. Such modes help the person giving guidance to understand the academic needs and interests of the student and build this guidance on these needs and interests”. (Interview done on 5th

July 2016)

Another Headmaster acknowledged that:

“Participatory modes also encourage parents to know what is happening in line of career guidance. Since most of parents are not aware of the changes their children go through, parents’ meetings play a key role in enlightening them on the trends of their children’s career direction”. (Interview done on 6th July 2016)

Similarly, students viewed participatory modes as a relationship builder between the person giving career guidance and the student receiving guidance. One student observed:

“Talking to my teacher alone about my academic life makes me more comfortable and in position to say what I would not have said in a group discussion”.

4.6 Challenges to the Delivery of Career Guidance in Schools

During this study, respondents expressed several challenges to the delivery of career guidance in schools. These included both structural and non-structural challenges. Structurally, teachers revealed a deficit in their training and thus not enabled to be develop their competence as career guidance givers. In a related manner, some teachers observed that career guidance has been narrowed down and relegated to specific career masters who are given allowances for being in these positions. One teacher had this to say:

“Why should I obsess myself with career guidance work if there is a designated career master? I think the career master must be left to do his work”.

Connected to the deficit in the competence of teachers to give career guidance, is poor planning within schools and less interest in career giving. One headmaster observed that:

“Poor planning and interest of Department heads also affects career guidance and this leads to students learning without a desired sense of direction. There are also few

professional teaching staff members who can competently manage career guidance services”.

This concurs with what some teachers explained that,

“Lack of enough people with knowledge about career guidance. It is also caused by shortage of career guidance materials and funds in the school to improve career guidance mechanisms”

This confirms with what (Mlenga 2011) says, that the number of students who did not have a clue about their career ambitions. This does not paint a good picture for the entire country because it means that teachers do not prepare the learners for after secondary studies or they lack the capacity to offer career guidance to learners.

Structurally, career guidance in schools continues to be treated as “a stand alone” aspect of learning and getting de-linked from the main teaching and learning discourse. As Table 2 shows, career guidance in schools is by and large conducted on school assemblies and not integrated into the teaching and learning practice. As one Head Master says:

“Teachers talk about career guidance in classes but there is no designated time allocated for this activity on the Classroom time table”.

Another teacher explains that one of the limitations is:

“Time allocation for each class for career guidance is not easy”

No matter the reason, non-integration of guidance services in the teaching and learning slims opportunities for students to continuously access needed guidance from their teachers and other stakeholders.

Another mentioned challenge was the parents' perception about universal secondary education and relegating their responsibilities towards their children to the government. Many parents as one teacher observed regard universal secondary education to be free and also expect schools to meet all the academic needs of their children. This is coupled with as one parent explains that:

“Negative attitudes of some parents towards education, forces these parents to make wrong choices for their children”.

Related to parents' perceptions, another parent commented that:

“In most cases, parents look at their children as President Museveni's. Parents' participation in education and learning of their own children remains far below expectation”.

Evidently, during this study, some parents blamed schools for not inviting them for career guidance days and yet, parents have a responsibility to proactively support their children whether invited or not. This challenge calls for how (Mlanga 2011) emphasizes that , proper career guidance would have assisted many of these students with early applications at universities and/or further education and training colleges, selection of career paths at an early stage, and with more career options other than enrolling at these institutions.

Teachers also acknowledged that parents still have a great role to play in career guidance so that the right to education is promoted. This confers with what one the teachers explained that;

“Parents should be encouraged to identify their children's talents at an early age”.

Solutions identified by stakeholders that would help improve the situation:

60% of the teachers suggested that the Ministry of Education still has a big role to play in ensuring the provision of career masters and “should post career guidance teachers to the school”. Related to the above other teachers explained, “*Remuneration of teachers who give career guidance should be put on pay roll to ease its implementation or motivate teachers who sacrifice and share career guidance information*”.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter focuses on four aspects. The chapter gives four a summary of this research and the second part focuses on conclusions as derived from the study findings. The third aspect of this chapter makes recommendations to different stakeholders and the last part proposes areas for further research.

5.1 Summary of Findings

The summary emanates from the findings of the study and follows systematically the research questions of the study on the role of career guidance on the promotion of the right to education.

Findings on the perception of teachers and students about career guidance reveal that both teachers and students appreciate the significance of career guidance in the students' pursuit of their academic goals. However, career guidance activities are mainly limited to separate activities outside of the class room teaching and learning environment and activities and thus not mainstreamed in the teaching and learning process.

On modes of career guidance, the study revealed that by and large, schools rely on non-participatory modes of delivering career guidance. Schools use school assemblies that last less than 20 minutes to give this guidance. Schools have not explored fully the use of participatory modes like talking to individual students and conducting career sessions to maximize student active involvement in the career guidance process. Further, other stakeholders in the education sector especially parents have relegated career guidance to school authorities.

The study established a positive correlation between participatory modes of career guidance and the students' realization of their full potential. On the other hand, non participatory modes limit students from realizing their full potential. Finally, respondents enumerated a number of structural challenges that limit the delivery of career guidance in schools.

5.2 Conclusions

From the findings of this study, the following deductions can be made in regard to the role of career guidance in the promotion of the right to education. Teachers and other stakeholders in the education sector continue to construe career guidance to mean a stand-alone activity that is divorced from the domains of teaching and learning. This narrow perception undermines the success of career guidance giving and receiving.

Non participatory modes of career guidance undermine the participation of students in the enterprise of career guidance and by extension, fail to tap into the academic needs and interests of the student. Participatory modes on the other hand, have the potential to deliver successful career guidance processes. Similarly, there exists a positive correlation between participatory modes of career guidance and the students' realization of their full potential. Non participatory modes on the other hand, limit students from realizing their full potential

5.3 Recommendations

Recommendations in this study are derived from the key findings. Specifically, these recommendations are directed to the MOES, local governments and schools.

The MOES should integrate into the teacher training curriculum, aspects of and methodologies on career guidance. Similarly, the ministry through the office of the district education officer should organize periodical seminars to orient teachers on career guidance

matters and also discuss with these teachers emerging trends in the education and employment sectors.

Secondary schools should periodically revisit pedagogical approaches to teaching and learning with a view of harnessing the use of participatory approaches to teaching and learning. Further, schools should devise means of mainstreaming career guidance into the teaching and learning mandate of teachers. This mainstreaming many take different forms. For example; teachers expounding on the opportunities different subjects provide to their students as they interact with students in class; teachers and; students discussing each student's career objectives and; teachers and students.

Schools should employ multi-stakeholder approach in the delivery of career guidance services and products. In this approach, schools should bring on board parents, local leaders and civil society organizations. Through parents' associations and school management committees, Schools need to explore practical and effective ways and means of periodically inviting parents and other stakeholders to school to follow up their children, hold meetings with school authorities and jointly plan for career guidance activities. Coordination of teachers, parents and students should be greatly considered to increase on the impact of career guidance in schools.

Close to the above, career guidance sessions should be a must for students at their schools especially from senior three to higher classes to enable the students maintain the desired focus. They should also have well trained teachers or career masters that can be able to discern students' ability to maximize their full potential.

Local governments leaders from village to district level need to mobilize relevant stakeholders in the education sector to support students' realization of their potential. This mobilization may be in forms of holding community meetings to share information on

education related policies. Further, local leaders need to creatively enforce existing policy and legal framework providing for parents and other stakeholders' role in the promotion of universal secondary education.

5.4 Suggestions for Further Research

This study did not cover all aspects of career guidance given its scope. Further, in the process of research, findings generated some issues which hinted on other aspects of career guidance that different stakeholders in the education sector need to further research on. Thus, the following deserve further scholarly scrutiny.

How to effectively integrate career guidance into the routine teaching and learning practice. This research is critical due to existing attempts by different education stakeholders to treat career guidance as a separate intervention from the teaching and learning discourse.

How to bolster the multi-stakeholder involvement and dynamics in the learning and teaching processes. These stakeholders include; parents, education officials, teachers, civil society and local governments.

The contextual, effective and efficient ways of giving career guidance to modern students. Given the robust information technological innovations and approaches, education stakeholders need to explore other new means of engaging students in the teaching and learning process that is compliant with present day challenges and opportunities.

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APPENDICES

Appendix I: Questionnaires

Questionnaire for Students

Dear Sir/Madam,

I am Rita Naggayi Ssimbwa a Researcher and a student of Master of Arts Local Governance and Human Rights, at Uganda Martyrs University Nkozi. As partial fulfillment for the award of this degree, I am conducting a study. The topic of the study is the role of career guidance in the promotion of the right to education in Malangala Sub County -Mityana District. Would you please be kind and spend some of your precious time to answer a few questions to enable me successfully complete this research project. Please answer the questions as genuinely as possible. Strict utmost confidentiality and anonymity is guaranteed throughout the whole process and only be used for the purpose of this study.

Thank you so much for kind acceptance.

Section A: Background

Please tick the most appropriate

Please tick the most appropriate

1. Sex

1. Male 2. Female

2. Marital Status

a) Married b) Single c) Widow/Widower
d) Separated/Divorced

3. Educational Level

a) Not attended School b) Primary c) O' level
d) A 'level e) Certificate f) Graduate

4. Occupation

a) Self employed b) unemployment c) informally employed

d) Formally employed e) Student

5. Age Group

a) Less than 20 years b) 20-30 c) 31-40 d) 41- 50 e) 51 and
above

6. Is your school a Government or Private secondary school?

7. Location of your secondary school: Urban Rural

8. What is the name of your sub county your school is located?

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Section B: To Find Out How Students and Teachers Perceive Career Guidance,

1. In your view how do you understand career guidance?

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2. In your view how do you understand the right to education?

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3. In your view how do you relate career guidance to getting right education?

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4. In your view what do you think are the goals or aims of career guidance in the school?

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5. In your view what is the importance of career guidance to students in your school?

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Section C: To Find Out the Mode of Delivery of Career Guidance in Secondary Schools

6. How does your school often deliver career guidance?

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7. What covered in career guidance meetings?

Personal topics (such self-esteem, bullying etc)

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Career guidance topics

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8. What proportion of time does your school avail to career guidance?

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Does your school have a time table showing when to engage in career guidance? Yes

/No. If yes how do you use it?

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9. Does the location of your school affect your mode of career guidance?

.....
.....

Section D: To Establishes the Impact of Career Guidance to the Realization of the Students Potential

10. How often do you receive guidance activities from your teachers?

- a) Regularly
- b) Occasionally
- c) Never

11. How often do your parents get involved in your career guidance?

- a) Regularly
- b) Occasionally
- c) Never

12. As a student, how do you know the changing trends in career choices on the market?

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.....

In your view what is the impact of career guidance to students?

.....

.....

13. In your view how do you relate career guidance to getting right education?

.....

.....

Are you satisfied that how career guidance needs are being sufficiently tackled?

Yes

No

14. In your view what is the importance of realizing a students full potential?

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.....

Why do you think is a result of not engaging students in career guidance so that they gain their full potential?

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Section E: Identify Challenges and Solutions to Enhance Delivery on Career

Guidance

15. What do you think are the obstacles to career guidance in your school?

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In your view what do you think is the effect of not engaging in career guidance in your school?

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16. What do you think should be done to overcome the obstacle to career guidance in your school?

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What strategies can be adopted by the school to ensure sustainable career guidance?

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.....

Thank you so much for time.

Questionnaire for Directors/Principals/School Heads/Teachers

Dear Sir/Madam,

I am Rita Naggayi Ssimbwa B.A. student of Master of Arts Local Governance and Human Rights, at Uganda Martyrs University Nkozi. As partial fulfillment for the award of this degree, is conducting a study. The topic of the study is the role of career guidance in the promotion of the right to education in Malangala Sub County. With this research, the researcher needs to achieve the following; to find out how students and teachers perceive career guidance, to find out the mode of delivery of career guidance in secondary schools, to establish the impact of career guidance to the realization of a student's full potential and to asses the effective delivery on career guidance in schools. Would you please be kind and spend some of your precious time to answer a few questions to enable me successfully complete this research project. Please answer the questions as genuinely as possible. Strict utmost confidentiality and anonymity is guaranteed throughout the whole process and only be used for the purpose of this study.

Thank you so much for kind acceptance.

Section A: Background

Please tick the most appropriate

1. Sex

1. Male 2. Female

2. Marital Status

a) Married b) Single c) Widow/Widower Separated/Divorced

3. Educational Level

- a) Not attended School b) Primary c) O' level d) A 'level
e) Certificate f) Graduate

4. Occupation

- a) Self employed b) unemployment c) informally employed d) Formally employed
e) Student

5. Age Group

- a) Less than 20 years b) 20-30 c) 31-40 d) 41- 50 e) 51 and above

6. Is your school a Government or Private secondary school?

7. Location of your secondary school; Urban Rural

8. What is the name of your sub county your school is located?

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Section B: To Find Out How Students and Teachers Perceive the Significance of Career Guidance

1. In your view, how do you understand career guidance?

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2. In your view how do you understand the right to education?

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3. In your view how do you relate career guidance to getting right education?

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4. In your view what do you think are the goals or aims of career guidance in the school?

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5. In your view what is the importance of career guidance to students in your school?

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Section C: To Find Out the Mode of Delivery of Career Guidance in Secondary Schools

6. How does your school often deliver career guidance?

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7. How relevant is the information delivered to students to make informed choices so that they may realize their full potential? Please explain.

.....
.....

8. Do you feel that your guidance work is appreciated by the following?

Students

a) Yes

b) No

Teachers

9. If you could choose whether to focus more of your time on one of the following, what would you choose?

a) Career guidance issues

b) Personal counseling

10. Is career guidance within your school part of the school development plan or is it only owned by the guidance teachers?

a) Part of school development plan

b) Only owned by guidance teachers

11. How is career guidance incorporated in the school system?

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12. What do you do you base on to determine your careers guidance direction?

.....
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13. What is covered in the career guidance meetings?

Personal topics (such self-esteem, bullying etc)

.....
.....

Career guidance topics

.....
.....

14. What proportion of time does your school avail to career guidance?

.....

15. Does your school have a time table showing when to engage in career guidance? Yes

/No. If yes how do you use it?

.....
.....

16. How often does the career guidance team use materials from Ministry of Education to provide career guidance in the school? Please explain.

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17. Does the location of your school affect your mode of career guidance?

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Section D: To Establishes the Impact of Career Guidance to the Realization of the Students Potential

18. How often are teachers involved in guidance activities?

- a) Regularly
- b) Occasionally
- c) Never

19. Do other teachers want to get involved?

- a) Regularly
- b) Occasionally
- c) Never

20. How do students know the changing trends in career choices on the market?

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21. In your view what is the impact of career guidance to students?

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22. In your view how do you relate career guidance to getting right education?

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23. Are you satisfied that how career guidance needs are being sufficiently tackled?

- a) Yes
- b) No

Section E: Assess Challenges and Solutions to Enhance Delivery on Career Guidance

24. What are the limitations to career guidance in your school?

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25. In your view what causes those limitation?

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26. In your view, what do you think is the effect of not engaging in career guidance in your school?

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27. What do you think should be done to overcome the obstacle to career guidance in your school?

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28. What strategies can be adopted by the school to ensure sustainable career guidance?

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29. What additional information do you think was left out of this interview and can help educational planners, parent, school administrators and policy makers to improve students' career guidance so that they could promote the right to education?

Thank you so much for your precious time used to answer this questionnaire.

Questionnaire for Directors/Principals/School Heads/Teachers

Dear Sir/Madam,

I am Rita Naggayi Ssimbwa B.A. student of Master of Arts Local Governance and Human Rights, at Uganda Martyrs University Nkozi. As partial fulfillment for the award of this degree, is conducting a study. The topic of the study is the role of career guidance in the promotion of the right to education in Malangala Sub County. With this research, the researcher needs to achieve the following; to find out how students and teachers perceive career guidance, to find out the mode of delivery of career guidance in secondary schools, to establish the impact of career guidance to the realization of a student's full potential and to asses the effective delivery on career guidance in schools. Would you please be kind and spend some of your precious time to answer a few questions to enable me successfully complete this research project. Please answer the questions as genuinely as possible. Strict utmost confidentiality and anonymity is guaranteed throughout the whole process and only be used for the purpose of this study.

Thank you so much for kind acceptance.

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Please tick the most appropriate

1. Sex

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3. Educational Level

4. a) Not attended School b) Primary c) O' level d) A
'level
- e) Certificate f) Graduate

5. Occupation

- a) Self employed b) unemployment c) informally employed
- d) Formally employed e) Student

6. Age Group

- a) Less than 20 years b) 20-30 c) 31-40 d) 41- 50 e) 51 and
above

7. Is your school a Government or Private secondary school?

8. Location of your secondary school; Urban Rural

9. What is the name of your sub county your school is located?

.....

10. What is your role in this school?

**Section B: To Find Out How Students and Teachers Perceive the Significance of
Career Guidance**

1. In your view how do you understand career guidance?

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In your view how do you understand the right to education?

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In your view how do you relate career guidance to getting right education?

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In your view what do you think are the goals or aims of career guidance in the school?

.....
.....
In your view what is the importance of career guidance to students in your school?

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.....
Section C: To Find Out the Mode of Delivery of Career Guidance in Secondary Schools

2. How does your school often deliver career guidance?

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.....
How relevant is the information delivered to students to make informed choices so that they may realize their full potential? Please explain.

Do you feel that your guidance work is appreciated by the following?

Students

Yes No

Teachers

Yes No

3. If you could choose whether to focus more of your time on one of the following, what would you choose?

a) Career guidance issues

b) Personal counseling

4. Is career guidance within your school part of the school development plan or is it only owned by the guidance teachers?

5. How is career guidance incorporated in the school system?

.....
.....

What do you do you base on to determine your careers guidance direction?

.....
.....

What is covered in the career guidance meetings?

Personal topics (such self-esteem, bullying etc)

.....
.....

Career guidance topics

.....
.....

6. What proportion of time does your school avail to career guidance?

.....

7. Does your school have a time table showing when to engage in career guidance? Yes /No. If yes how do you use it?

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.....

8. How often does the career guidance team use materials from Ministry of Education to provide career guidance in the school? Please explain.

.....
.....

9. Does the location of your school affect your mode of career guidance?

.....
.....

Section D: To Establishes the Impact of Career Guidance to the Realization of the Students Potential

18. How often are teachers involved in guidance activities?

- a) Regularly
- b) Occasionally

c) Never

19. Do other teachers want to get involved?

a) Regularly

b) Occasionally

c) Never

20. How do students know the changing trends in career choices on the market?

.....
.....

21. In your view what is the impact of career guidance to students?

.....
.....

22. In your view how do you relate career guidance to getting right education?

.....
.....

23. Are you satisfied that how career guidance needs are being sufficiently tackled?

a) Yes

b) No

Section E: Assess Challenges and Solutions to Enhance Delivery on Career

Guidance

24. What are the limitations to career guidance in your school?

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25. In your view what causes those limitation?

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26. In your view, what do you think is the effect of not engaging in career guidance in your school?

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27. What do you think should be done to overcome the obstacle to career guidance in your school?

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28. What strategies can be adopted by the school to ensure sustainable career guidance?

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29. What additional information do you think was left out of this interview and can help educational planners, parent, school administrators and policy makers to improve students' career guidance so that they could promote the right to education?

Thank you so much for your precious time used to answer this questionnaire.

Parents' Questionnaire

I am Rita Naggayi Ssimbwa a Researcher and a student of Master of Arts Local Governance and Human Rights, at Uganda Martyrs University Nkozi. As partial fulfillment for the award of this degree, I am conducting a study. The topic study is the role of career guidance in the promotion of the right to education in Malangala Sub County. Would you please be kind and spend some of your precious time to answer a few questions to enable me successfully complete this research project. Please answer the questions as genuinely as possible. Strict utmost confidentiality and anonymity is guaranteed throughout the whole process and only be used for the purpose of this study.

Thank you so much for kind acceptance.

SECTION A: BACKGROUND

Please tick the most appropriate

1. Sex

1. Male 2. Female

2. Marital Status

a) Married b) Single c) Widow/Widower d) Separated/Divorced

3. Educational Level

a) Not attended School b) Primary c) O' level

d) A 'level e) Certificate f) Graduate

4. Occupation

- a) Self employed b) unemployment c) informally employed
- d) Formally employed e) Student

5. Age Group

- a) Less than 20 years b) 20-30 c) 31-40 d) 41- 50 e) 51 and
above

6. Does your child attend a Government or Private secondary school?

7. Location of your Child’s secondary school; Urban Rural

8. What is the name of your sub county your school is located?

.....

SECTION B

1. In your opinion what is career guidance and the right to education?

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2. What role do parents play in influencing their children’s choice of career today to realize their full potential?

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3. In your view where do you think parents get the authority/support to provide career guidance so that their children can enjoy the right to education?

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4. When secondary schools students are deciding which area of study to pursue at the higher level, who or what influences this decision - peers, parents, or teachers?

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.....
5. In your opinion, to what extent should a parent influence a child's choice of career?
Please explain why?

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6. In your opinion what is the duty of parents to ensure that their children get the right to education?

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7. Are parents more accepting of children's interest and choices, especially when they are not mainstream? Please explain

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8. Do you see a difference in the way parents approach career choices in villages and towns?

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9. Could you name a few factors that influence a parent's choice for a student's future career? Do you find these reasonable?

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10. In your view what is the importance of career guidance to students?

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11. What advice would you give parents on being good facilitators in this process?

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.....

12. In your view does the location of your school affect your mode of career guidance?

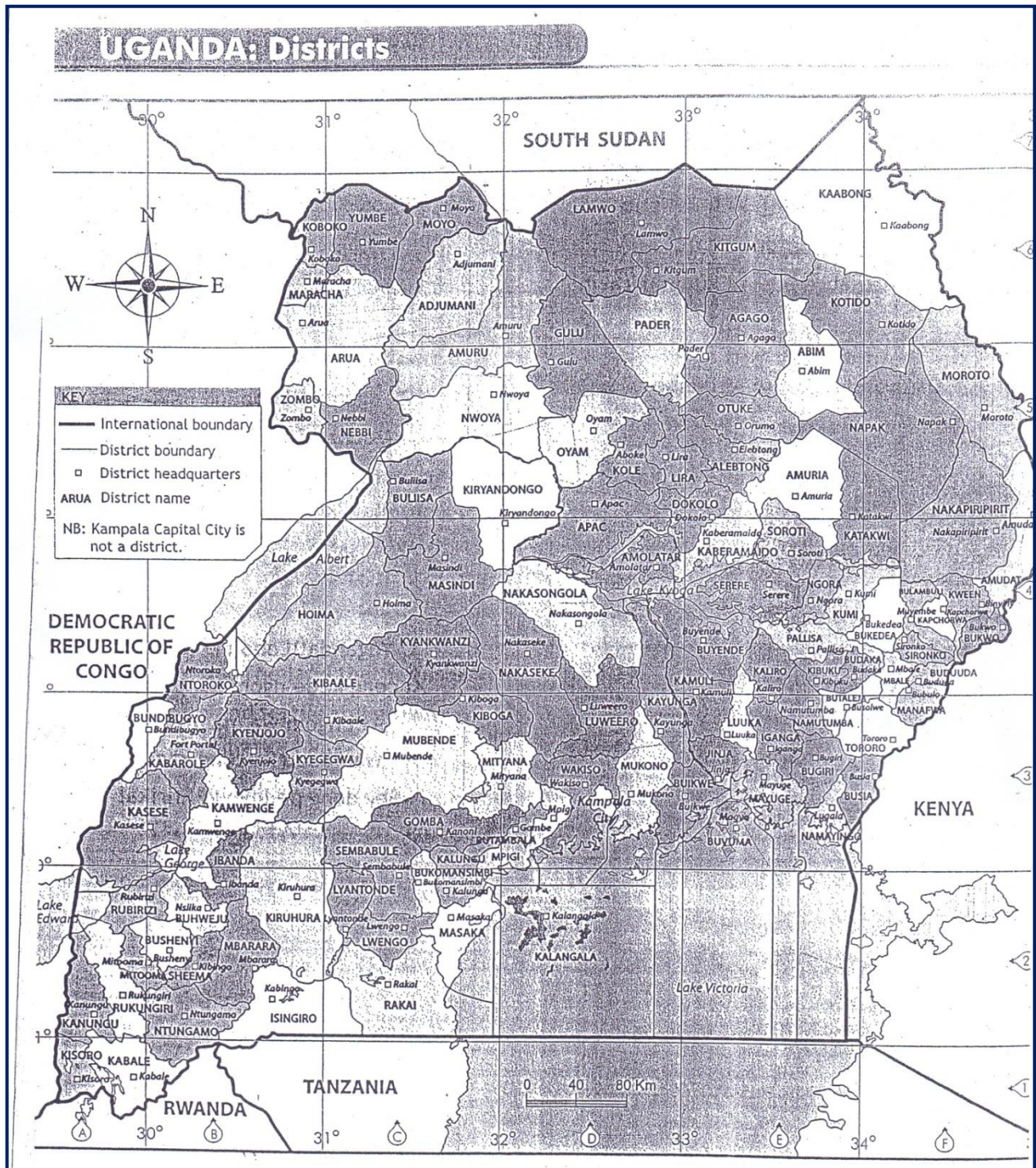
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13. What additional information do you think was left out of this interview and can help educational planners, parent, school administrators and policy makers to improve students' career guidance so that they could promote the right to education?

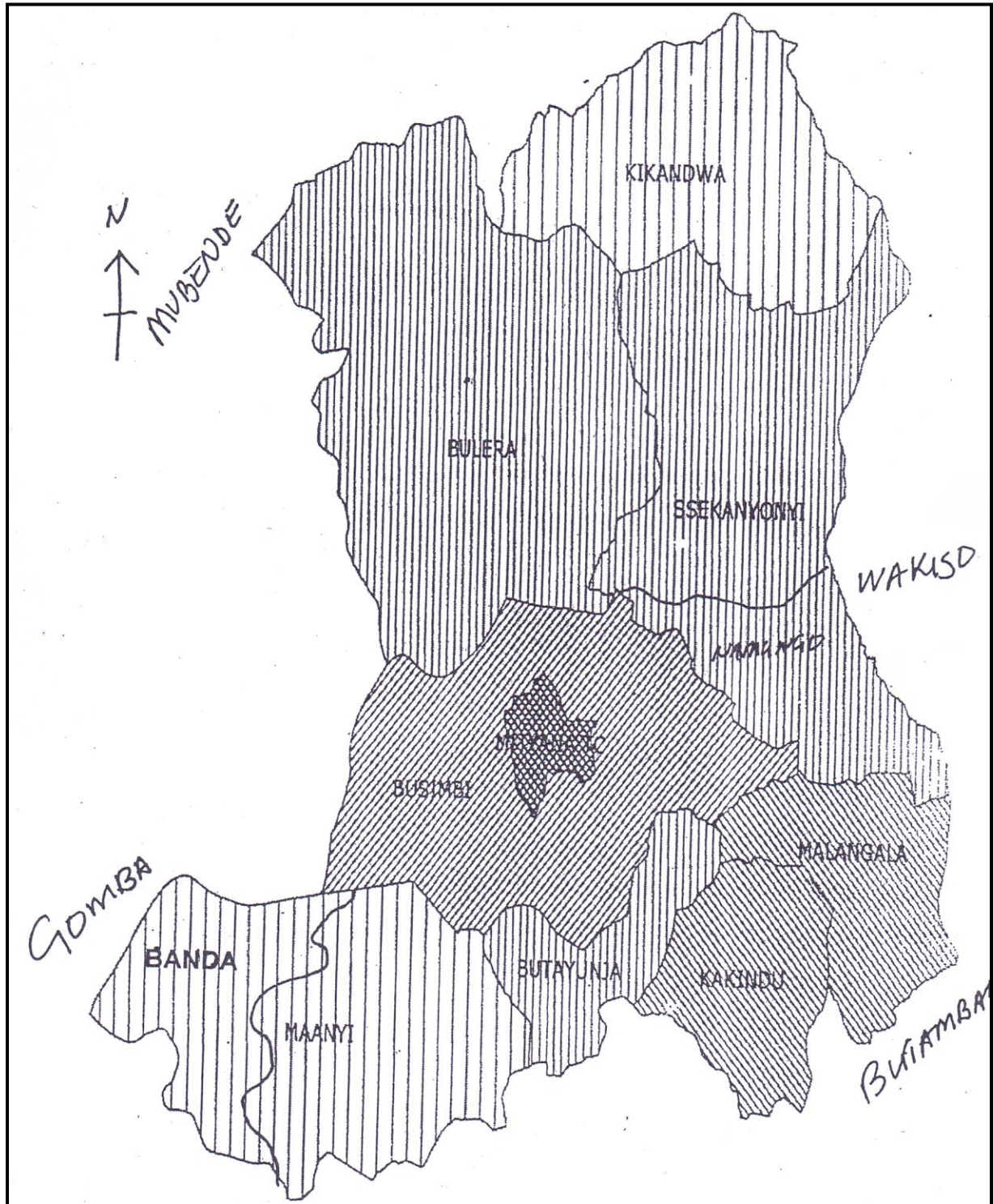
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Thank you so much for your precious time. Be blessed.

Appendix II: Map of Uganda



Appendix III: Map of Mityana District



Appendix IV: Introduction Letter

**School of Arts and Social Sciences
Department of Governance and Peace Studies
Email: sass@umu.ac.ug**

Your ref:

Our ref: rec: ma lghr dl field introduction letter 15-16

Nkozi, 13th May, 2016

Dear Sir / Madam,

Ref: Letter of Introduction.

This is to introduce to you Buuzabalyawo Naggayi Ritah Reg. No. 2013-M083-10008 who is a postgraduate student in the **Department of Governance and Peace Studies at Uganda Martyrs University-Nkozi. She is required to carry out Research** on the topic:

“The Role of Career Guidance in the Promotion of the Right to Education. Case: Malangala Sub-County Mityana District”.

This is a requirement for the award of a Masters degree in Local Governance and Human Rights.

I would like to request you to render her assistance in collecting the necessary data for writing her Dissertation.

Thanking you in advance for your assistance.

Yours Sincerely,

Dr. Musinguzi Denis

Head of Department