

**EFFECT OF CAREER GUIDANCE ON STUDENTS' ACADEMIC PERFORMANCE IN  
BUDUDA SECONDARY SCHOOL IN  
BUDUDA DISTRICT.**

**A DISSERTATION SUBMITTED TO THE FACULTY OF EDUCATION IN PARTIAL  
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## **DEDICATIONS**

To my lovely parents Mr. Wanyenze Silvester (the late) and Mrs. Mukimba Clementine who have tirelessly been there for me with enduring love and support throughout my educational endeavors. You will always be remembered for your efforts and encouragement throughout my studies.

**I love you all.**

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Special thanks goes to my respondents in Bududa secondary school, especially to those who answered my questionnaires, thank you for your enthusiastic participation in this study

**Sign**

.....

**SHIMON ISAIAH**

For God and my country-Uganda

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## **LIST OF ABBREVIATIONS**

- MOES** : Ministry of Education and Sports.
- OECD** : Organization of Economic Co-operation and Development.
- SCAGES** : Standing Conference of Association for Guidance in Education Setting.
- U NESCO** : United Nations Education Scientific Cultural Organization.
- UCE** : Uganda Certificate of Education.

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## **ABSTRACT**

The study set out to investigate the effect of career guidance on students' academic performance in Bududa Secondary School in Bududa sub-county- Bududa district. The study was guided by the following objectives; to find out the effect of career guidance on students' academic performance in Bududa secondary School, to establish the relationship between career guidance and students' academic performance in Bududa Secondary School and to identify the challenges of implementing career guidance services in Bududa secondary School. The study Adopted explanatory approach using cross sectional research design. The target population included school stake holders, teachers, and students. The sample size was 50 respondents. The study employed simple random and purposive sampling techniques to select the study respondents. Questionnaires and interview guides were used to collect data. Questionnaires were administered to teachers while interview guide was administered to students. The study used statistical product service solutions to analyze code, classify and tabulate data because it performs data entry and analysis as well as crafting tables to report information.

The study found out that career guidance has an effect on students' academic performance because it can lead to regular attendance, good syllabus coverage among others, The study also found out that there was a relationship between career guidance and academic performance because it leads to good discipline, systematic school programs Etc. It also found out that there are many challenges that affect the implementation of career guidance services. These findings show that lack of career guidance in Bududa Secondary School has affected academic performance of the students. Therefore, there is need for the government to review the current regulatory policy and legal framework within the education sector for effective service delivery. More funds should be given to schools to cater for effective career guidance programs. There should be increased monitoring and evaluation of school programs and increased capacity building in schools in the field of career guidance.

# **CHAPTER ONE**

## **GENERAL INTRODUCTION**

### **1.1 Introduction**

The study intended to establish the contribution of career guidance on students' academic performance in Bududa secondary school in Bududa District. This chapter presented and described introduction, background of the study, statement of the problem, main objective of the study, specific objectives of the study, research questions, scope of the study, significance of the study, justification of the study, conceptual framework and definition of key terms; Chapter two thematically reviewed the literature related to the subject, following the objectives of the study; Chapter three looked at the research methodology that was applied in this research. Chapter four looked at data presentation, analysis and discussion of the findings following the objectives of the study and, Chapter five presented the summary of the findings, conclusion and it made appropriate recommendations to the study.

### **1.2 Background of the study**

According to Watt and Fret, (2004), career guidance are services intended to assist individuals at any age and at any point throughout their lives, empowering them to make educational training and occupational choices to manage their careers. They include three elements: career information, career counseling and career Education and if the three are well handled, then academic performance can be improved. Therefore schools have the responsibility to provide appropriate career guidance and counseling to all students but special attention is to be paid to those who are nearing the completion of education cycle. There is a need for provision of career guidance information to enable students make rightful decision to uplift academic performance for further education in higher institution of learning.

Career guidance in secondary schools can be traced back to the early 1930s, whereby at the end of great depression there was need for career guidance and vocational guidance service in schools to support transition into the work force. Although career guidance was started in schools in early 1930s up to now, the program is not fully defined to equip learners (lynes, 2005). Increased school roles, teacher shortages and expansion of school curriculum has posed a challenge and affected career implementation in secondary schools. Career guidance started in United States of America in the later 19<sup>th</sup> century and aimed at eradicating poverty and living conditions that had been

created by rapid industrialization and consequent migration of people to major urban centers (National center of Education and Economy, 1990). Career guidance in Singapore is based on appropriate activities for students from primary to post-secondary school level as stated in Erikson model, (1902). The model states physical, social and environmental influences are intertwined as co-participants along with innate biological, psychological processes in shaping an individual's personality development to come with three progressive phase which are career awareness, career exploration and career planning. This involves identifying ones' identity, interests, values understanding and ability. All these make learners to be motivated and work hard to improve on their academic performance, (Perry et al, 2014). Guidance skills motivate them to work hard in order to improve their academic performance (MOES, 2007: p56).

In Kenya, counseling has been promoted to improve participation and achievements of students in schools. In 1971, the ministry of education introduced career guidance and counseling in schools in recognition that academic work alone would not help students make informed choices in life. (Makinde, 2006).

Kaggwa (2003), explains academic performance as the quality and quantity of knowledge, skills, techniques, positive attitude, behavior and philosophy that students achieve. World Bank, (2001) stress that it is important for teachers to balance the emphasis on both academics and career guidance to enable learners have a focus and work hard towards achieving educational goals through academic performance.

“The teacher exposes students to alternatives in making career choices whereby students are encouraged to consider factors such as abilities, interest, values, and levels of training of their career understandings for a better life” (MOES, 2007). Despite the emphasis made on career guidance in Uganda employers criticize that Uganda's Education system does not prepare learners for challenge in life due to poor implementation of skills in real or practical work and also that they seem to be ignorant of career options that are available to them. Therefore, it becomes necessary for secondary school teachers to teach students career guidance skills to motivate them to work hard in order to improve their academic performance (MOES, 2007 p56).

### **1.3 Statement of the Problem**

Secondary schools in Bududa District have continuously been performing poorly, despite the existence of Career guidance department in schools. In reference to the monitor newspaper of 3/Feb/2015, Bududa District was counted among the last three districts in Uganda with poor performance in UCE. Bududa secondary school is one of the highly populated schools in the District and it's among those performing poorly and at the same time having one career guidance teacher. There has been no evaluation on how career guidance is implemented in the schools, and yet it enables students to make realistic decisions in line with academic performance because failure to make realistic decisions obviously affects academic performance. Therefore, it becomes clear that career guidance has been given low priority. It is against such background that the researcher was motivated to investigate the effect of career guidance on students, academic performance in Bududa Secondary school in Bududa District.

#### **1.4.0. Objective of the study**

The study was based on two objectives that is, the general and specific objectives

##### **1.4.1. General Objective**

The study sought to examine the effect of career guidance on students' academic performance in Bududa secondary school in Bududa District.

##### **1.4.2. Specific Objectives**

- (i) To find out the effect of career guidance on students' academic performance in Bududa Secondary School.
- (ii) To establish the relationship between career guidance and students' academic performance in Bududa Secondary school.
- (iii) To identify the challenges of implementing career guidance services in Bududa Secondary School.

### **1.5. Research Questions**

- (i) What are the effects of career guidance on Students' academic performance in Bududa Secondary School?

(ii) What is the relationship between career guidance and Students' academic performance in Bududa Secondary School?

(iii) What are the challenges of implementing career guidance services in Bududa secondary School?

## **1.6. Scope of the Study**

The scope provided information on Content scope, Geographical scope, and Time scope.

### **1.6.1. Content Scope**

The study was carried out on the effect of career guidance on academic performance in Bududa secondary school. This topic is necessary because it will enable the stakeholders in secondary schools to implement career guidance programmes.

### **1.6.2. Geographical Study**

The study was carried out in Bududa Secondary school found in Bududa District, bordering Sironko District in the north, Manafwa in the south, Mbale in the west, Kenya in the East and covers a distance of 226 KM (140 M) from Kampala the Capital City of Uganda.

### **1.6.3. Time Study**

The research was based within the period of 2012– 2016. This is because during this period 2012-2016, academic performance had been poor in Bududa district.

## **1.7. Significance of the Study**

The study would contribute to proper understanding of the role of career guidance in Bududa secondary school and different stakeholders will appreciate there by directing their effort to support career sessions in schools just as other curriculum activities in school.

The study would attract the contribution of the Ministry of Education, Probation Officers and other administrative officers in Education to reinforce the implementation of career guidance activities such as career jobs, career shows, seminars, career talks, inviting guests, displaying career information, career tours and trips in Bududa secondary school.

The study would help to identify the gaps in the career guidance delivery to students such that retention would be possible in Bududa Secondary school. The study would also help stakeholders

in the school to understand their role and approximately device mechanisms to strengthen career guidance in Bududa secondary school.

Lastly the finding would increase the frontiers of the existing knowledge. This will be used by students, academician and other researchers to widen their knowledge and make other research endeavors in the field of education.

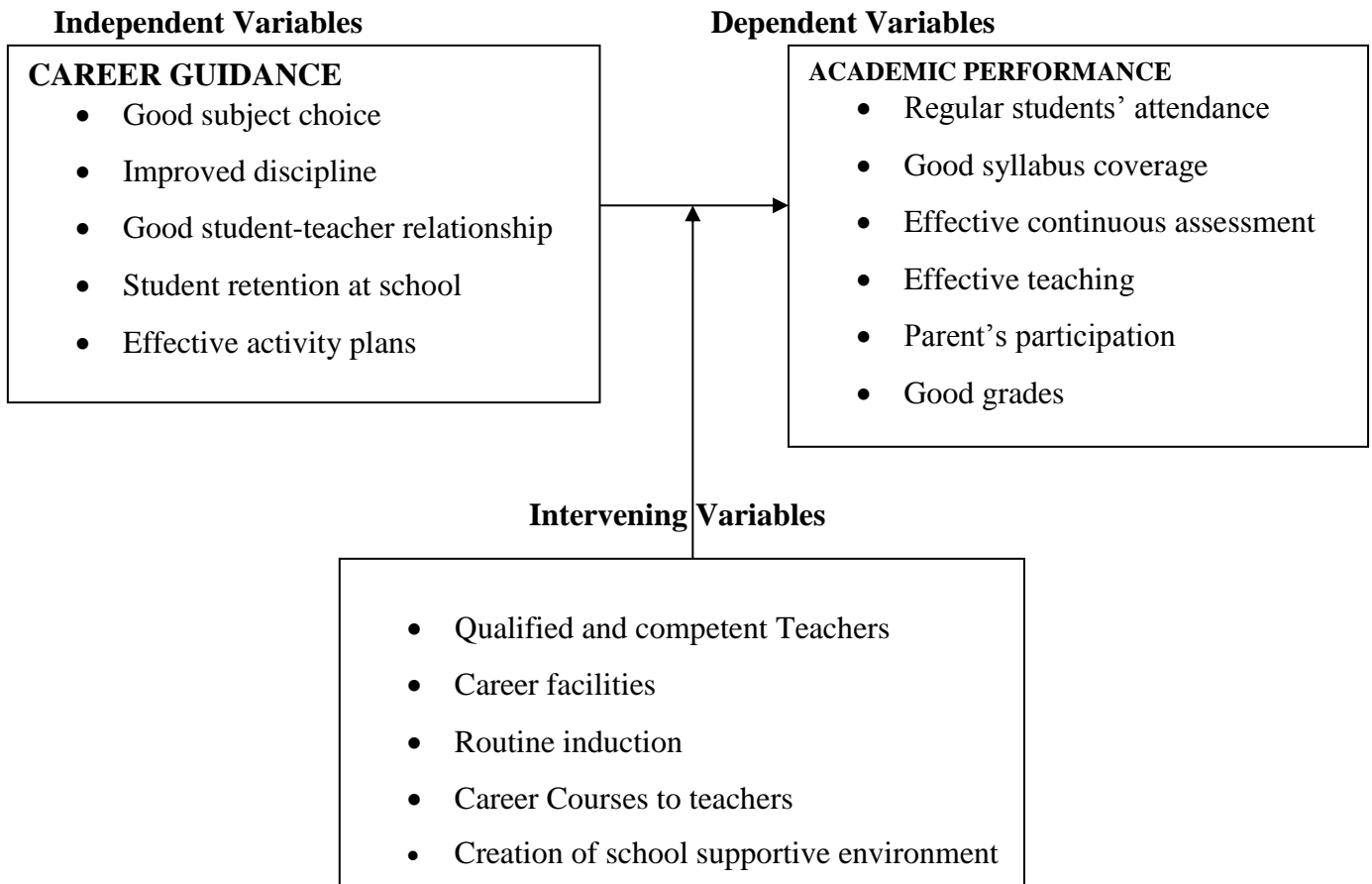
### **1.7 Justification of the Study**

The study would be undertaken to provide the base line information to the education planners and managers about the role of career guidance on academic performance.

The study was also a necessity because it helps in providing pertinent information and feedbacks not only to students but also to other major stakeholders on the benefits of career guidance in Bududa secondary school.

The study was also of necessity because it would enable the concerned stakeholders to appreciate that career guidance and learning process in schools go hand in hand for proper learner's career decisions in life.

**1.8 Figure 1: Shows the Conceptual Framework of the Study.**



**Source: Adapted and modified from Makinde (2006)**

From the conceptual framework above, independent variable is showing career guidance in schools leads to good subject choice, improved discipline, good student's teacher relationships, student retention, and effective activity plans. The dependent variable shows that career guidance would lead to improved academic performance by regular students' attendance, good syllabus coverage, effective continuous assessment, effective teaching, parents' participation and good grades. The moderating variables showing government policies such as competent teachers, career facilities, routine induction, career training to teachers, and creation of school supportive environment would enable career guidance to improve students' academic performance.



## **1.9 Definition of Key Terms and Concepts**

**Career** refers to one's progress through his or her working life, particularly in working profession or line of work like teaching, engineering, nursing extra (MOES,2015).

**Career Guidance** involves services offered, which are intended to assist learners of any age and *at* any point throughout their lives to make educational training and occupational choices and to manage their career choices (MOES, 2007).

Kaggwa (2003), define academic performance as the quality and quantity of knowledge, skills, techniques, positive attitude, behavior and philosophy that students achieve.

**Academic Performance** is the extent to which a student, teacher or Institution has achieved their short or long-term Educational goals (Annie Ward; Howard W. Stoker; Mildred Murray-Ward 1996).

**Students** are a learners or someone who attends an Educational Institution.

**A secondary School** is both an organization (Institution) of learning that provides Secondary Education and also the building where this takes place.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

The chapter highlighted the literature review on the effect of career guidance on academic performance, the relationship between career guidance and academic performance and challenges of career guidance in secondary schools. This enabled the researcher to explore different literature related to the topic under study.

#### **2.2 The Effect of Career Guidance on the Students' Academic Performance**

Perry Liu and Papiian, (2010), when students' see that there is relevance between their studies and future career aspiration, they tend to exhibit more involvement and motivation in schools. Chapman, (2010), states that, the good information and self-efficiency is the career decision making process and much of the literature as well provides specific guidance. Career guidance has greatly contributed to national education and labour market goals in terms of raising people's interest in education and training as well as boosting their participation and non-formal learning which has positive effect on the overall learning outcomes It empowers students by equipping them with better awareness of learning opportunities (Killeen 1992); White and Watts, (1995); Watts, 1996), therefore, if learners are taught effective career guidance, then academic performance can be improved leading to good grades because they will be motivated to work hard to prepare themselves with competences which will enable them to make right career choices in future especially in high institution of learning.

According to Gande Daniel, (2007), points out that lack of career guidance influence post-secondary school learners' choices which impacts negatively to scarce skills in countries. Donne, (2006), the impact of lack of career guidance from experienced people in career guidance programme, the career and life choices, which young people need to make as they move from school-based adolescent in order for learners to appreciate the significance of completing further education. Therefore to help students make informed career decisions self-career guidance programme has been developed and implemented hence career guidance having positive effect on academic performance in secondary school.

Career guidance builds human capital and employability throughout life time Career guidance builds human not limited to providing information about jobs and guidance to student in their

decision, but it also help the youths in selecting their skills needed in developing and executing their long term goals as a fundamental element of human capital (Gazier 1999). Career development is a continuous process that involves personal experience influencing one's career over one's entire lifespan, Cassielloos: Dykeman, Charles 2003) Nile & Harris-Bowlesbey. It is against such a background that learners are motivated to work hard to perform well and achieve their career ambitions in future.

Career guidance can be gauged from the fact that it was introduced that time in Malaysian education system as far as 1929 (Liyod, 1986).This acknowledgement in the report on vocational Education (1938), which highlight the essential role of guidance service (federations of Malaysian, 1955), maintaining that guidance in secondary school can be traced back to the early 1930s` where it emerged as an undefined and informal relationship between teachers and students employment difficulties for school leavers.

This career guidance is not only limited to education process but also affecting the national social economic development. The aim of career guidance is to help students make future decisions based on their interest, passion, ability while taking on to account current future career guidance services. If the above is addressed students learn to work hard and create good relationship with teachers to improve on their performance (Watts & Fretwell, 2010).

Career guidance helps students to understand their own goals and aspirations, their own identity, make informed decisions, commit to activities, and manage changes in their career in future 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 which includes initial interests, competences, assessment and participation in career. Introducing students to work options and conditions, help to connect learning in school with learning within the very work process students can acquire in future therefore, if teachers can implement career guidance activities and monitor these learners progress, then academic performance would be improved leading students to get good grades. (Watts & Fretwel, 2010)

### **2.3 Relationship between Career Guidance and Students' Academic Performance.**

UNESCO Summit (1997), career guidance is taken to be understood as a major service with an essential element in management of discipline among the people in society. It can be difficult for any school to function well in discipline without school's career guidance and counselling programs. Therefore, career` guidance has been introduced to assist students to overcome numerous challenges they experience at home and at school or yield positive result in their academic endeavors and performances. Therefore, career guidance equips learners and encourages them to fulfill their future dreams to avoid challenges in life by directing their effort toward successful academic performance.

(Watts & Fretwell, 2010), career guidance offers systematic programme that facilitate individual development and career management. Career guidance is more than face to face interview, STAGES (1992), recognizes eleven activities of career guidance such as informing students about the current and future opportunities at job market assessing, teaching enabling advocating, networking, giving feedback, managing and innovation or system change. If the above steps are taken seriously at school then, learners may take education to be first priority and to stay at school hence career guidance having direct relationships with academic performance. Choosing the right career can be challenging task if students, parents, teachers and career counselors do not have access to enough information. experience shows that many students have the competences, understand basic requirements, but lack career guidance, career development options and job prospects before, during and after completion of training, such students may end up enrolling programs that are not in alignment with their abilities therefore, career guidance help learners and equips them with knowledge necessary to make clear choices and decisions regarding their career undertakings. This however, reveals that Career guidance enable learners to work hard in order to achieve their education benefits in the future and hence motivating them to consult teachers, form discussion groups, revise books, and research to improve their academic performance.

### **2.4 Challenges of the Implementation of Career Guidance services in Secondary Schools**

Career guidance education within secondary school has historically been given low priority and funding when compared to other curriculum areas. Often there is only one career advisor in a secondary school who would be tasked with delivering school-wide and timely career education to all year levels. Traditionally the career advisers have moved from classroom teaching role into

career education with no specific training. Therefore, because career guidance advisors lack enough knowledge due to lack of training, it becomes difficult to direct students towards their dreams or goals hence career guidance facing a challenge in secondary school (Basham, 2011).

Career guidance in secondary school can be traced back to the early 1930s, whereby at the end of great depression highlighted the need for career guidance and vocational guidance service in schools to support transition into the work force. Although career guidance was started in school in early 1930s up to now the programme is not fully defined to equip learners (lynnes, 2005). Increased school roles without addressing teacher shortages and expansion of school curriculum has posed a challenge and affected career implementation in secondary schools.

According to Casserly, (2012), young people in our schools today face a future that will be very different from that expected by their parents and teachers. With technological advances, new career opportunities are created rapidly today. Career guidance suffers from lack of clear policy steering and it is unlikely that educational and vocational guidance will register any progress in any coherent organized and holistic manner if the several initiatives of guidance teachers in schools remain fragmented hence a challenge. The phenomenon of globalization has caused competition and threats to the survival of organizations. Therefore, career guidance in secondary schools is affected. Currently schools in rural setting lack necessary information and facilities for career guidance to be sustainable in schools. These also pose a challenge to the implementation of career guidance in secondary school (Nguyen Thao, 2014). Research shows that career education and guidance policy has been developed without any meaningful connection on students and is just done to them as part of the general schooling. (Anderson 2005; Boyed & McDowell, 2004; Levin, 2000; Patton & McMabon, 2006; Vaughan, 2008). An indication that career guidance programmes and services in schools are not taken seriously and they do not address the needs and aspiration of learners in regard to the teaching and learning processes.

Bullock & Wikeley, (2001), found that students involved in studies in United Kingdom expressed the concern that they were being pressured to make subject decision that they did not feel ready to make and they realize their thoughts about the future were likely to change, so they felt career education was a waste of time and irrelevant. (Rebetto, 2001). This indicates that students are denied a chance to participate in career decision posing a challenge and negative impact on academic performance. The lack of quality career guidance in secondary school is due to shortage

of human and time resources that the process demands and has led to choice of unsuitable career resulting in wide spread of poor performance in secondary school and work place (Rob and Achola, (2008).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

This chapter presented the research design, area of study, study population, sample size, sampling technique, data collection methods, data presentation and analysis, validity and reliability of the study, and ethical consideration.

#### **3.2. Research Design**

The research employed a cross-sectional research design which was helpful in this study because it allowed large scale cross-sectional studies to be made. It was used to avoid the manipulation of variables and, it enabled the researcher to look at numerous things at once, for instance; age, education and gender of the respondents. The study employed both quantitative and qualitative approaches in data collection. Qualitative methods enabled the researcher to obtain detailed information about the objectives under study. Quantitative methods enabled the researcher to analyze the relationship between the variables under study.

#### **3.3. Area of the Study**

The study was carried out in Bududa secondary school in Bududa Sub County found in Bududa district and the study was based on this school because it is highly populated and a model school in the district. Bududa district is part of greater Mbale, in the Elgon region in Eastern Uganda and it is 48 Kilo Metres from Mbale town. Bududa District borders Kenya in the East, Manafwa District in the South, Mbale District in the West, and Sironko District in the North. While Bududa Sub County is where the Head Quarters of the district are located and borders other Sub Counties like Bukigai in the East, Bukibokolo in the West, Manafwa in the south and Bushika in the North.

#### **3.4. Population of the Study**

Bududa District has a population of 227,400 (UBOS 2016), making it one of the most densely populated districts in Uganda. The people are majorly Bamasaba who speak Lumasaba as their major language despite the few Kenyans. Their major economic activity is agriculture because of the fertile volcanic soils and abundant rain fall (averaging 1,500mm/year) which makes agriculture a driving force of the district economy. The study used a population of 50 respondents targeting teachers, students, Director of studies, Deputy Head teachers and Career master as a target

population of the study. The researcher used this population because it provided the researcher with necessary information and they acted as representative sample to the entire population.

### 3.5. Sample Size

The sampling size of the respondents in the study consisted of 50, all respondents were picked from Bududa secondary school. 1 representative from DOS (Director of Studies), 4 teachers from the school, 1 head teacher, 1 deputy head teacher, 1 career master and 42 students from the school as shown in the table below.

**Table 1: Showing Sampling Size**

<b>Respondents</b>	<b>Population</b>	<b>Sample Size</b>	<b>Sampling technique</b>
Director of Studies	1	1	Purposive
Head Teacher	1	1	Purposive
Deputy H/TRS	2	1	Purposive
Teachers	45	4	Simple random
Career Master	1	1	Purposive
Students	1906	42	Simple Random
<b>TOTAL</b>	<b>1956</b>	<b>50</b>	

### 3.6. Sampling Techniques.

Purposive sampling and simple random sampling was adapted during the study. Purposive sampling was used to select respondents with the knowledge about the themes of the study from the school administrators; simple random sampling technique was used to select students from the school. Every member of the school had equal chance to be selected.

### 3.7. Data Collection Methods and Tools.

The following methods were used in data collection; questionnaires and interview guide.

#### 3.7.1. Questionnaire

The questionnaire was used because it was effective and cheap to administer. It also gave standardized answers that made it easy and simple to compile the data. The questionnaires were given to teachers, but students were chosen randomly to be interviewed.



### **3.7.2. Interview Guide**

The researcher used an interview guide when having an interview with the respondents. The respondents expressed themselves in English language because being students the researcher assisted them to interpreted questions.

### **3.8 Data Analysis and Presentation**

After collecting data from the field, the data was edited, coded and later transferred to SPSS (Statistical Package for Social Scientists) for analysis and later the findings were presented in tabulation format with percentages and frequencies.

### **3.9. Quality Control Methods.**

The study used validity and reliability as quality control methods.

#### **3.9.1 Validity.**

To validate instruments the researcher conducted a pilot study for testing the interview schedules before the main study was undertaken with duration of one week with a cross section of respondents. The purpose of this was to test interview questions and amend where necessary. Nzubuga & Katamba (2013)

#### **3.9.2 Reliability**

The researcher was careful in collecting the data from the field to avoid errors by supervising the research assistants carefully to avoid collecting information with a lot of errors. Reliability concerns with the findings of research and relates to the credibility of the findings (Welma, 2005).

### **3.10. Ethical Consideration**

Ethics were very important to all parties associated with research as they affected merits of individual and ultimately the quality of data obtained. Thus the application of ethical procedure to research activities was primarily designed to protect the rights of the researchers and participants from harmful or adverse consequences. The researcher obtained a research letter from the University (UMU) to introduce himself to participants at all levels. The researcher was careful when constructing data collection instruments. In addition, the researcher assured the respondents that whatever they answer was to be treated with much confidentiality.

### **3.11. Anticipated limitation**

Lack of reliable road networks was a major hindrance due to heavy rainfall that made roads muddy and the researcher was forced to walk on foot for long distances to reach their destinations.

Some respondents did not feel free to receive the questionnaires, but the researcher explained to them the importance of this research and later they accepted to answer the questionnaires.

The schedule of respondents also proved to be a problem but researcher had to fix time to meet them in different days in their free time.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the field findings, analyzes and discusses thematically following the objectives of the study. It begins with the presentation of the respondents' demography like age, gender, marital status and education background.

#### 4.2 Demographic Information of the Respondents

##### 4.2.1 Age Category

**Table 2: The age of Respondents**

Age	Frequency	Percentage (%)
16 – 20	32	64
21 – 25	10	20
26 – 30	02	4
31 – 35	01	2
36 – 40	02	4
41 – 45	02	4
46 – 50	01	2
<b>TOTAL</b>	<b>50</b>	<b>100</b>

#### Field findings 2017

From the findings on the table above, it indicates that 32(64%) of the respondents were between 16-20 age bracket and, 10(20%) of the respondents were between 21-25 age bracket. 02(4%) represented 26-30 age bracket, 31-35 age bracket represented 01(2%), 36-40 age bracket represented by 2(4%), 2(4%) of the respondents were between 41-45 of the age bracket, and 1(2%) of the respondents was between 46-50 of the age bracket . These findings imply that the majority of the respondents who participated in this research were the students. The adults were the minority. The reason as to why the students were the majority in this research is that they are most affected by lack of career guidance in Bududa secondary school hence affecting their academic performance as well as boosting their participation and non-formal learning which has positive effect on the overall learning outcomes. It empowers students by equipping them with better awareness of learning opportunities, where Gande Daniel, (2007). Points out that lack of career guidance influence post- secondary school learners' choices which impacts negatively to scarce

skills in countries. Donne, (2006), the impact of lack of career guidance from experienced people in career guidance programme, the career and life choices, which young people need to make as they move from school-based adolescent in order for learners to appreciate the significance of completing further education. Therefore to help students make informed career decisions self-career guidance programme has been developed but lack implementation hence career guidance having positive effect on academic performance in secondary school but to make matters worse career guidance had weak foundation in Bududa secondary school.

This career guidance is not only limited towards education process but also affecting the national social economic development. The aim of career guidance is to help students make future decisions based on their interest, passion and ability while taking on account current future career guidance services. If the above is addressed students learn to work hard and create good relationship with teachers to improve on their performance (Watts & Fretwell, 2010).

#### 4.2.2 Gender

**Table 3: Gender of the Respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	20	40
Female	30	60
<b>TOTAL</b>	<b>50</b>	<b>100</b>

#### **Field findings 2017**

The findings above indicates that 20(40%) of the respondents were male and 30(60%) of the respondents were female. This implies that the majority of the respondents who participated in this study were female. The females participated most in this study because they are the most affected by lack of career guidance in Bududa secondary school. One of the respondents during an interview mentioned that, “we women and girls are prohibited from doing certain jobs therefore, it would be necessary to strengthen career guidance services in Bududa secondary school. Another female respondent reported that she had never heard of career guidance services in the school while some said one quest/lecturer was invited to guide senior five students to select combinations just once yet career guidance is supposed to be routine.

### 4.2.3. Marital Status

**Table 4: Marital Status of the Respondents**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Single	40	80
Married	8	16
Divorced	1	2
Widow/Widower	1	2
<b>Total</b>	<b>50</b>	<b>100</b>

#### **Field findings 2017**

On the marital status of the respondents, 40(80%) of the respondents were singles, 8(16%) were married, 1(2%) were divorced and 1(2%) were widows and widowers. The majority of the respondents who participated in this research were single persons and the reason is that they are still students. One of the respondents reported that “one of the reasons as to why the numbers of the single persons are on increase in Bududa Secondary school is because they are students. There is need for career guidance to avoid rampant unemployment in the country that people even take five to six years searching for jobs and they still fail to get one and such problem can be addressed through career guidance to enable students develop positive attitude because the value of education can be addressed to motivate learners. But career guidance builds human capital and employability throughout life time. Career guidance builds humans not only limited to providing information about jobs and guidance to student in their decisions, but it also helps the youth in selecting their skills needed in developing and executing their long term goals as a fundamental element of human capital (Gazier 1999).

### 4.2.5 Education Background of the Respondents

**Table 5: Education Background**

<b>Education background</b>	<b>Response</b>	<b>Percentage (%)</b>
Diploma	4	8
Bachelors Degree	3	6
Masters’ Degree	1	2
Not qualified	42	84
<b>TOTAL</b>	<b>50</b>	<b>100</b>

### Field findings 2017

On the academic qualifications of the respondents, 4(8%) were Diploma holders, 3(6%) were Bachelor's degree holders, 1(2%) Master's Degree and, 42(84%) held no qualifications. Also the highest numbers were those not qualified and those were students that is to say, 42(84%) means they need a lot of career guidance.

### 4.3 Effect of Career Guidance on Students' Academic Performance

**Table 6: Effect of career Guidance**

Effects	Frequency	Percentage (%)
Regular students attendance	20	40
Good syllabus coverage	7	14
Effective assessment	3	6
Effective teaching	8	16
Discipline	2	4
Poor grades	10	20
<b>TOTAL</b>	<b>50</b>	<b>100</b>

### Field findings 2017

On the effect of career guidance in Bududa secondary school, 20(40%) of the respondents reported that career guidance can lead to regular students attendance, 7(14%) reported good syllabus coverage, 3(6%) reported effective assessment, 8(16%) reported effective teaching, 2(4%) reported discipline and 10(20%) reported grades. The respondents reported that career guidance can improve regular students' attendance because it enables both the students and teachers to cover the entire academic syllabus respectively. In addition, career guidance also has an effect on continuous assessment, and effective teaching. However, career guidance services lack in Bududa secondary school and has been given low priority hence leading to poor performance and poor syllabus coverage, irregular attendance of students among others. This confirmed Perry Liu and Papiian, (2010), states that when students' see that there is relevance between their studies and future career aspiration, they tend to exhibit more involvement and motivation in schools. Donne, (2006), the impact of lack of career guidance from experienced people in career guidance programme, the career and life choices, which young people need to make as they move from

school-based adolescent in order for learners to appreciate the significance of completing further education affect their academic performance.

#### 4.4 The Relationship between Career Guidance and Students' Academic Performance

**Table 7: Relationships**

<b>Relationship</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Regular students attendance	10	20
Good discipline	2	4
Syllabus coverage	3	6
Effective teaching	7	14
Systematic programme	8	16
Effective competence	20	40
<b>TOTAL</b>	<b>50</b>	<b>100</b>

#### **Field findings 2017**

The findings on the table above indicates that career guidance has direct relationship on academic performance because 10(20%) reported career guidance lead to regular attendance, 2(4%) reported good discipline, 3(6%) reported syllabus coverage, 7(14%) reported effective teaching, 8(16%) reported systematic programme and 20(40%) of the respondents reported effective competence. This implies that good regular attendance of both students and teachers can boost academic performance. Other relationships include; good discipline, and systematic programme among others. For instance, UNESCO Summit (1997) points out that career guidance is taken to be understood as a major service with an essential element in management of discipline among the people in society. It can be difficult for any society to function well without career knowledge. Therefore, career` guidance has been introduced to assist students overcome numerous challenge they experience at home and school that is to say yield positive results in their academic endeavors and performances. Therefore, career guidance equips learners and encourages them to fulfill their future dreams hence avoid challenges in life.

(Watts & Fretwell, 2010), also relates that career guidance offers systematic programme that facilitate individual development and career management. Career guidance is more than face to face interview, STAGES (1992), recognizes eleven activities of career guidance such as informing

students about the current and future opportunities at the job market assessing, teaching enabling advocating, networking, giving feedback, managing and innovation or system change. If the above steps are taken seriously at school then, learners may take education to be their first priority hence career guidance having direct relationships with academic performance. Choosing the right career can be challenging task if students, parents, teachers and career counselors do not have access to enough information. Respondents revealed that Bududa secondary school lies under schools with poor implementation of career guidance services

#### 4.5 The challenges of implementing Career Guidance services.

**Table 8: Challenges of Career Guidance**

<b>Challenges</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Low funding	20	40
Lack of clear policies	15	30
Lack of technical career advisors	10	20
Lack of information and facilities about career guidance	5	10
<b>TOTAL</b>	<b>50</b>	<b>100</b>

#### **Field findings 2017**

The table above indicates the challenges of implementing career guidance services whereby, 20(40%) reported low funding, 15(30%) reported lack of clear policies, 10(20%) reported lack of technical career advisors and 5(10%) reported lack of information and facilities about career guidance among others. These implies that career guidance is mostly affected by low funding, lack of clear policies, and lack of technical career advisors among others. The researchers (Basham, 2011) also agree that career guidance education within secondary schools has historically been given low priority and funding when compared to other curriculum areas. Often there is only one career advisor in a secondary school that is tasked with delivering school-wide and timely career education and guidance to all year levels. Traditionally the career advisers have moved from classroom teaching role into career education with no specific training. Therefore, because career guidance advisors lack enough knowledge due to lack of training, it becomes difficult to direct students towards their dreams or goals hence career guidance facing a challenge in secondary school and Bududa Secondary School being one of them.



Casserly, (2012), also points out that young people in our schools today face a future that will be very different from that expected by their parents and teachers. With technological advances new career opportunities are created rapidly today. Career guidance suffer from lack of clear policy steering and it is unlikely that educational and vocational guidance will register any progress in any coherent organized and holistic manner if the several initiatives of guidance teachers in schools remain fragmented hence a challenge. The phenomenon of globalization has caused competition and threats to the survival of organizations. Therefore, career guidance in secondary schools is equally affected. Currently schools in rural setting lack necessary information and facilities for career guidance to be sustainable in schools. This also poses a challenge to the implementation of career guidance in secondary schools (Nguyen Thao, 2014). Research shows that career education and guidance policy has been developed without any meaningful connection with students' needs is just done to them as part of the general schooling, (Anderson 2005; Boyed & McDowell, 2004; Levin, 2000; Patton & McMabon, 2006; Vaughan, 2008). This is an indication that career guidance programmes and services in schools are not taken seriously and they do not address the needs and aspiration of the learners in regard to the teaching and learning processes.

#### **4.6 Conclusion**

The above chapter gives data presentation, analysis and discussion about the objectives under the study. It began with the presentation of the respondents' demography like age, gender, marital status and education background effect of career guidance on students, academic performance, relationship between career guidance and students' academic performance and challenges on the implementation of career guidance services in Bududa Secondary School.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATION

#### 5.1. Introduction

This chapter presented the summary, conclusion and recommendation in relation to information obtained from the field and the area of further research following objective and variables of the study.

#### 5.2. Summary of the Findings

The study was guided by three research objectives which included; the effect of career guidance on students' academic performance in Bududa secondary school, the relationship between career guidance and students' academic performance in Bududa secondary school and the challenges of implementing career guidance services in Bududa secondary school. From the study it was found out that:

- Career guidance has an effect on academic performance.
- There is relationship between career guidance and academic performance.
- There are many challenges that affect the implementation of career guidance services in Bududa Secondary School.

These findings imply that many rural schools face the same challenges as found in Bududa Secondary school.

##### 5.2.1. The Effect of Career Guidance on Students' Academic Performance

The study findings revealed that if career guidance is implemented, it can bring about students' regular attendance, good syllabus coverage, effective assessment, effective teaching and good grades that would improve students' academic performance in Bududa Secondary School.

Some respondents revealed that career guidance influences regular attendance it enables both the students and teachers to cover the entire academic syllabus respectively in the school because learners are motivated to work to get good grades in order to suit in the world of employment today. This implies that career guidance has an effect on students' academic performance but only lacks thorough implementation in Bududa Secondary School.

### **5.2.2. The Relationship between Career Guidance and Students' Academic Performance**

Respondents revealed that if career guidance is implemented, it improves relationship between teachers and students hence empowering students' academic performance in secondary school but this relationship has been terminated by lack of career guidance activities in Bududa Secondary School.

Other respondents revealed that career guidance can enhance good regular attendance of students hence boosting academic performance in the school. This is because regular attendance of students enables both teachers and students to complete the syllabus in time. Therefore, they emphasized that as a school, the implementation of career guidance should be given first priority.

Other relationships include; good discipline, and systematic programme among others, they pointed out that career guidance is taken to be understood as a major service with an essential element in management of discipline among students at schools in particular in Secondary schools and it leads to good performance Bududa Secondary School is one of them.

Some respondents revealed that the relationship between career guidance and students' academic performance leads to a systematic school programme that facilitates students' development and career management in secondary school and in society because activities of career guidance include informing students about the current and future opportunities at the job market, assessing, and teaching. In addition, some respondents reported that effective continuous assessment can be a result of career guidance in order to improve academic performance. It is very impossible for positive academic performance to commence without regular attendance, good syllabus coverage, effective teaching and assessment in academics. This has been witnessed in Bududa Secondary School.

### **5.2.3. Challenges of implementing Career Guidance services on Academic Performance**

Although career guidance's main objective was to improve students, academic performance in Bududa secondary school, which would lead to increased regular attendance for both teachers and students, encourage and promote good discipline, ensure syllabus coverage, effective teaching, systematic program and effective competences, the school is faced with challenges of low funding, lack of clear policies, lack of technical career advisors, lack of information and career facilities about career guidance

The study revealed that low funding is a great challenge to the implementation of career guidance on students' academic performance in Bududa secondary school hence affecting career guidance activities leading into poor academic performance in the schools.

Some respondents of the study also showed that there are no clear policies to reinforce the implementation of career guidance in Bududa Secondary school, on top of that it is not included in syllabus and curriculum, not examined hence teachers and students concentrate on areas that are examined only.

Some respondents also reported that the curriculum is rigid which does not give room for career guidance to be implemented in Bududa secondary school due to many subjects for instance senior one and two study fifteen subjects while senior three and four select ten subjects. Therefore the curriculum does not leave room for career guidance sessions and on top of that career guidance is not examined hence teachers effort is directed towards examinable subjects only.

### **5.3. Conclusions**

From the study findings above, it can be concluded that career guidance can lead to better students' academic performance. This can be achieved through career debate, career jobs, career sessions, worker shops, regular attendance and seminars for both students and teachers, promoting good discipline, effective teaching, effective continuous assessment, parents' participation, and good syllabus coverage among others.

From the study, it can be concluded that there is a relationship between career guidance and academic performance because it leads to regular attendance of students, good discipline, systematic school program which leads to good academic performance

Career guidance still faces challenges which include low funding, lack of clear policies, lack of clear technical career advisors, lack of information and career facilities among others to implement career guidance on students' academic performance in Bududa secondary school.

### **5.4. Recommendations**

- There is need for the Ministry of Education and Sports to review the current regulatory, policy and legal framework within the education sector for effective services delivery system in Secondary School.

- There is need to ensure strict monitoring and evaluation of Secondary Schools by the government that is to say inspection of school.
- The government should provide a wider room for information and career facilities about career guidance on students' academic performance through establishing career conferences, seminars in secondary schools, training teachers, career jobs, career shows and career debates.

These recommendations will have a positive impact on the students hence improving their academic performance in secondary schools.

### **5.5. Areas for Further Research**

A study on the effects of career guidance on students' academic performance in Bududa Secondary School has been undertaken. However, due to low funding, lack of clear policies, lack of technical advisors, poor implementation, lack of information and facilities about career guidance, further research is therefore recommended in the following areas

1. The impact of career guidance on students' academic performance.
2. The relationship between career guidance and students' academic performance.
3. The challenges of implementing career guidance services in secondary schools.

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## **APPENDICES**

### **APPENDIX I: QUESTIONNAIRES FOR KEY INFORMANTS**

I, **Shimon Isaiah** ,a student of Uganda Martyrs' University pursuing bachelor's degree in Education and undertaking the research topic of“ Effect of career guidance on students' academic performance in Bududa Secondary school in Bududa District”. This research study is a requirement for partial fulfillment for the award of a Bachelor's Degree in arts with Education.

You have been identified as a resourceful person in this study and all the information you will provide herein, is purely for academic purposes only and all responses will be treated with utmost confidentiality.

I look forward to your cooperation.

#### **Instructions**

You are kindly requested to be sincere to make the research study a success

Tick in the space provided



## DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

### 1.1 Age Category

1	16 – 20
2	21 – 25
3	26 – 30
4	31 – 35
5	36- 40
6	41– 45
7	46– 50

### 1.2 Gender

1	Male
2	Female

### 1.3 Marital Status

1	Single
2	Married
3	Divorced
4	Widow /widower

### 1.4 Education Background

1	Diploma
2	Bachelors degree
3	Masters degree
4	No qualification

**Section B**

For each of the questions below give much information as you can

**2.0 Effect of career guidance**

2.1 What is career guidance?

.....  
.....

2.2 Do students in your schools understand career guidance?

.....  
.....

2.3 What are the effects of career guidance on schools? And explain each of the effect.

.....  
.....

**2.4 Effect of career guidance on academic performance**

2.4.1 What are the effects of career guidance on academic performance in your school?

.....  
.....

2.4.2 How have the above effects of career guidance impacted on academic performance in your school?

.....  
.....

**2.0 The relationship between career guidance and students' academic performance.**

4.1 What is the relationship between career guidance and students' academic performance in your school? (Explain)

.....  
.....

**3.0 Challenges of implementing career guidance services**

3.1 What are challenges of implementing career guidance services on students’ academic performance in Bududa secondary school?

.....  
.....

3.1 What measures have government and school authorities put in place to combat the challenges of career guidance in your school?

I. Government authorities .....

.....

II. School authorities .....

.....

3.2 In your opinion, what could be the best measures of solving the above challenges?

.....  
.....

3.3 Make any other comments on how career guidance affects students’ academic performance?

.....  
.....

**Thank you.**

## **APPENDIX II: INTERVIEW GUIDE FOR STUDENTS**

**Hello student!**

**How are you?**

- 1) How old are you?
- 2) What class are you?
- 3) Do you know what career is? Please. Explain
- 4) How do you perceive it?
- 5) What are some of the effects of career guidance in your community?
- 6) How do these effects affect academic performance in your school?
- 7) Do you have career guidance activities in your school, if yes, what are they?
- 8) Is there any relationship or difference between career guidance and academic performance according to you?
- 9) Are there challenges of career guidance on students' academic performance in your school, if yes, what are they?
- 10) What measures have government and school authorities put in place to combat the challenges of career guidance in your school?
- 11) In your opinion, what could be the best measures of solving the above challenges?
- 12) Make any other comments on how career guidance affects students' academic performance?

**Thank you.**