

**CAREER GUIDANCE AND ACADEMIC PERFORMANCE IN SECONDARY
SCHOOLS IN KISORO DISTRICT; A CASE STUDY OF NAMIREMBE AND
NYANAMO COMPREHENSIVE SECONDARY SCHOOLS
IN BUKIMBIRI SUB-COUNTY.**

BY

**MWESIGWA ROBERT
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ABSTRACT

The study investigated the influence of career guidance on academic performance of Secondary School Students in Bukimbiri Sub County, Kisoro district; a case study of Namirembe and Nyanamo Comprehensive Secondary Schools. The study was guided by four objectives namely: to identify the various career guidance programmes initiated in secondary school students in Bukimbiri Sub County; to determine the attitude of secondary students towards career guidance in Bukimbiri Sub County; to examine the ways in which career guidance has influenced academic performance of secondary students in Bukimbiri Sub-County; and to suggest strategies for effective career guidance initiatives for sustainable academic performance of secondary students in Bukimbiri Sub-County, Kisoro district. The study was both qualitative and quantitative in nature. The literature that was reviewed for the study was gathered from different textbooks, manuals, reports, journals and from internet. Both simple random sampling and purposive sampling were used to select a total of 256 respondents respectively for the study. To gather primary data for the study during the field, the researcher used, questionnaire, interview observation guides and focused group discussion guide and the documentary review for secondary data respectively. Data was finally analysed using Microsoft Excel later presented in tables, pie-charts, and graphs. The study findings revealed that the majority of respondents (99%) were aware of the various career guidance programmes initiated in the study area. It was found out that the majority of respondents (95%) were aware of the various career guidance programmes initiated geared towards improving academic performance in the study area. It was further noted that students' attitude towards career guidance geared at improving academic performance was positive in the study area. It was found out that 29% of the respondents considered career guidance as a means to help students to broaden their knowledge; skills and abilities; though on the hand sighted irregularities that career guidance was meant for the rich who had the capacity to facilitate their children's future the way they wished; and that career guidance was irrelevant at schools since it never provided anything new that they would get from their family members and their religious backgrounds. Among the suggestions included the need to review the student support programmes and the need to take the lead in planning and implementation of life programmes. Basing on the study findings, conclusions were made.