Career Guidance and Students` Academic Motivation to Learn in Secondary Schools in Kilak South County

Janan Louis Loum

17/U/2343/MED

BAE (GU)

A Dissertation Submitted to the Directorate of Research and Graduate Studies in Partial Fulfillment of the Requirements for the Award of the Degree of Masters in Education Management of Gulu University

June, 2026

Declaration

I, Janan Louis Loum, declare that this dissertation entitled "*Career Guidance and Students` Academic Motivation to Learn in Secondary Schools in Kilak County*" is my original work and has not been submitted to any institution of higher learning for any academic award.

Sign..... Date: 15/6/2026.....

Janan Louis Loum

Approval

This dissertation entitled “Career Guidance and Academic Motivation to Learn in Secondary Schools in Kilak South County” has been produced with my guidance and is submitted to the Institute of Research and Graduate Studies for assessment with my approval.

Sign..... Date: 16/06/2026

Supervisor: Dr. Gloria Lamaro

Dedication

I dedicate this research to my beloved supportive wife, children, brothers, sisters and course mates who encouraged and inspired me in conducting and completing the study program. Without their love and assistance, completion of this study program wouldn’t have been made possible. I am really grateful for their moral support and encouragement.

Acknowledgements

The success of this research work would have not been possible without support; therefore, I do acknowledge the support and guidance from a few individuals. The following names among others are worth mentioning: first Dr. Gloria Lamaro, my supervisor for her scholarly guidance and support. I do appreciate the efforts of my lecturers namely Dr. Gloria Lamaro, Dr. Jerry Bagaya, Mr. Okot Ambrose and Dr. Okello Nicholas Gregory (RIP). I do also extend my appreciation to all my classmates especially Mr. Latim Gaudence Okot, Mr. Otum Richard, Ms. Akello Jennifer, Ms. Pamela Okwir, Mr. Komakech Willy Olanya, Ms. Acan Harriet and Mr. Olaa James. My appreciation further goes to study respondents who sacrificed their time and dedicated their effort in responding to questionnaires and interviews. I would like also to thank Ms. Acaa Lucy Oburuto and Mr. Ogwal Benon Obwoya for their encouragement. Special appreciation goes to my entire family, relatives and friends.

Table of Contents

Declaration i
Approval ii
Dedication iii
Acknowledgements iv
Table of Contents v
List of Figures ix
1.0 Introduction 1
1.1 Background to the Study. 1
1.1.1 Historical Perspective of the Study. 1
1.1.7 Contextual Perspective of the Study. 5
1.2 Statement of the Problem. 5
1.3 Purpose of the Study. 6
1.4 Objectives of the Study. 6
1.5 Research Questions. 7
1.6 Hypothesis 7
1.7 Scope of the Study 7
1.7.1 Content Scope. 7
1.7.2 Geographical Scope 8
1.7.3 Time Scope. 8
1.8 Significance of the Study. 8
1.9 Conceptual Framework 9
Chapter Two 11
Literature Review 11
2.0 Introduction 11
2.1 Theoretical Review 11
2.2 Status of Career Guidance in Secondary Schools. 11
2.3 Level of Students' Academic Motivation to Learn in secondary schools 13
2.4 Relationship between Career Guidance and Students' Academic Motivation to Learn in Secondary Schools. 16
2.5 Conclusions. 19
Chapter Three 21
Methodology 21
3.0 Introduction. 21

3.1 Research Orientation. 21
3.2 Research Design. 21
3.3 Target Population. 21
3.4 Sample Size. 22
3.5 Sampling Techniques. 22
3.6 Data Collection Techniques 23
3.6.1 Questionnaire Survey 23
3.6.2 Interviews 23
3.7 Data Collection Instruments 23
3.7.1 Questionnaire guide 23
3.7.2 Interview Guide. 24
3.7.3 Quality Control 24
3.7.4 Administration Procedure. 24
3.8 Ethical Considerations 24
3.9 Data Analysis. 25
3.10 Limitations and Delimitations. 25
Chapter Four 26
Data Presentation, Analysis and Interpretation. 26
4.0 Introduction. 26
4.1 Response Rate from Questionnaires 26
4.2 Demographic Characteristics of the Respondents (Students and Teachers) 27
Chapter Five 40
Discussion and Recommendations. 40
5.0 Introduction. 40
5.1 Discussion of Findings. 40
5.2 Conclusions. 44
5.3 Recommendations. 44
References 46
Appendices 48
Appendix A: Letter of Introduction from the Faculty of Education and Humanities, Gulu University 48
Appendix B: Questionnaire for Students 49
Appendix C: Questionnaire for Teachers 51
Appendix D: Interview Guide for Education Officer- Guidance and Counselling 54
Appendix E : Interview Schedule for Head Teachers 55

Appendix F: Interview Schedule for Career masters/mistresses 56
Appendix G: Krejcie and Morgan Table of Sample Size Determination (1970) 57
Appendix H:Map Showing Study Area, Kilak South County 58
Appendix J: Showing Validity of the Instrument 60

List of Tables

Table1: Sample Size……..……...24

Table 4.1: Demographic Characteristics of the Respondents……28

Table 4.2: Descriptive Statistics Showing the Status of Career Guidance in Secondary Schools in Kilak South County…….……30

Table 4.3: Descriptive Statistics Showing the Level of Students` Motivation in Secondary Schools in Kilak South Count…….…….…….33

Table 4.4: Pearson Correlation Coefficient Showing the Relationship Between Career Guidance and Students` Academic Motivation to Learn in Secondary Schools in Kilak South County….....36

List of Figures

Figure 1: Conceptual Framework Showing the Relationship between Career Guidance and Students' Academic Motivation to Learn in Secondary Schools……...…7

Abstract

This study investigated the relationship between Career Guidance and Students` Academic Motivation to Learn in Secondary Schools in Kilak South County. The motivation for this research was the general outcry by the different stakeholders in education within Kilak South County community about low level of academic motivation to learners among secondary school children in Kilak South Secondary schools despite several interventions intended by several stakeholders to ensure that students are motivated to learn. The study objectives were to determine the status of career guidance, the level of academic motivation to learn and the relationship between career guidance and students` academic motivation to learn among secondary school students in Kilak South County. The researcher adopted a mixed method approach. Data was collected from students, teachers, career masters/mistresses, head teachers, District Education Officer in charge of guidance and counselling (totaling up to 467 respondents). The researcher used simple sampling techniques and purposive sampling respectively in selecting respondents. Questionnaire and interview guide were used in collecting data. The data were analyzed using descriptive statistics (Standard Deviation) and Pearson Coefficient Matrix. The findings revealed that there is a positively high status of career guidance in secondary schools in Kilak South County. For instance, from the total samples an average SD = 0.85 agreed that there is high status of career guidance. The finding further revealed that the level of motivation amongst secondary school students in Kilak South County is high. For instance, an average of 89% of respondents agreed that there is high level of students` academic motivation to learn in secondar schools in Kilak South County. Finally, the study confirmed that there is a positive relationship between career guidance and student` learning motivation among secondary school students in Kilak South County to be statistically significant and have a positive link ($p<0.01$). This therefore means that career guidance should be strengthened further in secondary schools in Kilak South County and more efforts should be devoted to career guidance to maintain high standards of motivation.The high status of career guidance that the respondents agreed that it existed in their secondary schools is evident enough to conclude that secondary schools in Kilak South County practice various career guidance activities. Secondly, the high level of students` academic motivation to learn in secondary schools in Kilak South County as indicated in the various responses given by respondents ruled out the claim by community of Kilak South County that there is low level of students` academic motivation to learn in secondary schools in Kilak South County.

The following the lessons were learnt from the study; great importance should be attached to career guidance because it plays key role in motivating students to learn. Secondly, academic motivation to learn is not solely influenced by career guidance. Lastly, there is close positive link between career guidance and students` motivation to learn in secondary schools in Kilak South County. Recommendations; school administrators should further strengthen career activities in their schools by allocating more time and mobilizing for career guidance activities in their respective schools. Students should be encouraged and motivated to learn by every stakeholder especially those ones without the school environment instead of leaving career teachers alone to do the motivate them to learn. This can be done through recognizing and rewarding students with outstanding academic performance among other interventions. Now that career guidance was found not to be a factor that leads low students` academic motivation to learn, subsequent study can be conducted to establish factor leading to the low students` academic motivation to learn in secondary schools in Kilak South County.

Keywords: Career Guidance and Students` Academic Motivation to Learn.

Chapter One

Introduction

1.0 Introduction

This chapter presents information on the background of the study, statement of the problem, purpose of the study, research objectives, research questions, scope of the study, significance of the study and conceptual framework.

1.1 Background to the Study.

The background is divided into; historical, theoretical, conceptual and contextual perspectives of the study.

1.1.1 Historical Perspective of the Study.

Education in the pre-modern era was largely limited to the elite and driven by religious, vocational or familial motivations. Secondary education was either church-led or provided by private tutors, with little access for the general population. The motivation to learn was primarily extrinsic, tied to fulfilling roles in society, such as clergy or governance. The industrial revolution brought significant changes, with an increasing need for a literate workforce. The public education system expanded, and the motivation to learn became more economically driven. Secondary education became a path to skilled jobs and social mobility and students were primarily motivated by the promise of better employment prospects and economic stability (Rury, 2021).

The early 20th Century saw the rise of the progressive education movement led by John Dewey. He emphasized experimental learning and intrinsic motivation, where students` natural curiosity and problem-solving abilities were the focus (Labaree, 2018). Education began to move away from strict authoritarian structures toward more student-centered approaches, fostering internal motivation through engagement in meaningful tasks (Labaree, 2018). After World War II, access to secondary education expanded significantly. The motivation to learn was increasingly tied to aspirations of upward social mobility, with secondary education becoming a stepping stone to higher education (Goldin & Katz, 2020). The focus on standardized testing and grades as gateways to college admission became prominent and this period also saw an increased focus on STEM fields, driven by global competition during the Cold War (Goldin & Katz, 2020).

1.1.2 Theoretical Perspective of the Study

The late 20th century introduced key psychological theories that reshaped our understanding of motivation. Deci and Ryan`s (1985) Self Determination Theory (SDT), for example, emphasized the importance of intrinsic motivation that is students` internal desires for autonomy, competence, and relatedness (Ryan & Deci, 2020). Bandura`s (1977) theory of Self-Efficacy also influenced educational practices, suggesting that students who believe in their ability to succeed are more motivated to learn and achieve higher academic outcomes (Schunk and DiBenedetto, 2020). In the 21st Century, technology and globalization have transformed secondary education, influencing both the tools and motivations students use to learn. Digital tools have enabled more personalized, self-directed learning experiences, potentially enhancing intrinsic motivation for some students (Wang and Degol, 2019). However, the high stakes of global competition and standardized testing can also create significant pressure, leading to intrinsic motivation, such as the pursuit of grades of test scores at the expense of deeper learning (Levy, 2022). The challenge today is to balance these extrinsic curiosities for love of learning (Ryan & Deci, 2020).

1.1.3 Motivation as Self - Efficacy

Motivation as Self efficacy. In addition to being influenced by their goals, interests, and attributions, students' motives are affected by specific beliefs about the student's personal capacities. In self-efficacy theory the beliefs become a primary, explicit explanation for motivation (Bandura, 1977, 1986, 1997). Self-efficacy is the belief that you are capable of carrying out a specific task or of reaching a specific goal. Note that the belief and the action or goal are specific. Self-efficacy is a belief that you can write an acceptable term paper, for example, or repair an automobile, or make friends with the new student in class. These are relatively specific beliefs and tasks. Self-efficacy is not about whether you believe that you are intelligent in general, whether you always like working with mechanical things, or think that you are generally a likeable person. These more general judgments are better regarded as various mixtures of self-concepts (beliefs about general personal identity) or of self-esteem (evaluations of identity). They are important in their own right, and sometimes influence motivation, but only indirectly (Bong & Skaalvik, 2004). Self-efficacy beliefs, furthermore, are not the same as "true" or documented skill or ability. They are self-constructed, meaning that they are personally developed perceptions. As with confidence, it is possible to have either too much or too little self-efficacy. The optimum level seems to be either at or slightly above

true capacity (Bandura, 1997). As we indicate below, large discrepancies between self-efficacy and ability can create motivational problems for the individual.

1.1.4 Maslow Theory of Hierachy

According to Maslow and his hierarchy of needs, individuals must satisfy physical survival needs before they seek to satisfy needs of belonging, they satisfy belonging needs before esteem needs, and so on. In theory, too, people have both deficit needs and growth needs, and the deficit needs must be satisfied before growth needs can influence behavior (Maslow, 1970). In Maslow's theory, as in others that use the concept, a need is a relatively lasting condition or feeling that requires relief or satisfaction and that tends to influence action over the long term. Some needs may decrease when satisfied (like hunger), but others may not (like curiosity). Either way, needs differ from the self - efficacy beliefs discussed earlier, which are relatively specific and cognitive, and affect particular tasks and behaviors fairly directly.

1.1.5 Motivation as self - determination

Common sense suggests that human motivations originate from some sort of inner "need" We all think of ourselves as having various "needs", a need for food, for example, or a need for companionship that influences our choices and activities. This same idea also forms part of some theoretical accounts of motivation, though the theories differ in the needs that they emphasize or recognize. For instance, a recent theory of motivation based on the idea of needs is self-determination theory, proposed by the psychologists Edward Deci and Richard Ryan (2000), among others underpinned this study. The justification for the choice of this theory of self – determination by Deci and Ryan (2000) was not coincidental but because; it is recent and talks about psychological needs, personal growth and development unlike other theories which talk about physical needs. Lastly, the theory is more comprehensive because it proposes that understanding motivation requires taking into account three basic human needs:

- autonomy—the need to feel free of external constraints on behavior
- competence—the need to feel capable or skilled
- relatedness—the need to feel connected or involved with others

Note that these needs are all psychological, not physical; hunger and sex, for example, are not on the list. They are also about personal growth or development, not about deficits that a person tries to reduce or eliminate. Unlike food (in behaviorism) or safety (in Maslow's hierarchy),

you can never get enough of autonomy, competence, or relatedness. You (and your students) will seek to enhance these continually throughout life

The key idea of self-determination theory is that when persons (such as you or one of your students) feel that these basic needs are reasonably well met, they tend to perceive their actions and choices to be intrinsically motivated or "self-determined". In that case they can turn their attention to a variety of activities that they find attractive or important, but that do not relate directly to their basic needs. Among your students, for example, some individuals might read books that you have suggested, and others might listen attentively when you explain key concepts from the unit that you happen to be teaching. If one or more basic needs are not met well, however, people will tend to feel coerced by outside pressures or external incentives. They may become preoccupied, in fact, with satisfying whatever need has not been met and thus exclude or avoid activities that might otherwise be interesting, educational, or important. If the persons are students, their learning will suffer.

1.1.6 Conceptual Perspective of the Study.

Conceptually, career guidance are the services and activities intended to assist individuals, of any age, at any point throughout their lives, to make educational training, occupational choices and to manage their careers (Forneris, 2017. According to Chiersmann et al., (2012), career guidance is the process of assisting people to choose a vocation, prepare for and enter into it, and attain efficiency and success in it. In the view of Lent and Brown (2013), career guidance is a process by which students become aware of the world of work, explore career options and prepare for post -secondary opportunities.

In this study, career guidance is conceptualized as a wide variety of professional activities; career education, career talks, career counseling and self-awareness creation to help young people to deal with career related academic challenges.

On the other hand, students` academic motivation to learn refers to the cause of behaviors that are in some ways related to academic functioning and success, such as how much effort students put forth, how effectively they regulate their work, which endeavors they choose to pursue and how persistent they are when faced with obstacles (Hansen, 2013). Academic motivation is defined by a student's desire (as reflected in approach, persistence, and level of interest) regarding academic subjects when the student's competence is judged against a standard of performance or excellence (Osterloh et al., 2011)

In this study, therefore, students' academic motivation is conceptualized as the ability to attain long or short-term students' academic objectives; self-efficacy, self-determination or self-set goal, self-esteem, intrinsic motivation to learn and enhanced extrinsic motivation to learn in secondary schools.

1.1.7 Contextual Perspective of the Study.

Career services in Uganda generally start at high school with a few services in some higher education institutions. There are some informal career services provided by teachers, parents and family (Yoon et al., 2018) In the context of Uganda, students are only exposed to certain jobs, so youth do not fully know their occupational options. Family obligations impact the ability to go to college and many do not go far with education, instead staying at home to work on the family property (Nsubuga, 2011). In addition, many young people in rural areas (Amuru District) lack access to higher education. Each school picks a teacher or two to be in charge of career guidance; however, the teacher is not provided any form of training (Maserejje, 2016)). This means that any teacher could be charged with responsibility for career services in a school. As a result of the lack of standardization of services and oversight from the Ministry of Education, there are also many "self-styled" career coaches. These career coaches serve as career experts without any formal (Maserejje, 2016). Therefore, the need for this study.

1.2 Statement of the Problem.

Students' motivation to learn and specifically self-belief with learning, is influential in the transition into higher students' academic ambition through career guidance (Ibrahim, 2015). Undertaking measures of academic motivation are useful to determine student's engagement with curriculum, through identifying any link between student's self-belief and performance in specific courses. Changes in curriculum based on students` motivation, targeting the students with reduced self-belief improve students' success, psychosocial well-being and retention in secondary schools (Yoon et al., 2018). In Kilak South County, students` motivation to learn was lacking among students as was generally claimed by the community of Kilak South County. This study therefore investigated the level of students` academic motivation in selected secondary schools in Kilak South County. The finding showed that there is high level of students` academic motivation to learn among secondary students in Kilak South County.

In Uganda secondary schools, students are only exposed to certain jobs, so youth do not fully know their occupational options. Career services have not been given serious efforts

to develop and as a result, young people across the lifespan struggle with career related issues without services whatsoever (Nsubuga, 2011) In many instance family obligations impact the ability to go to school and many students do not go far with education, instead staying at home to work on the family property (UBOS, 2016). In addition, many young people in rural areas lack access to higher education. Each school picks a teacher or two to be in charge of career guidance; however, the teacher is not provided any form of training (Maserejje, 2016)) Career guidance services at secondary schools are highly linked to this radical decline in the level of student's academic motivation to learn in secondary schools the world over.

With the government interventions of providing career guidance services in secondary schools for instance career counseling, career education, career talks and providing funds to schools, students' academic motivation to learn is expected to double in all secondary schools in Northern Uganda (Yoon et al., 2018) Despite several government interventions in providing career guidance in schools across the country, status of career guidance in secondary schools in Kilak was worrying. This study found out that career guidance in secondary schools in Kilak South County still faced challenges such as limited time or no time schedules on the school time table for career guidance services, no specialized training given to career teachers. Career teachers are assigned role based on seniority rather than on any training in career guidance. Several secondary schools complained about limited career resources especially text books on career guidance.

Although there were a number of factors that could explain the problem of low students' academic motivation in secondary schools in Kilak South County, this study intended to explore whether career guidance; career education, career talks, career counseling and self-awareness creation could explain the problem of low students' academic motivation to learn in secondary schools under Kilak South County.

1.3 Purpose of the Study.

The purpose of this study was to investigate the relationship between career guidance and students' academic motivation to learn in secondary schools in Kilak South County.

1.4 Objectives of the Study.

This study was guided by the following objectives:

i. To determine the status of career guidance services in secondary schools in Kilak South County.

ii. To establish the level of students' academic motivation to learn in secondary schools in Kilak South County.

iii. To establish the relationship between career guidance and students' academic motivation to learn in secondary schools in Kilak South County.

1.5 Research Questions.

This research was guided by three key questions on the status of career, level of students` academic motivation to learn and the relationship between career guidance and students` academic motivation to learn.

i. What is the status of Career Guidance in secondary schools in Kilak South County?
ii. What is the level of students' academic motivation to learn in secondary schools in Kilak South County?
iii. What is the relationship between career guidance and students' academic motivation to learn in secondary schools in Kilak South County?

1.6 Hypothesis

The study aimed at testing the null hypothesis that:

H_0: There is no relationship between career guidance and students' academic motivation to learn.

The test was in favour of the alternative hypothesis that:

H_1: There is a relationship between career guidance and students' academic motivation to learn.

1.7 Scope of the Study

The scope of the study defines the boundaries within which the research was conducted in order to maintain focus and relevance. In this study, the scope is categorized into the geographical scope and the time scope.

1.7.1 Content Scope.

The study was conducted on career guidance, the level of students' academic motivation to learn and the relationship between career guidance and students' academic motivation to learn in secondary schools in Kilak South County.

1.7.2 Geographical Scope.

The study was conducted in secondary schools within in Kilak South County, Amuru District. Kilak South County is comprised of five Sub-Counties: Kilak South County is bordered by Nwoya District from the South, Gulu District from the East, Omoro District from South East, Gulu City and Gulu District from the East respectively and Kilak North County from the North.

1.7.3 Time Scope.

The study covered a period between 2015 -2025. This period of time is recent enough and covered ten – year period required for academic research.

1.8 Significance of the Study.

The research findings were expected to provide answers to the puzzling question to the community under study, whether career guidance affects students' academic motivation to learn as the findings will be disseminated to them more effectively through conference.

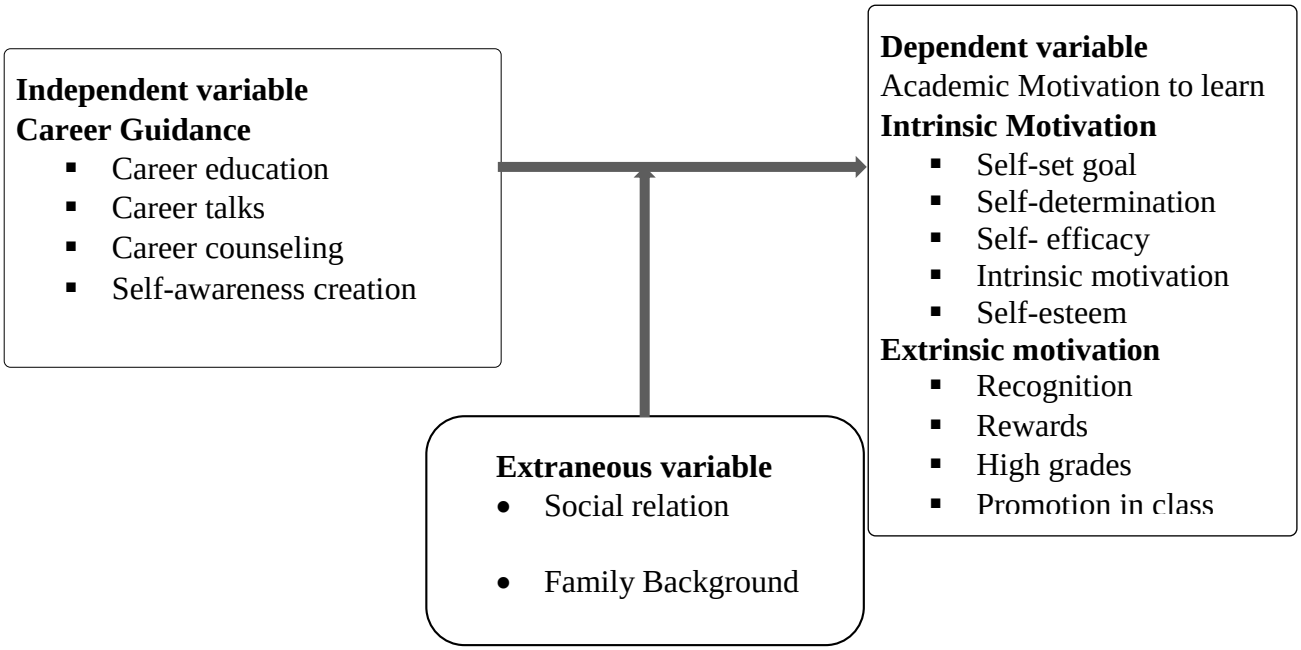
Secondly, this study is not an end in itself therefore, it may tickle curious minds to research further, so it will be able to contribute and add new and relevant knowledge to the world of research.

Nevertheless, results from the study may throw more lights on career guidance activities in secondary schools Kilak South County as well as gaps that may be exposed by this study can be filled by the responsible stakeholders in education especially at district level and at the level of policy making in the Ministry of Education and Sports through strengthening police guidelines on career guidance.

Lastly, and above all, at a personal level the study may enable researcher to attain a master degree of Education Management and Administration of Gulu University.

1.9 Conceptual Framework

Self-Determination Theory, clearly portrays the interplay that takes place in organizations and it relevantly underpins this study as presented in *Figure 1*, below:



Source: Adopted from Ryan and Deci (1985).

Figure 1. A Conceptual Framework Showing the Relationship between Career Guidance and Students` Academic Motivation to Learn.

The conceptual framework assumes that there is relationship between career guidance and students' academic motivation to learn. Therefore, the constructs under career guidance (that is career education, career talks, career counseling and self – awareness) were assumed to have direct positive effects on the constructs under academic motivation to learn (that is self – set goals, self – determination, self – efficacy, self – esteem, (intrinsic motivation), recognition, rewards, high grades and promotion in class (extrinsic motivation).

For instance, career education given to students was found out that it made students to set their own goals in order to achieve academic success. As a result, it led to high level of academic motivation to learn among secondary school students Kilak South County.

Career talks that were given to students was found out that it also made students to have self – determination in pursuing their respective academic objectives. Thus, it increased academic motivation to learn among secondary school students in Kilak South County.

Career counseling on the other hand was found out that it made students to have self – efficacy. This was because career counseling made students refocused themselves whenever they lost focus. Thus, this led to high level of academic motivation to learn among secondary school students in Kilak South County.

Self -awareness creation as one of the career guidance activities was found out that it led to self – set goals, self – determination, self – esteem and self – efficacy thus improved academic motivation to learn among secondary students of Kilak South County. The fact that through self – awareness students knew their academic strengths and weaknesses, it improved their self - esteem and self – efficacy thus, it led to increased level of academic motivation as was found out. Extraneous variables were controlled. That is to say; The participants were randomly sampled which gave them equal chance for inclusion in the study. The participants were given identical instructions and treated in the same way. All the participants were tested in the same location and the study participant variables were held constant.

In conclusion, the constructs of the independent variable (such as career education, career talks, career counseling and self – awareness creation) directly linked with the dependent variable (self-set goal, self-determination, self-efficacy and self-esteem) constructs as found out in the study.

.

Chapter Two

Literature Review

2.0 Introduction

Comprehensive guidance services have positive impacts on the quality of students' educational and occupational decisions, their educational performance and the overall climate of the school (Maserejje, 2016). This chapter presents a review of related literature on relationship between career guidance activities and students' academic motivation to learn in secondary schools. The review mainly focused on the different career guidance services and how they influenced students' academic motivation to learn. Many studies were consulted for instance, recent journals, research reports, text books, official documents, among others based on themes related to the study objectives.

2.1 Theoretical Review

This study examined the relationship between career guidance and students` academic motivation to learn in secondary schools in Kilak South County. Particularly, the study looked at low level of academic motivation among secondary school students in Kilak South County as research problem. Key themes were; the status of career guidance and the level of academic motivation to learn.

2.2 Status of Career Guidance in Secondary Schools.

UNESCO report on career guidance in OECD countries Secondary Schools indicate that in most countries very many students receive some individual career counseling. However, in most of them this seems to be more commonly provided to students in academic programmes than to those in vocational programmes. This appears to assume that young people in upper secondary vocational programmes have made a specific career decision (OECD, 2016). The study findings above resonate with this study objective, however, the reasons for career guidance are not well documented unlike that of students. The study was conducted to fill this gap and investigated the status of career guidance in secondary schools in Kilak South, Amuru District.

According to OECD (2016), education career guidance in Singapore is based on appropriate activities for students from primary to post-secondary school levels. The career guidance model is designed in a way that portrays education and career development as a

process that takes place throughout one's life. Career guidance services are offered to students with a framework that guides schools in three progressive phases; career awareness, career exploration and career planning., thereby, guiding students to discover one's identity, clarification of interests and values, understanding one's strengths, developing abilities, and formulating life roles in the context of one's life experiences (OECD, 2016). This study looked at the level of career guidance and the different career interventions in secondary schools in Kilak South County. OECD focused only on head teachers' career guidance supervision and job performance at government aided secondary schools of which this study sought to bridge the gaps that is to say it investigated and reported on how career guidance was related to students' academic motivation to learn in both government aided and private secondary schools in Kilak South. Secondly, the literature did not focus on intrinsic motivation like self – determination, self – efficacy and self – esteem, but rather focused only on extrinsic motivating factors (career guidance services offered to students) presented above. But this study comprehensively explored both intrinsic motivation and extrinsic motivation.

Nowadays, career guidance in schools is recognized in many countries as a multiprofessional activity that may involve teachers, counselors, career professionals, psychologists, and other specialist (Hearne and Neary,2021). In Uganda, it's approximated that 62% of schools have career guidance and counselling established offices with a designated career master to attend to students' career needs and coordinate career guidance and counselling activities. The Ministry of Education and Sports (MOES) has been in the center of providing technical support through training, information dissemination, distribution of training manuals, coordinating of programs, and monitoring and evaluation that has shaped the development registered above (MoE&S, 2017). According to MoE&S (2017), due to career guidance in secondary schools, there is increased students' enrolment, improved awareness and life skills among learners, increased decision making and choice making among students on subjects and career choice and improved emotional health among learners.

MoE&S further reported that the department of Guidance and Counselling registered success in respect to improved school environments for the learners, better informed pupils and students in their career choices in schools and colleges, improved capacity of teachers and guidance counsellors to provide guidance and counselling services, improved awareness of stakeholders for the need and importance of Guidance and Counselling, improved retention and reduced school drop outs, reduction of school-based violence and increased enrollment as

a result of effective placement service (MoE&S, 2017). Reports or Findings by MoE&S (2017) relied on information from policy papers for secondary schools which was a context gap for this study to fill. This study investigated and reported on career guidance and students' motivation to learn secondary schools in Kilak South, Amuru District and reported on in the year 2024.

In addition, career masters and counsellors in secondary schools in Uganda sometimes arrange for class and dormitory meetings to listen and respond to students' concerns either on weekly or monthly basis, while other schools have gone ahead to create families based on small groups of students for mentorship from each other and group mothers/ teachers. Individual is usually ongoing, while referrals are made for those students who require advanced medical and psychosocial support outside school (Republic of Uganda, 2017). For example, in Switzerland, career guidance is systematically anchored in the curriculum at lower secondary level and is a mandatory responsibility for class teachers (Kamm et al..2020).

2.3 Level of Students' Academic Motivation to Learn in secondary schools

Huiling & Hongmei (2021) in their research Academic Motivation Among Senior Students in China reported that students' academic motivation varies due to the curriculum structures and that specialized curriculum students have higher levels of intrinsic motivation. Huiling and Hongmei findings reveal that students enrolled in a specialized rehabilitation curriculum have higher academic intrinsic motivation scores than those of general rehabilitation curriculum students and reported that no difference was found based on students' gender and their parental education level. The above reports were too specific in the areas of the level of students' motivation in curriculum and professions in China which is a content gap for this study to fill. This study, therefore, investigated the relationship between career guidance and the level of students' academic motivation to learn in secondary schools in Kilak South County, Amuru District, Uganda.

Melike and Emine (2020) reported high level of students' academic motivation in Malaysia. Melike and Emine (2020) examined the motivation levels of secondary school students according to the schools where they study. It is understood from the findings that the scores of secondary school students are very close to each other in terms of school variable for intrinsic motivation for knowledge, intrinsic motivation for accomplishments, intrinsic

motivation for stimulation, introjected regulation, extrinsic motivation for external regulation, identified regulation, and a motivation. In other words, no variation was observed. Melike & Emine (2020) report findings related to this study, however, it leaves a content gap for this study to fill as they all reported on the relationship between career guidance and students' academic motivation in vocational schools. This study, therefore, intends to bridge the gap by investigating the relationship between career guidance and students' academic motivation to learn in secondary schools in Kilak South County, Amuru District Uganda and report on in 2024.

Kanjee & Bhola (2014) conducted a study on *School Effectiveness in 14 Sub-Saharan African Countries: Links with 6th Graders' Reading Achievement* and reported that though students' academic achievement is strongly associated with students' social and academic background in all Southern African Consortium for Monitoring Educational Quality (SACMEQ) countries, school's level of students' academic motivation to learn vary across countries. Evident was in the pattern of higher level of students' academic motivation to learn and achievement in urban schools, with more resources and higher-quality teachers; achievement is typically lower in large schools and those that offer education in "shifts." The above research report findings were based on career guidance and students' ability to read as an indicator of school's effectiveness in education service delivery in the 14 Sub-Saharan African Countries which is a gap for this study to fill by investigating the relationship between career guidance and students' academic motivation to learn in secondary schools in Kilak South County and report on in 2026.

According to Njeri (2017), in Kenya career information had a high influence on self-determination; choice of degree programme of students in public universities and Njeri's further analysis of the results indicated positive statistically significant differences existed between the mean scores of influences of career information between career guided students and non- career guided students which is the interest of this study to be conducted in secondary schools in Kilak South County. Njeri's (2017) investigation concluded that provision of career information was a significant factor in influencing the choice of degree programmes and recommended that the Ministry of Education (MoE) ensures that in all secondary schools in Kenya, the career guidance department is functional with adequate career information resources and activities, to facilitate career development among students and also recommended the training, equipping of career guidance masters in schools to enhance their

competence in assisting the students in making career decisions. The above findings and reports of Njeri (2017) relate to this study but have geographical and time gaps which is an opportunity for this study to investigate the relationship between career guidance and students' academic motivation, report and bridge the gaps in secondary schools in Kilak South County in 2024.

In Uganda, there is moderate level of students' academic motivation as career guidance programmes at school level have registered developments covering critical aspects of a child's developmental tasks namely; personal guidance, social and psychological guidance, educational guidance, career/ vocational guidance, and spiritual guidance. Schools have various localised school activities in which the outlined aspects of career guidance and counselling are addressed such as careers day, and careers week, new students' orientation, school rules and regulations, weekly class meetings, messages on personal values (talking compounds), Presidential Initiative on AIDS Strategy for Communication to the Youth (PIASCY), peer counselling, student talks over school assembly, and parents during PTA meetings (MoE&S, 2017). The human resource utilised to facilitate guidance and counselling activities in school have been school administrators, chaplains, matrons, senior man and senior women, class teachers and sometimes student leaders. However, that report is as per the year 2017 in learning institutions primary and secondary levels which is a gap for this study to bridge. This study investigated career guidance and students' academic motivation to learn in secondary schools in Kilak South County.

In Uganda according to Otwine et al., (2018), government of the Republic of Uganda has made effort to invest in career guidance at all levels of education through infrastructural development, human resource, capacity building, publication and distribution of career guidance materials, and monitoring and evaluation of career guidance and counselling activities in the country. However, there are still gaps in human resource, capacity building, inadequate training manuals, lack of career information and standardized assessment tools, high student and career master's/ counsellor ratio, and the general shortage of school counsellor education, supervision, and certification at national level (Republic of Uganda, 2017). This leaves the level and quality of career guidance to be low by overconcentration on curricular activities, role conflict on the part of career masters, poor funding and general attitude towards career guidance at secondary schools being treated as something subsidiary to teaching and learning (Otwine et al., 2018). Otwine et al., therefore, went ahead to recommend the government to put more efforts to improve on career guidance in secondary schools by

developing locally made standard and user-friendly career guidance materials, increase sensitisation about the importance of career guidance in schools and the general population and build the capacity of teachers in general through refresher courses to raise high the level of career guidance at schools. The report by Otwine et al., (2018) relates this study objectives, however, it is too general covering all the education levels in Uganda and it dates back in the year 2018 of which the situation could have changed by now after five years. That left gaps for this study to investigate the relationship between career guidance and students' academic motivation to learn in secondary schools in Kilak South County and report on in the year 2024.

2.4 Relationship between Career Guidance and Students' Academic Motivation to Learn in Secondary Schools.

The significance of teachers` involvement in career guidance is underscored by empirical studies that show teacher support on career-related topics on various aspects of students` career planning (Wong et al, 2021) and in a recent study, Parola et al. (2024) demonstrated that career-related teacher support indirectly influences students` career decision self-efficacy through the mediating role of career adaptability. However, the above studies, have had gaps that is, they did not show the kind of support that teachers gave to students on their career planning. Therefore, this bridged the gaps by investigating the various career related interventions in secondary schools in Kilak South County caried out by teachers, career masters/mistresses and headteachers and their impacts on students` academic motivation to learn.

Avram & Zanfirescu (2019) reported positive relationship between career guidance and students' self-set goal or self-determination motivation in the UK among high school students and university students' career expectation, decidedness, motivation and academic achievements. Avram and Zanfirescu found significant relationships between academic achievement, motivation, and career expectations. In addition, Ulaş-Kılıç (2018) found significant relationships between academic motivation and career determination or guidance and Chen & Lu (2015) argue that proactive career guidance or motivation is important in individuals' self-efficacy and performance as it has higher students' motivation in academic settings. Therefore, it is expected that students who are at the center of education and training activities will reach a better status in their profession, that is, their achievement and motivation in their careers will increase (Chen & Lu, 2015). Highly motivated students in Taiwan high

schools make more effort to increase their academic self-efficacy and social achievement in their learning process. Thus, Taiwanese high schools make it desirable for students to have a high career and academic motivation in terms of university education (Chen & Lu, 2015). Avram & Zanfirescu (2019) and Ulaş-Kılıç (2018) report findings informed this study relatively about how career guidance services are offered to students and their relationships in the UK and Taiwan high schools. Their reports, however, have methodological and geographical gaps for this study to fill by investigating the relationship between career guidance and students' academic motivation in secondary schools in Kilak South County and report on in the year 2024.

According to Cedefop (2016), European surveys show that there is positive relationship between career guidance and students' level of academic motivation as it links careers guidance to vocational education success in Europe. International survey data shows that 70% of teenagers globally are interested in occupations shaped by career aspirations irrespective of socio-economic status, gender and migrant background. The majority of high-quality evaluations of career guidance activities show evidence of positive relationship with economic, educational and social outcomes for young people. More informed teenage academic motivation aspirations are linked with better career guidance and participation in career guidance activities has been linked with more positive attitudes towards school and better Math scores in Europe (Musset and Mytna, 2018). Cedefop (2016) and Musset and Mytna (2018) reports enrich this study literature review but leaves this study with geographical and methodological gaps to fill. The above studies all were conducted and reported using quantitative research method and this study intends to fill the gap by investigating the relationship between career guidance and students' academic motivation to learn in secondary schools in Kilak South County using both quantitative and qualitative research methods and report on in 2024.

In Turkey Abu Karsh (2018) reported significant co-relation between career guidance and level of student's academic motivation among high school students. Abu argued that students study hard to enter the university, graduate successfully and they only realize their career expectations by being motivated and satisfied in their department through career guidance services. The level of meeting students' expectations is closely related to both their competencies in their career and their motivation and, thus, those who attend university education keep their motivation and career expectations high. Career guidance motivates

students and motivation is a stimulus that encourages and energizes people to do certain activities and has physiological cognitive and affective dimensions. This study reports by Abu (2018) and Akinbadewa and Sofowora (2020) are as per the situation in Turkey high schools and that leaves this study with a geographical gap for this study to fill by investigating the relationship between career guidance and students' academic motivation in secondary schools in Kilak South County.

Vernordra (2019) in the study "This Phenomenological Study Examined the Meanings that Students Construct about Academic Motivation while participating in a Dropout Prevention Program that primarily uses Counseling*"* reported positive co-relationship between career guidance and level of students' academic motivation. Twenty interviews were conducted and transcribed, six themes emerged from 172 significant statements and corresponding meaning units: self-efficacy, purpose of school, family influences, relationships at school, counselor influence, school structures and activities. Findings revealed the essence of academic motivation; importance of relationships in nurturing motivation, caring relationships as a key factor, fostered through dropout prevention programmes that use guidance and counseling. Additional implications include the use of career interventions to construct future orientations, the influence of family, and the need for assistance to gain academic self-efficacy. The above study relates to this study but were based on the relationships between career guidance constructs; self-efficacy, purpose of school, family influences, relationships at school, counselor influence, school structures and activities and students' academic motivation at schools which is a gap for this study to be conducted in secondary schools in Kilak South County. This study investigated the relationship between career guidance; career education, career information, career counseling, self-awareness creation and students' academic motivation to learn in secondary schools in Kilak South County.

Larsen & Puck (2020) in their research work ``The Academic Motivation of At-Risk Students in a Counseling Prevention Programme in South America`` reported positive relationship between career guidance and students' academic motivation to learn in high schools. Larsen and Puck reported that academically motivated students through career guidance services tend to perceive school and learning as valuable, like to learn, and enjoy learning-related activities. Larsen and Puck argue that highly motivated students make more efforts to increase their academic and social achievement in their learning process. Thus, it is desirable for students to have a high career guidance and students' academic motivation in high

schools. This study, therefore, investigated the relationship between career guidance and students' academic motivation to learn in secondary schools in Kilak South County and report on as well in the year 2024.

Gülçin Saraçoğlu (2020) conducted a study on the Relationship between High School Students' Motivation Levels and Learning Strategies in Eastern Europe and reported the findings that there is a meaningful relationship between students' academic motivation levels and their learning career guidance strategies. The finding further reveals that gender variable does not affect high school students' academic motivation levels, but female students attend learning career guidance strategies more than male students do. It was also found that students' grades at school do not affect their academic motivation levels and frequency of attending career guidance services or learning strategies. Saracoglu's study findings relate to this study objective but it has contextual, content and time gaps for this study to fill. Saracoglu considered career guidance as a construct of his variable (learning strategies) in Eastern Europe in the year 2020. This study intends to bridge the gap by investigating the relationship between career guidance and students' academic motivation to learn in secondary schools in Kilak South County and report on in 2026.

2.5 Conclusions.

According to UNESCO (2014). The Organization for Economic Co-operation and Development (OECD) countries, they commonly focus on organized classes of career education in the compulsory years of secondary education, other forms of career guidance are provided within upper secondary education. UNESCO report on career guidance in OECD countries Secondary Schools indicate that in most countries very many students receive some individual career counseling. However, in most of them this seems to be more commonly provided to students in academic programmes than to those in vocational programmes. This appears to assume that young people in upper secondary vocational programmes have made a specific career decision (OECD, 2016). Kimiti & Mwova (2012) reported high level of career guidance in Kenya secondary schools; school career masters and class teachers perceived that career guidance and counselling played a significant role in the career awareness and career planning of secondary school students. Furthermore, Kimiti and Mwova reported that majority of the students in Kenya's secondary schools were found to have high levels of intrinsic motivation and extrinsic motivation. In Uganda, there is moderate level of students' academic

motivation as career guidance programmes at school level have registered developments covering critical aspects of a child's developmental tasks namely; personal guidance, social and psychological guidance, educational guidance, career/ vocational guidance, and spiritual guidance. Schools have various localised school activities in which the outlined aspects of career guidance and counselling are addressed such as careers day, and careers week, new students' orientation, school rules and regulations, weekly class meetings, messages on personal values (talking compounds), Presidential Initiative on AIDS Strategy for Communication to the Youth (PIASCY), peer counselling, student talks over school assembly, and parents during PTA meetings (MoE&S, 2017). From the above studies, it is generally believed that level of career guidance in secondary schools is high. It is in the interest of this study to valid or invalid believe that there is high level of career guidance in secondary school's world over.

Gülçin Saraçoğlu (2020) conducted a study on the Relationship between High School Students' Motivation Levels and Learning Strategies in Eastern Europe and reported the findings that there is a meaningful relationship between students' academic motivation levels and their learning career guidance at-risk strategies. Larsen & Puck (2020). The academic motivation of students in a counseling prevention program in South America reported positive relationship between career guidance and students' academic motivation to learn in high schools. Larsen and Puck further reported that academically motivated students through career guidance services tend to perceive school and learning as valuable, like to learn, and enjoy learning-related activities.

Chapter Three

Methodology

3.0 Introduction.

This chapter presents the research methodology; Research Orientation, Research Designs, Target population, Sampling Techniques, Sample Size, Data Collection Instruments, Data Collection Techniques, Administrative Procedures, Data Analysis, Ethical Issues, Quality Control, Assumptions and Limitations and Delimitations.

3.1 Research Orientation.

This study used both quantitative and qualitative research paradigms this was because mixed-methods often provide a more complete picture of a particular phenomenon than either approach could do alone. Secondly, mixed methods design increases the validity and reliability of the study (Giannakaki, 2005) The qualitative approach enabled collection of non-numerical data that were collected through interviews and observations from head teachers and observing documents respectively that enabled the researcher to gain insight into the opinions, attitudes, perceptions, attributes and knowledge of the participants. Quantitative method ensured objectivity as it relied on concrete numbers and fewer variables which helped to remove biases from the research and made the findings more accurate (Giannakaki, 2005).

3.2 Research Design.

A correlation research design was used in this study. The research design was considered appropriate as it described the existence of the phenomena based on empirical data. The correlation design helped the researcher to look at the correlation between career guidance and students' academic motivation to learn in secondary schools in Kilak South County. As cited in Jilcha (2019). Correlation research design allows for easy generalisation of findings on a bigger population and, hence, eliminating bias (Creswell & Plano-Clark, 2018).

3.3 Target Population.

The population of this study consisted of 360 students, 5 Career masters/mistresses, 52 teachers, 5 secondary school head teachers 1 Education Officer guidance and counseling and 1Education Officer Special Needs of Amuru District. Five secondary schools were involved in this study. Students were chosen because they were the primary samples of this study and

directly affected by career guidance. Head teachers were chosen because they are the managers of school activities including career guidance. Career masters/mistresses were chosen because they implement career guidance in their respective schools. Teachers were chosen because they provide career guidance and counseling information to students. The Education Officer Guidance and Counseling and Education Officer Special Needs were key government stakeholders in learning institutions who report to the government and carry out supervision and inspection of teaching and learning in schools.

3.4 Sample Size.

Out of seven secondary schools in Kilak South County, five schools were purposefully selected because these schools were concentrated in just one sub – county. This helped reduced the cost of transport for the researcher. Five head teachers were purposively sampled. 1 Education Officer Guidance and Counseling was purposively sampled. From the population of 2600 students and 80 teachers sample size of 335 students and 66 teachers were randomly determined using Krejcie and Morgan (1970) sample size determination. (see appendix G).

Table 1: Sampling Frame

Category	Target Population	Sample	Actual Sample	Sampling Techniques
Students	2600	335	286	Simple Random Sampling
Teachers	80	66	52	Simple Random Sampling
Career masters/mistresses	5	5	5	Purposive Sampling
Head Teachers	5	5	5	Purposive Sampling
Education Officer-Guidance and Counseling	1	1	1	Purposive sampling
Total	2691	422	349	

Table 1. Shows that the target population of the study was 2691 from six different categories was sampled using different sampling techniques as above. However, the researcher obtained only 350 as actual sample size.

3.5 Sampling Techniques.

The researcher used simple random sampling techniques for students and teachers which enabled each of them to have equal chance and likelihood to participate in the study (Oso & Onen, 2011). The researcher used purposive sampling in the selection of career masters/mistresses, head teachers, education officers due to their sole positions in secondary

schools and in the district respectively. Head teachers are policy implementers and District Education Officers are relevant stake holders in schools (Oso & Onen, 2011)

3.6 Data Collection Techniques

The researcher used questionnaire survey and interviews.

3.6.1 Questionnaire Survey

The researcher administered questionnaires to students and teachers as were considered appropriate because of their effectiveness for a large sample that other techniques may not be able to cover effectively. It was also appropriate for a literate population (Osodo, Mito, Raburu & Aloka, 2016). Argue that questionnaire surveys help in achieving uniformity, stability and consistency in facts and information.

3.6.2 Interviews

Self-administered interviews were administered for head teachers and education officers as key informants in this study field because of the nature of their responsibilities that positioned them with valuable information regarding the study variables.

3.7 Data Collection Instruments

This research used questionnaire guide and interview guide.

3.7.1 Questionnaire guide.

Questionnaires were with close ended questions divided into three sections, that is section A on background information that required respondents to tick the most appropriate item that related to them, section B was on career guidance and require respondents to tick the most appropriate level of their agreement or disagreement with the statements using five points Likert Scale. Questionnaires were administered on students and teachers to collect primary data for the study and administered by the researcher to the respective respondents to obtain immediate feedback (Mugenda & Mugenda, 2003). According Christensen et al. (2014), questionnaire surveys helped the researcher in achieving uniformity, stability and consistency in facts and information gathering.

3.7.2 Interview Guide.

The researcher used On-on-One interview guide was structured in such a way that it required the collection of background information which was ably done using open-ended question captured in part A. Guiding questions on career guidance offered to students was treated in part B and guiding questions on students' academic motivation were treated in part C. Interview guide was appropriate as it helped the researcher to maximize the limited time of the busy scheduled of respondents during data collection process because of the nature of their office work (Christensen et al., 2014) Secondly, according to Mugenda (2003). and Amin (2005). interview is useful since they fetch variety of ideas needed for the study.

3.7.3 Quality Control

The extraneous variables in the research were controlled by the use of randomization. Randomization is good for controlling several external variables and at the same time it limits systematic bias and spread the effect of extraneous variable evenly (Odiya, 2009).The students and teachers were selected randomly.

3.7.4 Administration Procedure.

The researcher obtained a letter of introduction from the office of Dean Faculty of Education and Humanities which enabled the researcher to proceed to the field. A Research assistant with a diploma in education qualification was recruited, trained by the researcher and ably helped in conducting the research.

The researcher used Scale-Level Content Validity Index(S-CVI) to determine the validity of the study instruments. So, the questionnaires and interview guides were given to experts in the field of educational management who scored all the items in the questionnaires and interview guides for respective categories, accordingly calculated the average and got average of 0.81 which falls within the universally accepted standard for an excellent overall scale. Thus, the experts recommended the instruments relevant to the study objectives.

Following from the schedules obtained from the selected schools, the researcher moved to the field to collect data. The researcher himself conduced the interviews with respective respondents meanwhile the research assistants administered the questionnaires to students and teachers, went back and collect them.

3.8 Ethical Considerations.

The researcher designed consent forms with pseudo signature which were signed by student participants prior to their participation in the study this was done to observe

confidentiality, anonymity and most importantly to ensure voluntary participation of participants. The researcher ensured confidentiality of participants by anonymous reporting and coding of participants during the interview process. The researcher respected the participants by using polite and acceptable language, listening to participants` views and ensuring their anonymity. All the data from the audio recordings from the interviews and data collected through questionnaire were securely kept only for the consumption of the researcher.

3.9 Data Analysis.

The researcher collected data and coded the responses (variables assigned numerical figures). Descriptive and inferential statistics were generated using IBM's SPSS version 25 (George & Paul, 2017). Descriptive statistics was used to analyze the state of career guidance and the level of students` academic motivation to learn; study objective 1 and 2 respectively. Pearson Correlation Coefficient was used to test the relationship between independent variable and the dependent variable (study objective 3). In this test, the researcher employed Pearson correlation analysis to measure the correlation between independent variable (construct of career guidance) and dependent variable (students' academic motivation to learn). Narratives from some participants were used in capturing qualitative data and later linked with the major themes of the study (status of career guidance, level of students` academic motivation to learn and the relationship between career guidance and students` academic motivation to learn) derived from the research objectives and these formed the basis for later analysis.

3.10 Limitations and Delimitations.

The results of this study were limited to the study area and generalization would, therefore, be done with reservation as implementation of career guidance may not be uniform which may alter the variables in other secondary schools. The researcher insinuated the fear to disclose information that could affect the quality of facts and information by respondents. Therefore, this was delimited by emphasizing on confidentiality and anonymity during study reporting, providing the most comfortable environment during the study administration and also by emphasizing on the study purposes.

Chapter Four

Data Presentation, Analysis and Interpretation.

4.0 Introduction.

The study was conducted on career guidance and academic motivation in selected secondary schools in Kilak South County. The data in this chapter has been treated under each of the research objectives stated in chapter one and subsequently the findings were analyzed based on pertinent research questions mentioned in chapter one still. The data collected were analyzed quantitatively and qualitatively (descriptive and inferential statistics), IBM`s SPSS v25 was employed.

4.1 Response Rate from Questionnaires

From the study, 338 out of 401 sampled respondents filled in and returned the questionnaires contributing to 84% return rate. It is presented on the table below.

Table 4.1: Showing Response Rate from Questionnaires (Students and Teachers)

Category of subjects	Target Sample	Actual Sample Size	Response Rate
Students	335	286	85%
Teachers	66	52	79%
Total	401	338	

Table 4.1: shows response rate of students and teachers (85% and 79%) respectively. The average response rate for the two categories of subjects is at 82%. Amin (2004), recommends that a response rate of 70% for survey studies is worth for a study. Thus, the average response rate of 82% obtained was above what Amin (2004) recommended and therefore good enough for the study.

Response Rate from Interviews

Table 4.2: Showing Response Rate from Interviews

Category of Subjects	Target Sample	Actual Sample Size	Response Rate
Career teachers	7	6	86%
Head teachers	7	5	71%
District Education Officer Guidance	1	1	100%
Total	15	12	

Table 4.2: shows response rate of career teachers, head teachers and District Education Officer guidance (86%,71% and 100%) respectively. The average response rate for the three categories of subjects is at 86%. Amin (2004), recommends that a response rate of 70% for survey studies is worth for a study. Thus, the average response rate of 86% obtained was above what Amin (2004) recommended and therefore good enough for the study.

4.2 Demographic Characteristics of the Respondents (Students and Teachers)

The demographic data of the respondents who took part in the study using questionnaire approach is shown in this section. This section contained the following details: the teacher's gender, level of qualification, number of years of teaching experience, school type, and students' information.

Table 4.3: Showing Demographic Characteristics of Students and Teachers

Variables	Category	Students	Teachers
		Freq. (Percent %)	Freq. (Percent %)
School	A	55(16.41)	10(19.2)
	B	50(14.92)	9(17.3)
	C	60(17.91)	11(21.2)
	D	96(28.65)	13(25.0)
	E	74(22.1)	9(17.3)
	Total	335	52
Gender of Respondents	Female	111(33.1)	12(23.1)
	Male	224(66.8)	39(75.0)
	Total	335	
Years spent in service	1-5 years		32(61.5)
	6-10 years		14(26.9)
	11 plus years		6(11.5)
Education Level	Diploma	N/A	22(42.3)
	Bachelor Degree	N/A	28(53.8)
	Master Degree	N/A	2(3.8)
	Total		52
Level of the school	`O' Level	104(40%)	3(4.3)
	`A' level	201(60%)	23(32.8)
	Total	335	
Residency Boarding	Yes	242(72%)	32(61.5)
Day	Yes	93(28%)	13(25.0)
	Total	335	
Gender Mixed school	Yes	305(91%)	N/A
Single sex School	Yes	30(9%)	20(3.8)
School Ownership	Government	214(64%)	33(63.5)
	Private	121(36%)	19(36.5)

Source: Field survey (2026).

Table 4.1: shows that the respondents were drawn from five schools, with a fairly even distribution among students (ranging from *19.7*% to *20.6*%) and teachers (ranging from *17.3*% to *25.0*%).

For inclusivity, gender was considered where among the students, *53.7*% were male, and 46.3% were female, indicating a relatively balanced gender representation. Among teachers, males (*75.0*%) significantly outnumbered females (*23.1*%), suggesting a gender disparity in the teaching workforce.

A majority of teachers (*61.5*%) had between 1-5 years of experience, while *26.9*% had 6-10 years, and only *11.5*% had over 11 years of service. This implies a relatively young teaching workforce with limited experience. This young teaching workforce provided limited data and knowledge to the study. This means that career guidance activities in secondary schools in Kilak County were mostly being handled by in experienced teachers.

Education qualifications for teachers were factored in this research to establish whether the teachers possessed the minimum teaching qualification. Findings showed that most teachers held a Bachelor's Degree (*53.8*%), followed by Diploma holders (*42.3*%), and only a small percentage (*3.8*%) had a Master's Degree. This implied that the teachers possessed the minimum teaching qualification though higher academic qualifications among teachers remained limited. Most teachers were involved at the A-Level (*32.8*%), with fewer teaching at O-Level (*4.3*%). This was because majority of the teachers qualified to teach advanced-level . *61.5*% of teachers worked in boarding schools, while *38.5*% were in non-boarding schools.

Additionally, *75.0*% of teachers were working in day schools, while 25.0% were working in boarding schools. This implied that boarding schools had a smaller number of teaching staff and had more workloads compared to day schools with likely implication of inefficiency in the implementation of career guidance activities. The majority of teachers (*82.7*%) worked in mixed-gender schools, while only *3.8*% were in single-sex schools.

Government schools accounted for *63.5*% of the teachers, while private schools had *36.5*%. This suggests that public schools employ more teachers than private institutions and only *23.1*% of teachers held career guidance roles, while *75.0*% did not. This indicates a gap in career mentorship within schools. The small percentage of teachers (23%) holding career

role presents challenges of overwhelming workload thus resulting into inefficiency in the implementation of career guidance services in the schools.

The dominance of male teachers (*75*%) could impact gender-sensitive education and mentorship opportunities for female students. Policies to encourage female teacher recruitment and retention may be necessary. With *61.5*% of teachers having less than five years of experience, there is a need for continuous professional development and mentorship programs to enhance teaching quality. Only 3.8% of teachers hold a Master's Degree, which may affect the depth of subject knowledge and research engagement in schools. Encouraging further studies among teachers could enhance educational standards. With only *23.1*% of teachers serving in this role, students may lack adequate career guidance. Schools should prioritize structured career counseling program. A high percentage of teachers (*75*%) in day schools suggest a potential strain on boarding schools in terms of teacher availability and workload thus resulting into inefficiency in the implementation of career guidance program in the schools.

The demographic data indicated that the teaching workforce is young, predominantly male, and mostly composed of Bachelor's and Diploma holders. Government schools employ more teachers than private ones, and mixed schools are more common than single-sex institutions. There is a need for policies to promote gender balance, professional development, and career mentorship within schools to improve overall education quality.

On average 67% of students of the actual samples were randomly sampled from each of the five schools. This means the sampling was fairly uniform across all the five schools. This was intended to avoid bias and gave equal chance to the subjects.

As shown in the table 4.1. above, 40% were day scholars and 60% were in boarding respectively. This means that most students (boarders) spend more time in schools and perhaps receive more career services from teachers since they have more contact hours with teachers than the day scholars.

Still, from the table 4.1. it is seen that 91% of students were in mixed schools and only 9% were in single sex schools. This means co – education is in the rise giving opportunity to both genders to co – exist in a school. To this study, it means that both genders had equal

opportunity and shared experience on career guidance services from the same source (school and teachers) without discrimination.

Up to 64% of students were in government schools while 36% were in private schools. This means that most students prefer government schools to private schools. This implies that any government policy on career guidance first affects its students then students in private schools.

Research Question One.

What is the status of career guidance in secondary schools in Kilak South County?

The researcher collected information from the respondents in order to address the research question on the level of career guidance in a selected secondary school in Kilak South County.

The researcher analyzed responses from 401 respondents in this sub-section to assess the quality of career counseling offered in five different secondary schools in the Kilak County. Respondents' replies to various secondary schools' career guidance questionnaires are presented with frequencies and percentages pertaining to how strongly disagree (1), disagree (2), agree (3), strongly agree (4) strongly disagree.

Table 4.4: Descriptive Statistics Showing the Status of Career Guidance in Secondary Schools in Kilak South County as per Students` Perspective

	Disagree	Agree	Strongly agree	Strongly disagree
	Freq.(%)	Freq.(%)	Freq.(%)	Freq.(%)
1. We have career guidance in school	14(5%)	245(85%)	27(9%)	10(3%)
2. There are career guidance sessions for free discussions for information sharing	98(34%)	180(63%)	6(2%)	2(0.7%)
3. This school has orientation sessions for new-comers and self- awareness and acquaintance	67(23%)	131(46%)	88(31%)	0(0%)
4. I have made my career choice based on career education sessions at school	16(6%)	190(66%)	70(24%)	10(4%)
5. I have explored my career interest through career education	74(26%)	172(61%)	25(9%)	415(4%)
6. I have read about my career interest from career information	60(21%)	15655%)	58(20%)	12(4%)
7. I chose my subjects based on my career future	9(3%)	167(58%)	69(24%)	41(14%)
8. I aim highly at joining the university after my secondary education	48(17%)	174(61%)	50(18%)	114(5%)
9. I aim at getting employed after my secondary education	60(21%)	149(52%)	38(13%)	39(14%)
10. I have consulted professionals in my career choice	18(6%)	162(57%)	66(23%)	40(14%)
11. I have learnt and obtained enough knowledge on my career choice	26(9%)	180(63%)	47(16%)	30(11%)

Source: Field Survey 2026.

The descriptive statistics indicated that career guidance was conducted in secondary schools in Kilak South County, but with varying levels of effectiveness.

A high percentage (*85.9*%) of students agreed that career guidance on education existed in their schools. Most students (*87.0*%) chose their subjects based on career prospects.

71.7% of students have made career choices based on career education sessions and *72.2*% explored career interests through career education. However, only *53.9%* consulted professionals regarding career choices, suggesting limited interaction with experts.

Meanwhile, a significant percentage (86.9%) aimed to join university after secondary education. However, only 71.7% aimed to get employed immediately after secondary education, indicating that many prefer higher education.

Fewer students (64.9%) agreed that they gained enough knowledge about their career choices. Career guidance for free discussion and information sharing has a lower agreement (61.9%) and a relatively lower mean, implying room for improvement.

Findings revealed that career guidance existed in most schools, with a high percentage of students acknowledging its prevalence. While career education helped students explored their interests, many did not consult professionals, which might have limited their career insights.

A majority of students aimed to pursue higher education, but not all were fully informed about their career paths and there was a need to strengthen free discussion sessions and interactions with professionals to enhance career decision-making.

Qualitative data collected on the concept of career guidance implementation from career masters/mistresses showed a number of interventions taken in the implementation of career guidance activities in secondary schools in Kilak South County as follows:

Career master of school A said that, ``for us we deliver career talks to students, and offer assessments to students to place them in subjects that they show competency to help students...`` meanwhile data collected using questionnaire showed 86% of students confirmed that they had career guidance sessions in their schools.

Career master said B that, ``for us usually schedule career days where we invite role models to give career talks to students. `` while from the questionnaires, 65% of students agreed that they were being taken should orientations where career talks were given to them. This implied that schools planned for some resources for career guidance in their school budget.

Head teacher A said that, ``the main resources for career guidance is in our school is text books, so we encourage our students to read books with career guidance tips and we empower career guidance department. `` Still, 65% of students responded to questionnaires and stated that read information about career guidance from textbooks. This means that in addition to other sources of career guidance information schools were supplied with text books on career guidance.

Another head teacher said that: ``my school sometimes invited people with success stories to talk to our students with the hope that students can emulate such people and succeed in life. `` the above data from the headteacher was confirmed in the students` response to the questionnaires where 54% said that they consulted professionals on matter of career guidance. Meaning that were a number of professionals who visited the schools and gave career talks to students through the efforts of school administrators.

Another head teacher said, ``for us we have small budget for facilitating career guidance activities. `` though this meant that schools were faced with inadequate resources for career activity implementation.

Education Officer guidance and counselling that, `` My office does not activity plan for career guidance in secondary schools. ``from the above response meant that at district level education offices did not prioritize career guidance in secondary schools.

Career guidance is a critical component of secondary education in Kilak South County. While most students benefitted from career education, there are gaps in free discussions, consultations with professionals and self-awareness creation about career choices. Strengthening these areas will improve students' career preparedness.

Table 4.5: Descriptive Statistics Showing the Status of Career Guidance in Secondary Schools in Kilak South County as per Teachers` Perspective

	Disagree	Agree	Strongly agree	Strongly Disagree
	Freq. (%)	Freq. (%)	Freq.	Freq. (%)
1. You do have some training on career guidance.	40(77%)	5(10%)	4(7%)	3(6%)
2. There are career guidance programs in school.	12(23%)	30(57%)	5(10%	5(10%)
3. Parents are involved in career guidance issues in school	28(53%)	17(33%)	4(8%)	3(6%)
4. Teachers work together in handling students career issues.	10(20%)	33(63%)	4(7%)	5(10%)
5. Teachers receive facilitation after career sessions with students	22(42%)	20(38%)	7(14%	3(6%)
6. Teachers have adequate career information for students	15(29%)	30(57%)	2(4%)	5(10%)
7. Students consult you in their subject choice selection	16(31%)	26(50%)	4(7%)	6(12%)

Source: Field Survey 2026

The table above revealed results of the quantitative data from the field of the study presented as follows:

Up to 77% teachers said that they have had no prior training in career guidance. This finding is worrying because it implied that a number of teachers were not empowered to carry out career guidance activities to students. If at all they did then they never did it effectively. The result from the finding was confirmed by qualitative data from one of the head teachers who said that in their school they have some small budget for facilitating career activities. Meaning schools did not definite budget line for career guidance to cater for career guidance activities such as training teachers on career guidance. Education Officer guidance and counselling further confirmed that his office has not had budget for career activities for secondary schools.

62% teachers concurred that there were active career guidance programs in their respective schools.

More than half of the total number of teachers who responded to the questionnaires noted that parents were not involved in career guidance issues of their children.

Teachers, in their response to the questionnaires said that 63% of teachers work together during implementation of career guidance activities and in handling career guidance issues their schools.

Only 38% of the total number of teachers who responded to the questionnaires said that they received facilitation after carrying career guidance activities in school. This meant that there was low motivation among teachers who carried out career guidance activities in their respective schools.

57% of teachers concurred that they have had adequate information on career guidance.

50% of teachers said that students consulted them before making their choices on subjects at different levels.

Research Question Two.
What is the level of student's academic motivation to learn in secondary schools in Kilak South County?

In order to answer the second research question, this sub-section provided an analysis of the information that was obtained from the respondents regarding the level of students' motivation to learn in the selected secondary schools after going through the career guidance sessions.

Quantitative data were used collected from a total of 401 respondents, 286 students and 52 teachers on the level of students' motivation to learn in the chosen secondary schools (see Appendix B & C). The analysis presented in Table 4.3.1 is in terms of frequency and percentage. The questionnaire approach used the Likert scale assessment to determine the level of satisfaction.

Table 4.6: Descriptive Statistics Showing the Level of Students' Academic Motivation to Learn from Teachers` Perspective

	Disagree	Agree	Strongly Agree	Strongly Disagree
	Freq.(%)	Freq.(%)	Freq.(%)	Freq.(%)
1. Level of self-efficacy increases due to career guidance	115(25.8%)	330(74.1%)	7(13.7%)	44(86.3%)
2. Career guidance assists students to self-set goals	30(6.6%)	422(93.3%)	7(13.7%)	42(85.8%)
3. Career guidance assists students to be rewarded at school and it raised their career aspirations	125(27.7%)	326(72.3%)	8(17.7%)	43(84.3%)
4. Career counselling helps in understanding individual differences, personality, interests, values	49(10.8%)	402(89.1%)	9(18.3%)	40(81.6%)
5. Career guidance assists students to gain self-awareness	53(12.0%)	389(88.0%)	9(17.7%)	42(82.3%)
6. Career guidance promotes high level of students' self-determination	83(18.6%)	363(81.4%)	8(15.7%)	43(84.3%)
7. Career guidance motivates students to study hard for academic achievements	69(15.3%)	383(84.7%)	9(17.7%)	42(82.3%)
8. Career guidance has assisted students to score high grades	110(24.4%)	341(75.6%)	9(17.6%)	42(82.4%)
9. Career guidance makes us students to work hard for rewards in class	100(22.2%)	350(77.8%)	9(17.7%)	42(82.3%)

Source: Field Survey 2026.

The findings revealed a high level of students' motivation to learn as proportion of students (*74.1*%) and teachers (*86.3*%) acknowledged that career guidance enhanced students' self-efficacy, which was crucial in building confidence in academic and career pursuits. From the data collected using interview guide as tool, career master A concurred and explained that, ` ``Level of students` motivation to learn is high because our students willingly take on

academic responsibilities, focus on reading, maintaining good behaviors in the classroom and maintaining positive relationships. `` Career master B said that, “There is high level of students` motivation to learn among our students. Our students do engage in class work and excel academically. `` However, another career master added that: ``Some students on the other hand, devote more of their time to sports and games and they excel in the field of games and sports``. This last response meant that other students took career path of sports rather than academics.

Furthermore, personal goal setting was a key factor in motivation, with an overwhelming *93.3*% of students and 85.8% of teachers supported this claim. Goal setting allowed students to focus their efforts on achieving desired academic and career outcomes. Self-awareness, an essential aspect of personal development, was widely recognized among students (*88.0*%) and teachers (*82.3*%). This suggested that students who understand their strengths and weaknesses were better equipped and made informed career choices.

Additionally, self-determination, reported by *81.4*% of students and *84.3*% of teachers, indicated that motivated students took initiative in their learning and persisted despite challenges.

Understanding one's personality, interests and values played a vital role in motivation, as confirmed by *89.1*% of students and *81.6*% of teachers. This insight helped students aligned their studies with future career aspirations. The drive to achieve academic success was also notable, with *84.7*% of students and *82.3*% of teachers agreed that students worked hard and performed well academically.

High grades served as an important motivational factor, with *75.6*% of students and *82.4*% of teachers associating motivation with scoring high marks. Similarly, rewards in the classroom environment encourage students to exert effort, as noted by *77.8%* of students and *82.3*% of teachers.

Lastly, career aspirations and the recognition of school rewards as motivating factors were confirmed by *72.3%* of students and *84.3*% of teachers, further reinforcing the role of future career prospects in enhancing student motivation.

Research Question Three:
What is the Relationship between Career Guidance and Students` Academic Motivation to Learn in Secondary Schools in Kilak South County?

To assess the connection between career counselling and students' academic motivation, both qualitative and quantitative data from different respondents were analysed. Using interview, the researcher gathered the following responses from the different respondents as below:

Head teacher A said that, ``Our school career guidance is helping our students to focus on academics which is making them to pass their exams. ``

Head teacher B said that, ``Due to career guidance being carried out in our school, majority of our students are concentrating more in their studies than before when career guidance office was inactive. ``

One career mistress said that, ``Career guidance is contributing positively in instilling self – discipline and self- drive among our students making them to take on academic head-on. ``

Another respondent said that, ``The relationship between career guidance and students` academic motivation is apparent among most students in our school. `, `Due to career guidance most students are being retained in schools. ``

Inferential Statistics on the Relationship Between Career Guidance and Students` Academic Motivation to Learn from Teachers` Perspective

Pearson Correlation Analysis was employed by the researcher to determine the extent to which career guidance influences students' academic motivation learn. The data necessary for this analysis was obtained by aggregating to determine the means of students' academic motivation and career guidance.

Table 4.8: Pearson Correlations Coefficient Showing the Relationship Between Career Guidance and Level of Students` Academic Motivation to Learn.

		Academic Motivation	Career guidance
Academic Motivation	Pearson Correlation	*1*	*.483***
	Sig. (2-tailed)		*.000*
	N	*467*	*467*
Career guidance	Pearson Correlation	*.483***	*1*
	Sig. (2-tailed)	*.000*	
	N	*467*	*467*

**. Correlation is significant at the level of 0.01 (2-tailed).

Source: Field Survey 2024

The Pearson correlation coefficient (*r=0.483r = 0.483r=0.483*) indicates a moderate positive relationship between career guidance and students' academic motivation. The significance value (*p = 0.000*) is below the standard threshold of *0.01*, meaning the correlation is statistically significant. This implies that as career guidance improves, students' academic motivation also increases. Therefore, there is a moderate and statistically significant positive correlation between career guidance and students' academic motivation. Career guidance contributes to students setting goals, self-awareness, and motivation to learn**.** Although the relationship is moderate**,** it suggests that other factors also influence students' academic motivation beyond career guidance.

The results confirmed that career guidance played an essential role in enhancing students' academic motivation to learn. However, since the correlation is moderate, schools should complement career guidance with additional motivational strategies such as mentorship programmes, teacher support and parental involvement in enhancing students` academic motivation to learn in Kilak South County.

Chapter Five

Discussion and Recommendations.

5.0 Introduction.

This chapter presents discussion on the findings, draws conclusion from the study and makes recommendations as per the objectives.

5.1 Discussion of Findings.

Discussions of the findings are based on the study objectives; objective one, objective two and objective three respectively.

Status of Career Guidance in Secondary Schools in Kilak South County.

The findings indicated that students were being exposed to career guidance in secondary schools in Kilak South County, though its effectiveness varied. A significant proportion of students acknowledged the availability of career guidance, particularly in education career choices**,** subject selection based on career prospects and career exploration. A significant number of students believed that their efforts in studies were greatly influenced by career information they got through career talks by teachers during school assemblies. This suggests that career guidance plays an important role in helping students make informed academic and career decisions. However, a quite a number of students agreed that they had limited interaction with professionals in career guidance. This indicated a gap in career mentorship and expert guidance. Additionally, majority of students felt that they obtained enough knowledge about their career choices**,** highlighting a potential need for improvement in career education content and delivery. The lower agreement on career guidance sessions for free discussions suggests that students might have lacked opportunities to freely engage in career-related conversations, which could have hindered their ability making well-informed decisions.

Regarding future aspirations, most students aimed at joining university**,** while and intended to seek employment immediately after secondary education. This suggests that career guidance largely promotes further education over direct employment, which may reflect the students' aspirations but also indicates a potential need for guidance on vocational and entrepreneurial pathways for those not pursuing university education. Therefore, this study revealed that there is need for career guidance on vocational and entrepreneurial career pathways which seemed to have been overlooked and limited opportunities to the students who

would excel in their vocational and entrepreneurial pathways if they had been exposed to. And yet, the 21st Century Uganda and world require skilling of the citizens through promoting vocational education where upon graduating one can create job for themselves rather than expecting the state to employ them.

The study revealed that career guidance was not done on individual basis because of big number of students in a class and so, career guidance was done in groups for instance, during school general assemblies. The above strategy may not be very effective because it does not cater for individual differences this study. Moreso, the special needs category may not benefit from the group career guidance so, individual career guidance should equally be emphasized. The importance of individual career guidance has been emphasized in Bassot & Chant (2020) where they emphasize that individualized career counseling is far more impactful than generalized group sessions. They argue that career guidance delivered in large groups, such as during assemblies, may not address students' specific needs, interests, and aspirations effectively. Watts & Sultana (2016) further highlight that one-on-one career guidance allows for personalized career planning, helping students make more informed and confident career choices. Additionally, research by McMahon, Patton & Tatham (2018) suggests that in OECD countries, career guidance is more structured and individualized, with trained career counselors rather than relying on class teachers or school administrators.

However, from the head teachers` responses it is revealed that man-power gap is a challenge because their respective schools have got one career master/mistress each to provide career guidance services to the entire school population which seems extremely difficult and demanding given that the career masters/mistresses have their primary teaching role to play effectively placing career guidance as an oversight role. In Vietnam, it is a similar phenomenon to the phenomenon in secondary schools in Kilak South County where teachers are given career guidance role as an additional workload that they may not handle effectively. Secondly, provision of reading materials on career guidance by schools.

The finding showed limited resource allocation to career guidance activities in respective secondary schools in Kilak South County. This may far-reaching impacts in acquiring the necessary career guidance information/material for use in career department. Most schools complained of limited budget in the department of career guidance which confirmed career guidance teachers` complaint on lack of facilitation which could have negatively affected their roles in the implementation of career guidance activities.

Finding further revealed lack of specialized training offered to teachers who have been assigned roles of a career guidance teacher. This therefore showed gap which needs to be filled by having teachers trained specially before they are assigned with career guidance role.

Level of Students` Academic Motivation to Learn in Secondary Schools in Kilak South County.

The findings reveal a high level of students' motivation to learn as proportion of students and teachers acknowledged that career guidance enhanced students' self-efficacy, which is crucial for building confidence in academic and career pursuits. Furthermore, personal goal setting was a key factor in motivation, with an overwhelming number of students and teachers supported this claim. Goal setting allowed students to focus their efforts on achieving desired academic and career outcomes. Self-awareness, an essential aspect of personal development, was widely recognized among students and teachers. This meant that students who understood their strengths and weaknesses were better equipped and made informed career choices. Additionally, self-determination, reported by of students and of teachers, indicated that motivated students took initiative in their learning and persisted despite challenges. Understanding one's personality, interests and values played a vital role in motivation, as confirmed by students and teachers alike. This insight helped students aligned their studies with future career aspirations. The drive to achieve academic success was also notable, with majority of students and teachers agreeing that students worked hard and performed well academically. But this contradicted the claim by most of the community members of Kilak South County that there is lack of academic motivation/drive among students in Kilak South County secondary schools. This therefor means there could be different reasons to explain the low level of academic motivation among secondary students in Kilak South which need further investigation. High grades served as an important motivational factor, with majority of students and teachers associated motivation with scoring high marks. One should note that are several factors that equally and positively affect high grade so, one cannot entirely rely on high grades. In any case, high grade should be considered as the effect rather than the cause. Similarly, rewards in the classroom environment encouraged students to exert effort, as noted by students and teachers. Lastly, career aspirations and the recognition of school rewards as motivating factors were confirmed by of students and of teachers, further reinforced the role of future career prospects in enhancing student motivation.

.

Relationship between Career Guidance and Level of Students` Academic Motivation to Learn in Secondary Schools in Kilak South County.

The findings revealed a moderate positive relationship between career guidance and students' academic motivation. Since the p-value is below 0.01, the correlation is statistically significant**,** meaning that as career guidance improves, students' motivation to learn also increases. This finding highlighted the important role of career guidance in helping students set goals, develop self-awareness and stayed motivated in their studies**.** However, the moderate strength of the correlation suggests that career guidance is not the only factor influencing academic motivation**.** Other elements such as mentorship programs, teacher support, parental involvement, peer influence, and personal interests may also contribute to students' drive to succeed academically. Findings above aligned with findings by authors like: Gülçin Saraçoğlu (2020), and Larsen & Puck (2020) who all reported positively significant relationship between career guidance and students` academic motivation to learn in Europe, South America and China respectively. They findings reported that academically motivated students through career guidance services tend to perceive school and learning as valuable, like to learn and enjoy learning-related activities. Similarly, authors: Avram & Zanfirescu (2019), Ulaş-Kılıç (2018), Abu Karsh (2018) and Vernordra (2019) reported positive co-relationship between career guidance and level of students' academic motivation in their respective countries.

Deci & Ryan (2017) contend that intrinsic motivation, teacher influence and socio-economic factors often play a more dominant role in shaping students' academic motivation than career guidance alone. They argue that career guidance primarily functions as an external motivator, which may not always lead to long-term academic engagement. that students' motivation is more significantly driven by self-efficacy, personal interest in subjects, and supportive learning environments rather than structured career guidance sessions. In some cases, students who receive career guidance may still lack motivation if they do not perceive immediate academic rewards or if they face socio-economic challenges that hinder their educational aspirations.

5.2 Conclusions.

Objective One

The presence of career guidance in secondary schools is evident and beneficial, as seen in students' career-related decisions. While career guidance is beneficial, it should not be overestimated as the primary driver of academic motivation. Instead, it must be integrated with other motivational factors, such as mentorship programs, engaging teaching strategies, and parental involvement, to maximize its impact on students' academic success and broaden their perspectives beyond traditional academic pathways.

Objective Two

Motivation is not merely about material rewards but also about fostering a sense of belonging, competition and social recognition, which can be equally powerful in driving student success. For instance, in some educational contexts, students might achieve high academic performance not out of self-determined motivation but due to fear of failure, peer comparison, or institutional mandates. Thus, while intrinsic motivation and self-determination are significant contributors to academic success, they do not operate in isolation. A more holistic view acknowledges that motivation is a complex interplay of personal drive, external incentives, and environmental influences that collectively shape students' learning behaviours.

Objective Three

The study confirmed that career guidance moderately though significant enhanced students' academic motivation, particularly in goal-setting, self-awareness and the desire to achieve academically. Meaning that career guidance is not a single factor behind students` academic motivation to learn in secondary schools in Kilak South County but rather there are factors which need further investigation.

5.3 Recommendations.

Secondary school administrators should strengthen career mentorship programs by inviting professionals from various fields to engage with students regularly. This will increase students` interaction with career experts, enhance career knowledge, and provide practical insights into different career paths, ensuring students are well-equipped for both higher education and employment.

There is a need to adopt a hybrid model that combines both group sessions and individualized counseling to cater for diverse student needs.

National Curriculum Development Center should integrate comprehensive career guidance programmes into the national curriculum to enhance students' academic motivation and self-efficacy. This can be achieved by organising career guidance sessions, mentorship programs, and interactive career fairs that expose students to various career opportunities, helping them set realistic academic and career goals.

Secondary school administrators should complement career guidance with other motivational strategies such as mentorship programs, increased teacher support, and parental engagement. This holistic approach will ensure that students receive well-rounded support, enhancing both their career preparedness and academic motivation.

Ministry of Education and Sports should offer provide specialized training on career guidance to teachers so that they acquire necessary skills in handling career guidance sessions in the schools they serve.

Schools should increase facilitation for career guidance for proper and effective implementation of career guidance programmes.

Suggestions for Further Research.

I would not want to assume that this study is comprehensive enough. Therefore, much more in -depth research should be conducted to establish the status of career guidance and the level of students` academic motivation amongst secondary school students in Kilak South County.

Since the relationship between career guidance and students` academic motivation to learn is moderate rather than strong, I recommend that additional interventions and strategies to fully support students' academic motivation**.**

A study should be conducted in career guidance and inclusive education since this study revealed gaps in inclusivity of career guidance in regard to special needs group.

References

Abu Karsh, S. (2018). New Technology Adoption by Business Faculty in Teaching: Analyzing Faculty Technology Adoption Patterns. *International Journal of Technology in Education and Science (IJTES)*, 2(1), 17-30.

Akcakanat, T., & Uzunbacak, H. H. (2019). The Adaptation of Career Decidedness Scale into Turkish: A Validity and Reliability Study. *Journal of Economics Business and Political Researches*, 4(9), 159-170

Akinbadewa, B. O., & Sofowora, O. A. (2020). The effectiveness of multimedia instructional learning packages in enhancing secondary school students‟ attitudes toward biology. *International Journal on Studies in Education (IJonSE*), 2(2), 119-133. https://doi.org/10.46328/ijonse.19

Avram, E., Burtaverde, V., & Zanfirescu, A. (2019). The Incremental Validity of Career Adaptability in Predicting Academic Performance. Social Psychology of Education, 22(4), 867–882. https://doi.org/ 10.1007/s11218-019-09505-6

Bean, C. and Forneris, T. (2017). "Is Life Skill Development a By-product of Sport Participation?" Perceptions of Youth Sport Coaches. *Journal of Applied Sport Psychology*

Chen, S.-Y., & Lu, L. (2015). The role of achievement motivations and achievement goals in taiwanese college students‟ cognitive and psychological outcomes. *Journal of College Student Development.* 56(4), 397-412. https://doi.org/10.1353/csd.2015.0040

Creswell, J. W., & Plano Clark, V. L. (2018). Designing and Conducting Mixed Methods Research (3rd ed.). Thousand Oaks, CA

Darren, G. & Paul, M. (2017). IBM SPSS Statistics 25 Step by Step: A Simple Guide and Reference 15th Edition

Gülçin Saraçoğlu (2020). Relationship between High School Students' Motivation Levels and Learning Strategies

Huiling Hu & Hongmei Luo (2021). Academic Motivation Among Senior Students Majoring in Rehabilitation Related Professions in China

Ibrahim, Z. (2015). Students' Extrinsic Motivation and Learners' Academic Achievement in Government Aided Secondary Schools in Mbale Municipality, in Uganda. Thesis (Masters). Islamic University in Uganda

Jane Njeri Gacohi (2017). Influence of Career Information on Choice of Degree Programme among Regular and Self-Sponsored Students in Public Universities, Kenya

Luo, J. M., Chau, K. Y., & Lam, C. F. (2019). The relationship of student's motivation, program evaluation, career attitudes and career aspirations in university–industry cooperation program cogent education, 6(1), 1-13. https://doi.org/10.1080/2331186X.2019.1608686

Maserejje, J. (2016). Uganda: What's the Schools' Role in Career Guidance? All Africa, The Observer (Kampala). Retrieved from http://allafrica.com/stories/201602230528.html

Melike, F. and Emine, K. AVCI (2020). Academic Motivation Levels of Secondary School Students and Their Attitudes towards a Social Studies Course

Republic of Uganda. (2017). Education And Sports Sector*:* Annual Performance Report Financial Year 2016 / 17. Kampala: Macmillan.

Ministry of Education and Sports. (2017). Guidance and Counselling. Retrieved from http://www.education.go.ug/data/smenu/18/Guidance%20and%20Counselling.html

Ministry of Education and Sports (2012). *Journal of Guidance and counselling.* Kampala: Republic of Uganda

Mohajan, H. K. (2017). Two Criteria for Good Measurements in Research: Validity and Reliability. Annals of Spiru Haret University Economic Series, *17*(4), 59-82. https://doi.org/10.26458/1746

OECD (2016). Getting Skills Right: Assessing and Anticipating Changing Skill Needs.

Otwine, A., Oonyu, J., John M. Kiweewa & Said, N. (2018). Career Guidance and Counselling in Uganda, Current Developments and Challenges

Osodo, J. M., Osodo, J., Mito, J. W., Raburu, P., & Aloka, P. (2016). The role of peer counselors in the promotion of student discipline in ugunja sub-county, kenya. *Asian Journal of Education and Training,* 2(2),63-69. https://doi.org/10.20448/journal.522/2016.2.2/522.2.63.69

Richard M. Ryan and Edward L. Deci (1985). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being

Uganda Bureau of Statistics (2016). National Population and Housing Cens*us 2014*. Retrieved from https://goo.gl/yitv2d

Yoon, H. J., Hutchison, B., Maze, M., Pritchard, C., & Reiss, A. (2018). International Practices of Career Services, Credentials, and Training. Broken Arrow, OK: National Career Development Association.

Vernordra Haynie (2019). A Phenomenological Study of Factors Affecting the High Dropout Rate of Nontraditional African American Students in Community College

World Bank Group (2022).

Appendices

Appendix A: Letter of Introduction from the Faculty of Education and Humanities, Gulu University

GULU UNIVERSITY
OFFICE OF THE DEAN
FACULTY OF EDUCATION AND HUMANITIES
P.O.BOX 166, GULU UGANDA
TEL: +256 0471-432922

Date: 2nd December, 2019

TO WHOM IT MAY CONCERN

This is to introduce to you Mr. **Loum Janan Louis (17/U/2343/MED),** a student pursuing a programme of study leading to the award of the degree of Masters of Education in Education Planning, Management and Administration of Gulu University.

He is undertaking research on the topic: **"Career guidance and students' motivation to learn in secondary schools in Amuru District"**, which is in partial fulfilment of the requirements of the award.

Any assistance given to him in relation to his research work will be highly appreciated.

Yours sincerly

Dr. Bebwa Isingoma

Dean Faculty of Education and Humanities

Appendix B: Questionnaire for Students

Dear Student,

My name is Mr. Loum Janan Louis a student of Master of Education in Education Management, Faculty of Education and Humanities, Gulu University. I am glad to inform you that you have been selected to participate in a study which seeks to investigate the relationship between Career Guidance and Students' Academic Motivation to Learn in Secondary Schools in Kilak South County, Amuru District. As a student, your contribution to this study is of paramount importance. Participate freely in the study and be rest assured of confidentiality as all the information obtained from this study shall be used for academic purposes. You are kindly requested to respond to questions below as specified in each section. There is no need for your name in the questionnaire.

Section A: Status of Career Guidance at Secondary School
(*Please tick the answer that best describes your opinion or perception of the stated fact. The choices are as follows: - SA (4)- strongly agree, A-agree (3), D (2)-disagree, SD (1)-strongly disagree)*

S/N	Career Guidance	SA	A	D	SD
1	We have career guidance on education career				
2	My school conducts career counseling to all the students				
3	There are career guidance sessions for free discussions for information sharing				
4	This school has a number of orientation sessions for new-comers and self-awareness and acquaintance				
5	I have made my career choice based on career education sessions at school				
6	I have explored my career interest through career education				
7	I have read about my career interest because of career information				
8	I chose my subjects based on my career future				
9	I aim highly at joining the university after my secondary education				
10	I aim at joining college for skills training after my secondary education				
11	I aim at getting employed after my secondary education				
12	I aim at working and studying weekend program after my secondary education				
13	I have consulted professionals in my career choice				
14	I have consulted our career teachers over my career choice				
15	I have learnt and obtained enough knowledge on my career choice				

Section B: Level of Students' Academic Motivation to Learn
(Please tick the answer that best describes your opinion or perception of the stated fact. The choices are as follows: - SA (4)- strongly agree, A (3)- agree, D (2)-disagree, SD (1)- strongly disagree) Serial Item SA A U D SD.

S/N	Level of Students' Academic Motivation	SA	A	D	SD
1	My level of self-efficacy is high because of career guidance				
2	Career guidance assists students to set self-set goals				
3	Career guidance assists students to be rewarded at school and it raises their career aspirations.				
4	Career counselling is useful in understanding individual differences, personality, interests, values and abilities to make students set their goals.				
5	Career guidance assists student to gain self-awareness				
6	Career guidance promotes high level of students' self-determination in this school.				
7	Recognition motivates students to study hard for academic achievements.				
8	Career guidance has assisted students to score high grades.				
9	Career guidance makes us students to work hard and awarded in class				
10	Career guidance enhances the level of student promotion in classes.				

.

Appendix C: Questionnaire for Teachers

Dear Teacher,

My name is Loum Janan Louis. I am a student of Master of Education in Education Management at Gulu University, currently undertaking research on Career Guidance and Students' Academic Motivation to Learn in Secondary Schools in Kilak South County, Amuru District.

Due to your position and duty as a school teacher, I have chosen you to participate in this study. I assure you that the information you shall give will be treated confidentially and it shall not be used for any other purposes other than the academic uses for which it is intended. Please give honest information as required.

Thank you very much for your co-operation

Yours Sincerely,

Loum Janan Louis

Section A: Particular of the School

In this section, write your responses in the spaces provided for or tick in the boxes appropriately.

1. Level of the school:
   O' Level ☐ A' Level ☐
2. Boarding ☐ Day ☐
   Mixed ☐ Single sex ☐
3. School Foundation
   Government aided ☐ Community ☐ Private ☐

Section B: Personal Information

4. Sex: Male ☐ Female ☐
5. Year spent in the school
   1-5yrs ☐ 6-10yrs ☐ 15-20 ☐ 15-20yrs ☐
6. What is your level of qualification? Diploma ☐ First Degree ☐
   Master Degree ☐
7. Are you a career mistress / master? Yes ☐ No ☐

8. If yes, was your appointment as career master/mistress based on your teaching experience or on special training you had in career guidance and counselling?
   .....
9. What are some of the career guidance services being offered in this school or you offer as career mistress/master?
   ……
   ……
   ……
   ……

Section B: Level of Career Guidance

(Tick where it is appropriate)

S/N	Career Guidance	Yes	No
1	Do you have any training on career guidance?		
2	Are you trained enough to offer career guidance to students?		
3	Is there any career guidance programmes for students in your school?		
4	Do you involve parents in your career guidance issues at school?		
5	Do you work with other teachers in students' career issues?		
6	Do you facilitate during students' group career sessions?		
7	Do you have adequate career information for students to seek from you?		
8	Do students involve you in their subject choice selection process?		
9	Does the school administration support the career guidance programme?		
10	Do your fellow teachers support the career guidance programmes?		
11	Do parents support career guidance programmes at school?		
12	Do students support and welcome the career guidance programmes?		
13	Do you engage your learners in career education?		
14	Do you organize students' group sessions for career talks and information sharing in your school?		
15	Does your career master or mistress provide career counseling for you?		
16	Do you orient new students to create self-awareness in your school?		

Section C: Level of Students' Academic Motivation to Learn
Please tick the answer that best describes your opinion or perception of the stated fact. The choices are as follows: - SA (4)- strongly agree, A-agree (3), D (2)-disagree, SD (1)-strongly disagree)

S/N	Perception on the Role of Career Guidance Benefits	SA	A	D	SD
1	Career guidance assists an individual student to set self-goals.				
2	Career guidance assists students to access career information in order to realise self-efficacy.				
3	Career guidance assists students on how to make self-determination for career aspirations.				
4	Career guidance department invites useful speakers on various career issues.				
5	Career tests and inventories are useful in understanding individual differences, personality, interests, values, and abilities.				
6	Career guidance assists in enhancing students' self-efficacy.				
7	All students should consult counsellors when making career decisions.				
8	Career guidance makes a positive difference in an individual's career life.				
9	Career guidance has assisted students to get extrinsic motivation				
10	I would advise all students with career issues to consult the school career masters or mistresses.				

Section D: Relationship Between Career Guidance and Students Academic Motivation to Learn
Please tick the answer that best describes your opinion or perception of the stated fact. The choices
are as follows: - SA (4)- strongly agree, A-agree (3), D (2)-disagree, SD (1)-strongly disagree)

S/N	Perception on Relationship Between Career Guidance and Students' Academic Motivation to Learn	SA	A	D	SD
1.	Career Guidance has significantly positive impact on students` academic motivation to learn.				

What recommendations would you make towards the improvement of career guidance and counselling services in secondary schools?

……

……

……

Thank you for your response!

Appendix D: Interview Guide for Education Officer- Guidance and Counselling

Section A. Background information

1. Could you share with me the qualification you hold?

……
……

2. For how long have you been working as an education in charge of guidance and counselling officer?

……
……
……

Section B. Theme One: Level of Career Guidance in Secondary Schools.

1. Could you share with me your experience on how career guidance is being implemented in secondary schools?

……
……

2. As an education officer in charge of guidance and counselling how frequent do you plan career guidance visit in a term?

……
……

3. What is your comment on the status of career guidance services in secondary schools in Amuru District?

……
……

Section C. Theme Two: Level of Students' Academic Motivation to Learn in Secondary Schools in Amuru District

1) What is your comment on level of students' academic motivation to learn in secondary schools in Amuru District?

……

Theme Three: Relationship between Career Guidance and Students` Academic Motivation to Learn

I. Could you explain how career guidance can impact on students` academic motivation to learn?

……
……
……

Appendix E : Interview Schedule for Head Teachers

Section A. Background information

1. Could you share with me the qualification you hold?

……
……

2. For how long have you been working as a head teacher?

……
……

Section B. Theme One: Level of Career Guidance in Secondary Schools

4. Could you share with me your experience on how career guidance is being implemented in your school?

……
……
……

5. How frequent is career guidance activities conducted in your school in a term?

……
……
……

6. What is your comment on the status of career guidance in your school?

……
……

Section C. Theme Two: Level of Students' Academic Motivation to Learn in Secondary Schools

2) What is your comment on the level of students' academic motivation to learn in your school?

…….....
……

Section D. Theme Three: Relationship between Career Guidance and Students` Academic Motivation to Learn

1. Could you explain how career guidance can impact on students` academic motivation to learn?

……
……
……
……
……
……
……

Appendix F: Interview Schedule for Career masters/mistresses

Section A. Background information

3. Could you share with me the qualification you hold?

……

……

4. For how long have you been teaching?

……

Section B. Theme One: Level of Career Guidance in Secondary Schools

7. Could you share with me your experience on how career guidance is being implemented in your school?

……
……
……

8. As a career master/mistress could you tell me how frequent you carry out career guidance activities in a term?

……
……

9. What is your comment on the level of career guidance in your school?

……
……

Section C. Theme Two: Level of Students' Academic Motivation to Learn in Secondary Schools

3) What is your comment on level of students' academic motivation to learn in your school

……
……

Section D. Theme Three: Relationship between Career Guidance and Students` Academic Motivation to Learn

2. Could you explain how career guidance can impact on students` academic motivation to learn?

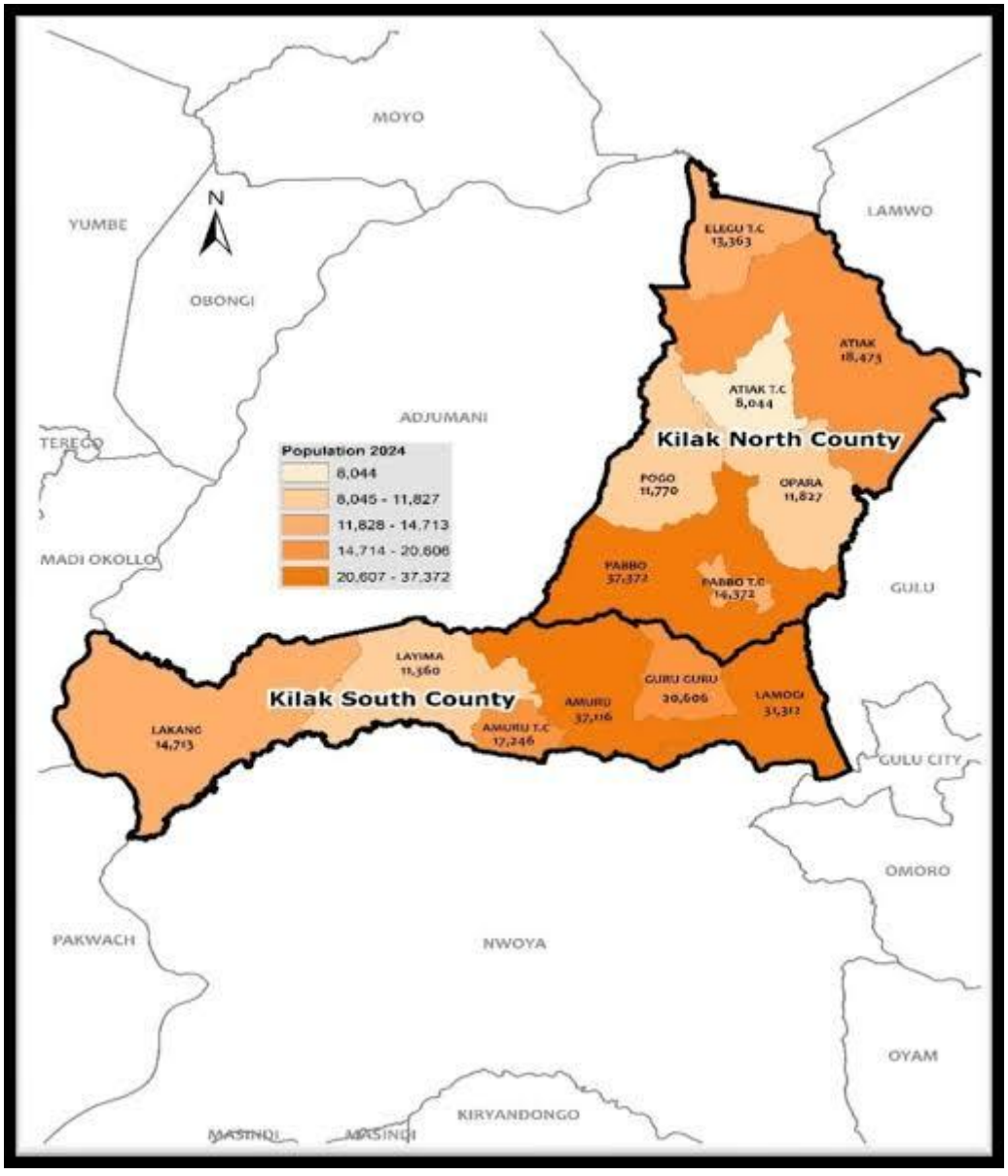
……
……
……
……
……

Appendix G: Krejcie and Morgan Table of Sample Size Determination (1970)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Sample Size(s) required for the given Population Sizes (N)

Appendix H:Map Showing Study Area, Kilak South County



Appendix I: Consent Letter

GULU UNIVERSITY
OFFICE OF THE DEAN
FACULTY OF EDUCATION AND HUMANITIES
P.O.BOX 166, GULU UGANDA

TCI: +256 0471-432922

Date: 2nd May, 2025

LETTER OF CONSENT TO RESEARCH PARTICIPANTS

Dear Respondent

I am Loum Janan Louis (17/U/2343/MED), a student pursuing a programme of study leading to the award of the degree of Masters of Education in Education Planning, Management and Administration of Gulu University. I am undertaking research on the topic "Career guidance and students' motivation to learn in secondary schools in Kilak South County" Amuru District.

In view of this, I would like to respectfully request you to allow me to have you as one of my participants and to conduct a face-to-face interview with you on a date and time that is deemed most convenient to you.

Rest assured that your identity will be highly kept confidential and the information that you will provide will only be used for purpose of this academic endeavor.

Thank you so much!

Very respectfully yours



Loum Janan Louis

Researcher



Research Participant

Appendix J: Showing Validity of the Instrument

CVI = Number of items rated as relevant by all judges
Total number of the items in the questionnaire

CVI = 66
81

= 0.81