

**IMPROVING CAREER GUIDANCE AND COUNSELLING PRACTICES IN  
BUILDING CONSTRUCTION IN UGANDA:  
A CASE OF NAWANYAGO TECHNICAL INSTITUTE**

**BY**

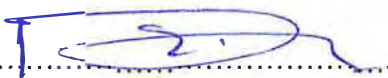
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**AN ACTION RESEARCH DISSERTATION SUBMITTED TO GRADUATE SCHOOL  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR AWARD OF A  
DEGREE OF MASTER OF VOCATIONAL PEDAGOGY OF KYAMBOGO  
UNIVERSITY**

**OCTOBER 2018**

## DECLARATION

I, Ddumba Robert, hereby declare that this Action research report titled **“Improving Career Guidance and Counseling Practices in Building Construction in Uganda: a case of Nawanyago Technical Institute”** is my original work and has never been presented to any institution of higher learning as a project or for the award of any degree.

Signature.....

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## CERTIFICATION

This is to certify that this Action research report entitled “**Improving Career Guidance and Counseling Practices in Building Construction in Uganda: a case of Nawanyago Technical Institute**” has been carried out under our supervision and is ready for submission to Graduate school.

Signed.....*ls*.....

Date.....*19/10/2018*.....

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Date.....*19/10/2018*.....

Mr. Ali Kyakulumbye

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## **DEDICATION**

I dedicate this work to my caring family for understanding, supporting and encouraging me throughout the study period of hard work and sacrifice.

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## LIST OF ACRONYMS

ATL	Active Teaching and Learning
CTEP	Certificate in Teacher Education Proficiency
DIT	Directorate of Industrial Training
DITTE	Diploma in Instructor Technical Teacher Education
ELGPN	European lifelong Guidance Policy Network
IT	Industrial Training
NCBC	National Certificate in Building Construction
NTI	Nawanyago Technical Institute
UNESCO	United Nations Educational Scientific and Cultural Organization
UBTEB	Uganda Business and Technical Examinations Board

## ABSTRACT

Career guidance and counselling services is one of the roles of teachers/instructors in training institutions which are offered to students to enlighten them about their career choices. This action research project aimed at improving career guidance and counselling practices in building construction at Nawanyago Technical Institute. The specific objectives of the study were: To establish the challenges faced by students due to inadequate career guidance and counselling, identify strategies for improving career guidance and counselling practices, implement possible strategies and evaluate the implemented strategies.

Collaborative action research design was used. Data was collected from study sample of twenty five (25) participants who were purposively selected. Out of that number, eighteen (18) were students of building construction, three (3) were instructors of building construction, three (3) were administrators and one (1) civil engineer from the world of work. Future workshop was employed as a method to identify the key challenges faced due to inadequate career guidance and counselling. Data was collected using the focus group discussions, participatory observation, document analysis and questionnaire survey. The data collected was recorded and presented under themes following the research objectives. Evaluation of the strategies was done using observation method and instruments.

Study key challenges were; lack of knowledge on career progression, lack of knowledge on how to relate well with workmates in the field, desperation, poor attitude towards the course, accidents in the workshop, lack of creativity, time wastage, early marriages, low self-esteem, stress and change of career. Identified interventions were; (i) conducting career talks to address the mentioned challenges, (ii) Integration of career guidance and counselling during teaching and learning, (iii) display of general workshop rules and regulations in building workshop. The results showed that this action research improved students' awareness about the course and changed their mind set.

It was recommended that career talks should continue and an office for career guidance be established at NTI.

**Key words:** Career, Guidance, Counselling, Collaborative, Implement, Evaluate

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 General Overview**

This chapter presents the background of the study focusing on vocational pedagogy as a discipline and building construction as one of the courses offered in technical institutes in Uganda. The study specifically focused on improving career guidance and counselling practices in building construction. In addition the chapter also presents situation analysis, statement of motivation, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, justification of the study, significance of the study and definition of operational terms.

#### **1.2 Vocational Training and Vocational Pedagogy**

According to UNESCO (2011), Technical and Vocational training is concerned with the acquisition of knowledge, skills and attitude for the world of work. It is a range of learning experiences which are relevant to the world of work.

Vocational education and training may be viewed as the process of forming skills in an individual such that he /she may be employed or self-employed in the world of work in relation to what kinds of skills are demanded by the labour market (Lutalo, 2007). It is based on the work of the mind and hand where by something is produced and it forms the basis of all learning. In my view, vocational education and training is the most appropriate means of providing individuals with skills which are more relevant to the evolving needs of employers in the work places.

Globally, Vocational training is considered to be the most suitable solution to youth unemployment. In German, vocational education program is a dual system such that students

learn in the classroom and also learn by doing. Typically, the trainees attend vocational school for one or two days per week and they study the theory and practice of their occupation, economics, social studies, foreign languages and other general subjects. Then they further do a working apprenticeship in their chosen field (Olumide, 2015). In South Africa, qualifications whether academic or Vocational are seen as advantage in labour market (UNESCO, 2011). Youth unemployment, particularly among those without training or qualifications is a threat in many countries.

In Uganda, attitudes towards vocational education have changed over the years. Students too, influenced by their parents, teachers and the labor market situation, have become more positive towards technical education (Egau, 2002). I concur with the above author and through experience, I have observed that the society is gradually realizing the value of vocational education and training in relation to employable skills. More students are being admitted in technical institutions to be trained in various areas of specialization for skills acquisition. This is reflected in new vision of (May 10<sup>th</sup>2018) where it was reported that there was a marginal increase in the number of candidates from 4,331 in 2015 to 4,629 in 2016. The number of registered examination centres also rose from 102 in 2016 to 113 in 2017 indicating 10.8% increase.

Vocational training standards relating to the qualifications of instructors who are supposed to transfer skills to the trainees in technical institutes have also been stipulated by the Education Service Commission. The training for instructors has been improved by reviewing the curriculum to match with the needs of the employers in the world of work (Kyambogo, 2013). Nsalasaata reported that the Minister of State for Finance, Planning and Economic Development wanted Ugandans particularly parents and young generation to embrace technical and vocational education because it is a gateway to job creation, curb



unemployment and forge a sustainable economic development for Uganda (New vision newspaper of 20<sup>th</sup> December 2015, Kampala Uganda). I agree with the minister because it is through technical education that the majority of unemployed respondents in Uganda can get skills and access jobs in order to improve on their standard of living and contribute to the economic development of the country.

Vocational pedagogy is a field of knowledge oriented towards trades, occupations and professions (Kyambogo University, 2009). The central aspect of vocational pedagogy is an understanding of human learning and the integration of hands, mind and heart in the learning situation (Mjelde, 2008). According to Hopley (2015), vocational pedagogy is a science of education which deals with the strategies of teaching and learning. In my own view, vocational pedagogy is a wide field of knowledge which encompasses various areas of specialization such as building construction, carpentry and joinery, welding, catering among others and it focuses on practical tasks which involves learning by doing.

The effectiveness of all education systems depends critically on the quality of teaching and learning in the classrooms, workshops, laboratories and other spaces in which education takes place. It is observed that vocational pedagogy unlike general education employs learning strategies that are focused on hands on training. In this case, it is important that a blend of methods are used so that learners acquire the intended skills from a particular area of study. According to Harkin (2012), there is no single teaching strategy which can satisfy all learning situations. There is a strong consensus that effective teaching methods for vocational learning are based on realistic work problems and scenarios, led by teachers and trainers who have recent and relevant vocational experience. In my view, we learn through different ways such as through inquiry, imitation, practice, reflection, critical thinking and observation. So if most

of these ways are used during teaching and learning, the rate of skills acquisition will always be high.

According to Kyambogo University (2009), one of the specific objectives of MVP programme is to develop competences within learners. When learners are guided well during training, the required competences are developed and they become useful technicians in the world of work as emphasized on (p.23). During MVP course, I received assistance and direction from the facilitators through mentoring. This helped me to acquire more skills such as working through team work and discussion of challenging tasks that are relevant for practice in the field of work. I also learnt a lot from research expeditions which were conducted in groups from selected workplaces after which the findings were documented and presented for assessment. This was a good example of learning from school to workplaces.

### **1.3 Background of the Study**

Nawanyago Technical Institute (NTI) was established by the Government of Uganda in 2016. The vision is to be a centre of excellence in the provision of quality lifelong learning experiences to individuals, industry and the community. The mission is to equip students with practical and professional competencies needed to address challenges of the 21<sup>st</sup> century for professional skills development.

NTI is one of the newly constructed Technical training institutions that was created to empower nationals with employable skills in building construction; welding and metal fabrication; plumbing; agriculture; hairdressing and catering for sustainability of a vibrant economy under the skilling Uganda philosophy. The institution admits students for the formal and non-formal programmes that cater for candidates who have completed their Ordinary level of education. The two year training programme provides successful candidates with a

national certificate by Uganda Business and Technical Examination Board (UBTEB) in the areas of specialization.

The institution offers government scholarships to qualified candidates in three areas namely: building construction; welding and metal fabrication and; plumbing while other programmes are open to all interested students on private sponsorship. The non-formal programmes are designed for learners at any level and the training is between three to six months in any chosen area of specialization. In this category, learners are assessed by the Directorate of Industrial Training (DIT) and the successful candidates are awarded a certificate in their respective areas of specialization.

From the inception of NTI, teaching and training of learners has been going on but with some challenges such as insufficient and delayed release of funds from the government which causes delay to buy some of the training materials. This has affected the building department and other departments at Nawanyago Technical Institute in a way that the new curriculum was designed on competence based approach which requires hands on training most of the time. This is emphasized by the Government of Uganda through Ministry of Education and Sports (MoES) BTVET Strategic Plan 2012/13 to 2021/22 entitled "Skilling Uganda". It stresses creating of employable skills and competencies relevant to the labor market rather than educational certificates as was before (BTVET, 2012). So when learners don't acquire what is expected during training because of delayed release of funds, it affects their ability to perform and be able to fit in the world of work.

There are some students at NTI who are admitted but with a negative attitude towards TVET and this calls for immediate attention to such categories of learners. Programmes such as orientation are meant to be organized to inform the new students what take place in the institute and what is expected from them during and after the training. In 2018, orientation

was conducted on new entrants as a measure to guide them on the curriculum, rules and regulations and cross cutting issues such as sensitization on HIV. However, most of the things were left out because little time was allocated to the programme.

#### **1.4 Personal Background of the Researcher**

Through my experience, I have realized that students get better understanding of the tasks given to them when they are monitored and given the necessary assistance. Regular monitoring of learners' activities helps an instructor to identify where students have weaknesses and help them to correct at that particular time to avoid more errors. This is emphasized by Abrahams (2008), who argued that teachers need to devote a greater proportion of the lesson time to help students use ideas associated with the phenomena they have produced, rather than seeing the successful production of the phenomenon as an end in itself.

During my training in carpentry and joinery, I was given assistance by the instructors and lecturers where I learnt various practical skills in the trade which contributed much towards my professional development up to this level. However, it took more time to adjust in the world of work due to some soft skills such as time management at the work place and team work which I was not exposed to during training. Much as I was competent in practical skills, I encountered difficulties in working with others as a team and completing the given tasks in time. The soft skills required in the world of work are attainable through proper mentoring during training.

At National Instructors' College Abilonino, mentoring services were spread to departments. Each member of staff in a particular department was assigned a group of students to assist in order to improve their training. This arrangement helped students to be more focused on DITTE program and the skills acquired such as producing nice furniture through cutting tight

joints, good collaboration with workmates and completion of work in a specified time helped them to upgrade to other education programmes. However, in carpentry and joinery department, some of the lecturers could not find enough time for students because of the tight program of activities and high ratio of learners attached to a lecturer. This affected students in a way that they could not acquire competences in certain areas which were necessary for their professional growth and development.

### **1.5 Statement of Motivation**

I hold a Bachelor of Education in Technological studies of Kyambogo University and am a Carpenter by trade. I have trained students at secondary and tertiary levels. I have participated in marking ordinary level National Examinations and DITTE examinations under Kyambogo University. I have working experience of thirteen years in making domestic and office furniture and teaching woodwork at secondary level. I also have eight years' experience in training instructors which has helped me to gain more confidence in my career as a teacher and carpenter. I attended a course and obtained a Certificate in Teacher Education Proficiency as one of the ways for professional development in teaching and learning processes. This was awarded by the Ministry of Education and Sports. In addition, I attended another course in Active Teaching and Learning (ATL) an approach which caters for full involvement of learners during teaching and learning process. This was awarded by Ministry of Education and Sports in conjunction with Belgium Technical Corporation. All this has enabled me to change the way I used to teach and mentor students.

Apart from the skills acquired before, I felt there was still need to acquire more skills in Vocational Education by enrolling for MVP programme. Through this programme, I have acquired more competences such as mentoring, learning by doing, identifying and solving challenges using future workshops and sharing ideas as a team to improve students' learning.

The knowledge and skills acquired during MVP training have made me pick more interest in mentoring learners and solving identified tasks in the workplace through collaborative means.

## **1.6 Situation Analysis**

According to Clarke (2014), situation analysis is a method used to give researchers practical mapping tools for designing qualitative research projects. In my own view, it gives the researcher the beginning of action research process. There was need to carry out action research in building construction department in order to find gaps for improvement and one of its characteristics is that the research problem is determined by the stake holders in the workplace together with the researcher. So, the situation analysis was conducted at Nawanyago technical institute as a basis for identification of research problems. It was conducted through the work process analysis and future workshop process as elaborated in the following subsections of this report.

### **1.6.1 Work Process Analysis**

Work process analysis is a general term for the analysis of work flow in organisations. According to Haque (2008), work flow can be defined as the set of tasks grouped chronologically into processes and the set of people or resources needed for those tasks that are necessary to accomplish a given goal. In my own view, work process analysis is the identification and examining of the major activities in a workplace to find out the gaps which need improvement in order to produce quality services. So in order to identify a pressing challenge at Nawanyago Technical Institute, the researcher conducted a work process analysis and the future workshop process in the department of building construction to establish the underlying issues. This was done by holding meetings with different stakeholders at different times as a way of getting reliable information. Through the work

process analysis, stakeholders provided critical information following the criteria for admission, training, assessment, and graduation.

However, during the work process analysis with the stakeholders of students, instructors and administrators, several concerns were raised including inadequate materials and space for training, irregular supplies in the students canteen; insufficient accommodation for staff, inadequate career guidance and orientation activities to new students, delayed provision of uniforms, overalls and identity cards, lack of protective gears, irregular feedback, difficulties in finding Industrial Training placements, lack of interviews for recruiting new students, delayed payments of school dues, poor time management by students and irregular attendance of students.

### **1.6.2 Future Workshop**

According to Muller (1987), future workshop is a method used for problem identification in a given setting. The future workshop was planned and scheduled for 19<sup>th</sup> January, 2018 at 9:30 am in the building construction class at NTI where many concerns were presented to stakeholders for further discussion. The five phases of the future workshop were followed during the meeting with the stake holders.

#### **a) Preparation phase**

During the preparation phase, the researcher came up with a programme that was to be followed during the future workshop. The participants were invited by putting up a notice about the workshop in staff room and on students' notice board. The researcher also used phone calls to inform participants since most of them were in the field for industrial training. The room and tools such as camera and recorders were prepared. Papers, pens, markers manila papers and refreshments were bought and provided.

## **b) Critique phase**

The issues were critically analysed and the related issues were clustered into long, mid and short term; the long term concerns required over one year implementing and they included: Insufficient training materials; inadequate accommodation for teaching staff; understaffing and limited training space. The midterm issues for implementing between three and six months included: the difficulties in finding industrial training placements, delayed supplies of uniforms and identity cards and other safety gears. The short term issues that could be accomplished within three months with the intervention of all stakeholders included; poor attitude towards training, poor time management by the students, lack of protective gears during training, delayed payment of fees, inadequate career guidance and counselling, inadequate orientation of new students, irregular feedback and irregular supplies in institute canteen.



**Figure: 1.1 Stake holders' meeting analyzing issues during a future workshop**

Source: Researcher

Due to the limited time frame and resources available for carrying out this action research activity, we opted for the short term issues that were further clustered into four general concerns: Poor attitude towards training (1); Lack of protective gears during training (2);



Inadequate career guidance and counselling (3) and irregular supplies in institute canteen (4). The numbers indicated at the end of each general concern were used to guide in the ranking of the most pressing issue.

### **c) Fantasy phase**

In the fantasy phase which is the same as utopia, this is where by participants thought of an ideal situation for each of the identified concern. Participants imagined and assumed a picture of the future possibilities of the problems identified in the critique phase. We converted all the concerns

from negative to positive. Stakeholders imagined that every situation was possible and resources were available to address the problems. Therefore, the solutions to these concerns were suggested by stakeholders that; learners should develop a positive attitude towards training through sensitization workshops done by instructors, instructors should educate students on the use of safety gears during training, Career Guidance and Counselling sessions should be planned and conducted regularly to enhance students' learning and the Institute canteen should be well stocked all the time. However, this situation was not ideal enough for the participants to determine the most pressing issue and this required us to move to the reality phase of the future workshop.

### **d) Reality phase**

In all the phases of the future workshop, activities were done with full participation of stakeholders and decisions were made following the general consensus. We agreed and revisited the four major challenges identified with their suggested solutions in order to identify the most pressing issue. This was done by using pairwise matrix as illustrated in table 1.1.

**Table 1.1: Pairwise matrix showing the most pressing issue**

PROBLEM	1	2	3	4	TOTAL	RANK
1		1	3	1	2	2 <sup>nd</sup>
2			3	2	1	3 <sup>rd</sup>
3				3	3	1 <sup>st</sup>
4					0	4 <sup>th</sup>

1. Poor attitude towards training
2. Lack of protective gears during training
3. Inadequate career guidance and counselling
4. Irregular supplies in institute canteen

Career Guidance and Counselling was ranked highest and stakeholders agreed that inadequate Career Guidance and Counselling of students was the most pressing issue that should be addressed.

### **1.7 Introduction to Objectives**

After identifying the most pressing issue through future workshop, the researcher together with the stakeholders held a workshop and examined the challenges faced due to inadequate career guidance and counselling, identified the strategies and also agreed on how to implement and evaluate the implemented strategies.

### **1.8 Statement of the Problem**

According to Esbroeck (2002), technical and vocational education should not only include specific preparation for a particular occupation field but also more general preparation for the world of work as part of everyone's general education. Under normal circumstances, students of building construction are exposed to Career Guidance and counselling during training by basing on three elements: Career education where they are guided during the acquisition of practical skills, Career information where they are informed and guided on practice and conduct while in the field and Career Counseling where learners are helped and advised in order to overcome personal challenges, make decisions and concentrate on studies.

However, at Nawanyago Technical Institute, career guidance and counselling services are not adequately provided to students in Building Construction Department. For the last two years the institution has been in operation, students were being admitted and training would begin and continues up to the end of the course without proper orientation and career guidance programmes put in place. Currently, there is no effort which is put in career guidance and counselling of students. This affects students' desire to learn and acquire the necessary skills. If this problem is not addressed, the institution will continue to produce technicians who are likely to be incompetent in the world of work.

Therefore, it is on this note that this action research sought to provide ways of improving career guidance and counselling practices in building construction in order to produce well informed technicians who will be highly skilled and demanded in the world of work.

### **1.9 Purpose of the Study**

The purpose of this study was to improve career guidance and counselling practices in building construction at Nawanyago Technical Institute.

### **1.10 Specific Objectives**

The specific objectives that guided the study were:

- (i) To establish the challenges faced due to inadequate career guidance and counselling in building construction at Nawanyago Technical Institute;
- (ii) To identify strategies for career guidance and counselling in building construction at Nawanyago Technical Institute;
- (iii) To implement possible strategies for career guidance and counselling in building construction at Nawanyago Technical Institute;
- (iv) To evaluate the implemented strategies for career guidance and counselling in building construction at Nawanyago Technical Institute.

### **1.11 Research Questions**

The study was guided by the following research questions;

- (i) What are the challenges faced due to inadequate career guidance and counselling in building construction at NTI?
- (ii) What are the strategies that can be used to address the issue of inadequate career guidance and counselling in building construction at NTI?
- (iii) How can the suggested strategies be implemented?
- (iv) How can the implemented strategies be evaluated?

### **1.12 Justification of the Study**

Career guidance and counselling services at Nawanyago Technical Institute were not adequately provided to students in Building Construction Department. For the last two years, students were being admitted and training could begin and continue up to the end of the course without proper orientation and career guidance programmes which left the students unaware of the paths and progression. To make matters worse, this had left students to

possess negative attitudes towards their course. This prompted the researcher to carry out this action research to improve career guidance and counselling practices and address the challenges faced by students to help them acquire more skills to fit in the world of work.

### **1.13 Significance of the Study**

The research project helped Nawanyago Technical institute to improve on career guidance and counselling practices as a way of creating awareness to students between school life and the world of work. It will also help other researchers to get more information about career guidance and counselling in building construction and its contribution in terms of developing students' interest in Technical Education and uplifting the social economic status of the people in society.

### **1.14 Scope of the Study**

The scope is subdivided into geographical scope, content scope, and time scope.

#### **1.14.1 Geographical scope**

The study was carried out at Nawanyago Technical institute which is 80 kilometers from Kampala to Jinja and 34 kilometers along Jinja-Kamuli Road and behind Nawanyago Sub County Headquarters.

#### **1.14.2 Content scope of the study**

The research focused on challenges due to inadequate career guidance and counselling, action strategies to address them and how they could be implemented to improve on the situation.

#### **1.14.3 Time scope**

The study started in October 2017. Its implementation and evaluation was carried out for about a period of seven months from February, 2018 to August, 2018.

### **1.15 Limitations of the study**

According to Best (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. I am in line with the scholar because when carrying out research, there are things a researcher can control and others he/she may not have control over them. For instance, the attitude and perceptions of participants cannot be controlled by the researcher but he/she can rely on the data collected. Therefore, the major limitations of the study were:

There was laziness by some instructors in integrating career guidance and counselling services during teaching and learning. They had been used to teach hurriedly and complete the syllabus without giving guidance to the learners during teaching and learning. However, through several reminders by the researcher, they slowly responded to the strategy but it still needs a follow up. Delay of students to report back from holidays affected the date which had been set to begin the implementation. Students had challenges with fees payments but when the turn up increased, the researcher together with stake holders made some adjustments in the work plan and the implementation proceeded.

### **1.16 Delimitations of the study**

The turn up of supervisors to the field was good and helped the researcher to get timely guidance as the action research proceeded.

There was good cooperation between the researcher and stake holders during career sessions and ideas were shared freely and willingly.

### **1.17 Definition of operational terms**

**Career:** Refers to a sequence of positions, jobs or occupations that a student may engage in during his or her working life in future.

**Guidance:** Refers to a full range of personalized assistance given to a student who is seeking to expand his/her self-understanding and his /her understanding of others. It is a life-long process that is concerned with the developmental needs of each individual student.

**Counselling:** Is a process concerned with decision making, skill acquisition and problem resolution, either individually or in group settings so as to make possible use of students' personal potential in order to become fully functioning individuals.

**Career Guidance and Counselling:** This is the process of helping individual students to make career decisions based on evidence of abilities, interests, skills, attitudes and available job openings.

### **1.18 Chapter Summary**

This chapter gives a brief on the contribution of technical institutes towards skills acquisition in Uganda, the background of the study at Nawanyago technical institute, personal background of the researcher, contribution of vocational pedagogy towards professional development of the researcher and motivational statement for carrying out the action research. It also explains the procedure used to identify challenges faced by students of building construction and the method used to select the most pressing issue to be addressed. It consists of statement of the problem, purpose, specific objectives followed by research questions. It also mentions the justification and significance of the study, scope which is divided into geographical, content and time scope. Lastly it gives out the definitions of the operational terms that were used in this research. The next chapter gives a brief on building construction as a trade, rationale for career guidance and counseling and related literature basing on the specific objectives.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents literature from various sources related to the study. It is drawn in line with the objectives of the study under the following themes; building construction as a trade, rationale for career guidance and counselling, challenges faced due to inadequate career guidance and counselling, strategies to address the challenges and the theoretical review.

#### **2.2 Building Construction as a Trade**

Education is widely accepted as an instrument for promoting economic growth. It leads to the development of the respondents in the society, as well as the national goals of unity, democracy, economic progress, and security for all its citizens. Building construction is among the trades which are offered in technical institutes to provide employable skills to trainees in order to develop themselves and the community (Chan, 2006).

It is the process of creating structures which in turn become property. This sector is at the core of our environment from small property of renovations such as the addition of a small room or renovation of a bathroom to housing estates, office blocks and shopping centres. By studying building construction as a course, it prepares students to enter the workforce with a set of specific technical skills (Cave, 2008). The skills and knowledge acquired during training are the foundation of economic growth and social development of the country. I am in agreement with the above author because when the trainees finish the course of study, they are employed or employ themselves and their standard of living improves. They also pay taxes which in turn contribute to the economic growth of the country.



At Nawanyago technical institute, students of building construction contribute to the development of the institute by carrying out projects in form of structures after which they become usable facilities for improving the standard of living in a learning environment. The acquired skills are extended to the community for students to get more exposure in practical skills and a comparison between what is learnt at school and what is required in the world of work.

### **2.3 Rationale for Career Guidance and Counselling**

Career Guidance and counselling refers to the services and activities intended to assist individuals of any age and at any point to make educational training and occupational choices and manage their careers. Such services may be found in universities, in training institutions, in public employment services and in private sector. Therefore, career guidance and counselling focuses on three aspects of such services. In my own view, these services and activities are really very helpful in all learning institutions and employment places but they are not carried out as expected. This leads to loss of direction to some of the students and end up taking careers which are not of their interest (Watts, 2009).

Career information, Guidance and Counseling services are intended to help individuals with their career management. It includes information on occupations, on learning opportunities, and on the relationships and pathways between the two. It also includes labour market information, on changing supply and demand in relation to different occupations. Career counselling is conducted between two respondents or in small groups, in which attention is focused on the distinctive career issues faced by individuals (Verbruggen, 2007). Career education is part of the educational curriculum in which attention is paid to help groups of individuals to develop the competences for managing their career development. All this is done in order to; help individuals to gain greater self-awareness in areas such as interests,

values, abilities, and personality style. By conducting career guidance and counselling services, it assists individuals to be active managers of their career paths as well as becoming lifelong learners in the sense of professional development over the lifespan (Patton, 2006). In my own view, Career Guidance and Counseling helps learners to understand themselves and become aware of their abilities and what they can actually do in the world of work for career development.

## **2.4 Challenges faced due to inadequate career guidance and counselling**

### **2.4.1 Change of Career**

The policy rationale for career guidance and orientation in relation to TVET requires that all schools have dedicated time throughout the year to spend on career guidance and counseling. However, this is not done in most schools because either schools do not have career guidance counsellors or teachers are more committed to covering the syllabi before the end of the year. This does not regard career guidance and counselling as a vital component of the training and it leads to change of occupations by VET graduates after only a few years because of poor career guidance and counselling of students during training. I am in support of the above author because it is necessary to spare time and carry out career guidance to all the students but most of the institutions do not give it a priority and hence students are left unattended to in most cases (Sultan, 2007).

There has been a tendency to take the view that career guidance is largely irrelevant within TVET, on grounds that entry to a vocational course implies that a career decision has been made. But in the context of the changes in the world of work, such a view is increasingly open to question (Watts, 2009). In my view, I don't support the statement above because I have interacted with a number of students who join vocational courses after being coerced

by parents/guardians. So these students need career guidance and counselling services in order to change their mind set and be focussed on skills acquisition in various trades.

#### **2.4.2 Poor attitude towards the course**

According to Joel (2017), one other challenge facing effective implementation of career guidance and counselling in technical institutions is a rebellious attitude from students about their admission into the colleges. Many youths neither apply to join nor choose the courses they study; they are taken there by parents/guardians who choose courses they feel are good for the youth without consulting her/him. On getting in to the colleges, the youth realizes that there are better suiting courses she/he could have taken and she/he even has the required marks. She/he gets demoralized, stops working hard and does not care about whatever happens to her/him. Such a student just drifts away and will not seek help.

According to Al-sad (2007), low status of technical education and vocational training in society have effects on student's attitude towards it. Indeed, socioeconomic status of parents, gender and lack of career counselors in schools impact on student's choice towards technical and vocational education. So when some of the students are admitted to technical institutes, they report with negative attitude towards technical education. Therefore, it is the duty of the instructors and administration to conduct career guidance and counselling through organized workshops to support lifelong learning and career development of students so that they remain focused during and after training.

#### **2.4.3 Lack of knowledge on career progression**

The sense of moving forward in our working lives is important as it motivates and inspires us. Some professionals like to move up the career ladder as quickly as possible while others want to experience new and different things from their careers. Whatever you feel about your

career progression, being able to convey this and feeling comfortable about communicating your thoughts to your manager is pivotal when developing and shaping your career (Kraig, 2010). In my view, some students due to inadequate career guidance and counseling do not know how they can benefit in pursuing a career in technical and vocational education and this leaves them doubting about the next step to take after training.

According to a UK study by Dutchson (2011), 44.8% of UK students in high school feel uncomfortable discussing their career progression with their peers something which is an outcome of lack of career guidance and counselling. According to Clark (2017), young professionals aged between 16 and 24 years old, are least likely to ask their manager about personal development opportunities. About 59% of respondents said that such a conversation would make them feel uncomfortable. Therefore, basing on the above statement, it shows that career guidance and counselling is not perfectly done in training institutions and there is need to offer such services in order to make students aware of their career development.

#### **2.4.4 Time wastage**

Time is an important factor of production and learning activities at all levels (Kent, 2010). Students in Technical institutions if not well guided, may face a lot of challenges related to benefits of the career and how they can earn from the career among many other benefits (Halton, 2004). It becomes time wastage for learners to study technical subjects in colleges without career guidance and counseling (Chalton, 2010). The researcher concurs with the above statements because students need assistance and guidance on what they are supposed to do during the process of training until they get the required skills which are necessary in the world of work. If they are not guided, they waste most of the time in other things such as watching movies and comedies which are not in line with skills acquisition.

#### **2.4.5 Desperation**

Failing to access career guidance and counselling services among some students in technical and vocational training institutions results into desperation. According to Skies (2009), desperation is a state of despair, typically one which results in rash or extreme behaviour. Some students feel unable to achieve from the skills they acquire from technical and vocational institutions because they are desperate. Counselling offers the power to inform students on the benefits of different life aspects (Simandan, 2010). Therefore, students need to have easy access to career guidance and counselling in order to have hope and focus in their studies.

#### **2.4.6 Lack of creativity**

Creativity is a phenomenon where by something new and somehow valuable is formed. The created item may be intangible such as an idea, a scientific theory or a physical object (Runco, 2010). Lack of creativity is one of the results for lack of career guidance that students of building construction experience. So there is need to carry out career guidance and counselling regularly so that through such sessions, the students are able to think critically and come up with new innovations which can be used to put up unique structures at reasonable costs but of good quality and serving the intended purpose.

#### **2.4.7 Low self esteem**

Self-esteem reflects an individual's overall subjective emotional evaluation of his or her own worth. It is the decision made by an individual as an attitude towards the self. Self-esteem encompasses beliefs about oneself, (for example, "I am competent", "I am worthy"), as well as emotional states, such as victory, despair, pride, and shame (Hewitt, 2009). "The self-concept is what we think about the self; self-esteem is the positive or negative evaluations of

the self, as in how we feel about it" (Mackie, 2007). Therefore, low self-esteem makes students of technical and vocational education to think that nothing is possible after pursuing a career. Therefore, career guidance and counselling sessions should be organized for students to empower them to study well and believe in themselves that they can perform well at places of work after the training.

#### **2.4.8 Stress**

In psychology, stress is a feeling of strain and pressure. Stress is a type of psychological pain. Small amounts of stress may be desired, beneficial, and even healthy. Positive stress helps improve athletic performance. It also plays a factor in motivation, adaptation, and reaction to the environment. Excessive amounts of stress, however, may lead to bodily harm. Stress can increase the risk of strokes, heart attacks, ulcers, and mental illnesses such as depression (Greubel, 2014). Lack of career guidance and counselling to students in technical and vocational studies can result into stress in a number of ways. It can lead to poor results and lack of concentration in class something that can lead to overall low class scores. Therefore, to prevent all this to happen, there is need for regular career guidance and counselling of students.

### **2.5 Strategies to address the challenges**

#### **2.5.1 Integration of career guidance and counselling during teaching and learning**

Millar (2008), argues that 'teachers need to devote a greater proportion of the lesson time to help students use ideas associated with the phenomena they have produced, rather than seeing the successful production of the phenomenon as an end in itself.' Therefore, there is need to monitor learners' activities and provide regular career guidance to them during the training process so that they are well groomed for the best results. The main objective of offering

career guidance is to improve young peoples' knowledge of their own skills and offer comprehensive vocational information and practical experience in particular trades. This enables them to make more informed career choices and plan their own careers more knowledgeably.

According to Hooley (2015), teachers should not be expected to be career guidance professionals. Instead, it's about a partnership. Career Guidance professionals bring expertise in theory and knowledge of the labour market and links with employers to the table, while teachers bring pedagogic knowledge and have sustained relationships with their students. Other key stakeholders such as employers and post-secondary learning providers are also important. Together all of these different respondents help young respondents to explore the opportunities open to them and make purposeful steps towards their future.

Guidance should be viewed as a continuous process spanning the entire education system, and should be directed towards aiding all students to make conscious and positive educational and occupational choices. It should ensure that individuals are provided with the basics to become aware of their interests, abilities and special talents, and to help them frame a plan for life (UNESCO, 2002).

According to Hiebert (2002), the main function of guidance and counselling in career orientation programmes may be considered as forming a bridge between the world of school and the world of work. I concur with the above author and therefore, it is important that students are guided well during training and sensitized on some of the challenges which they are likely to face in the world of work.

### **2.5.2 Career talks**

Career Talk is a roundup of everything happening on careers, with regular features such as class guests, among others. Institutions of technical and vocational education should organize periodical career talks to see that students are mentored on issues regarding their courses and careers. This can prepare them for the scope of work (Jeronimus & Orme, 2013). I agree with the above author because when regular career talks are planned well and conducted, they help the trainees to get more information about their trade or area of specialization and bring the trainees more close to the instructors, administrators and invited experienced persons from different places of work. This helps the trainees to remain focused in their career and be able to achieve their expectations at the end of the course.

### **2.5.3 Use of role models**

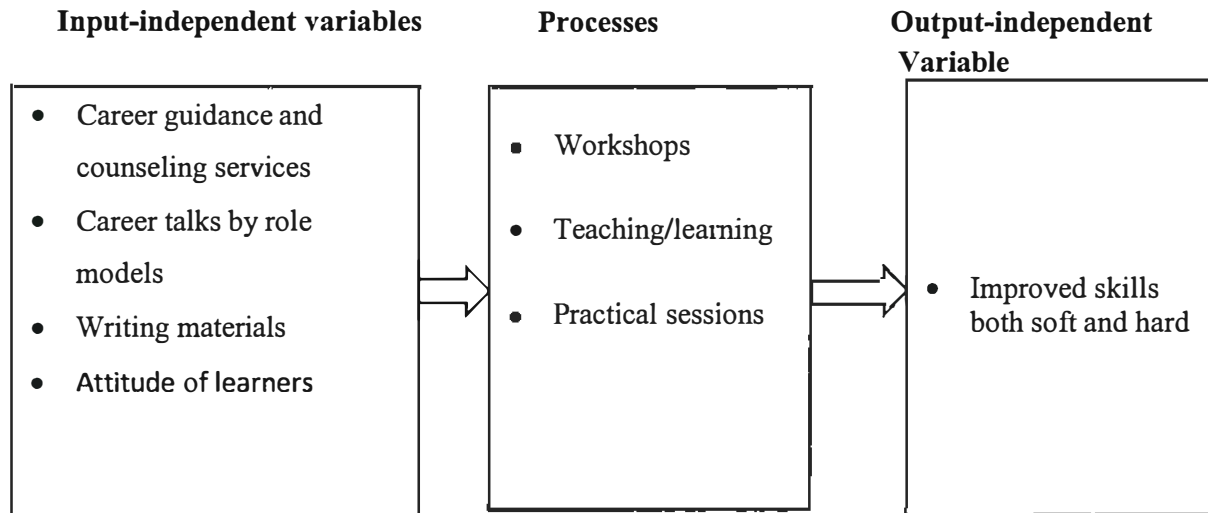
A role model is a person whose behavior, example or success is or can be emulated by others especially by younger respondents. Individuals compare themselves with reference group of respondents who occupy the social role to which the individual aspires. An example being the way young fans admire and imitate professional athletes or entertainment artists. In building construction as a course, role models are important and helpful in empowering students to understand the dynamics of the career and the industry at large. By attending career guidance sessions with role models, trainees gain more confidence about the course and work towards achieving the same dreams as those of role models (Merton, 2009).

## **2.6 Conceptual framework**

Conceptual framework is a model used to identify the concepts of study variables and showing their relationships. Its purpose in this study was to help the reader to identify the relationship between career guidance and counselling services and students' attitude through the help of administration and instructors. Career guidance and counselling is assumed to be



independent variable of the study in form of career talks by role models and writing materials. The dependent variable is improved skills both soft and hard. However, this passes through a process characterized by Workshops, Teaching/learning and practical sessions as summarized in figure 2.1 below;



**Figure 2.1: Conceptual Framework of the Study**

### **2.7 Theoretical framework**

The study was guided by the behaviorist theory. It is an approach to psychology based on the proposition that behavior can be researched scientifically without recourse to inner mental states. It is a form of materialism, denying any independent significance for mind. The theory was used because of its free will in illusory and the assumption that behavior is determined by the environment either through association or reinforcement. This means that it is possible for students in technical and vocational institutions and particularly in building construction to change their poor attitude towards the course through career guidance and counselling practices.

According to Lloyd (1970), there are different emphases. Some behaviorists argue that the observation of behavior is the best or most convenient way of investigating psychological and mental processes. Others believe that it is in fact the only way of investigating such processes, while still others argue that behavior itself is the only appropriate subject of psychology, and that common psychological terms (belief, goals, etc.) have no referents and/or only refer to behavior. Those taking this point of view sometimes refer to their field of study as behavior analysis or behavioral science rather than psychology. This makes the researcher to believe that the Behaviorist theory of learning is very useful in understanding the power career guidance and counselling services can have in enhancing technical and vocational education in Uganda.

Under the umbrella of behaviorist theory, there is a theory about work environment which is person-environment fit theory which is in line with the study. According to Dawis (1987), work includes relationships, interactions, rewards, stress and other psychological variables which must be adequately addressed by the work environment. I agree with the scholar because we train students in building construction to acquire practical skills for employment or self-employment but these skills should be acquired together with soft skills so that they are able to fit in the working environment. So it is important that the trainees are made aware of how to; relate well with workmates, communicate well, manage time at work place, give respect to others, be technicians of good integrity and be good listeners to avoid errors which would result into wastage of materials. All this can be achieved through career guidance and counselling practices so that trainees can ably fit in the work environment.

## **2.8 Chapter summary**

Chapter Two explains the contribution of building construction towards social development in the community and economic growth of the country. It highlights the rationale of career guidance and counselling in a learning environment. It specifies some of the challenges faced due to inadequate career guidance and counselling, explains some strategies that can be used to address the challenges and how they can be implemented. It also specifies the learning theory which was based on to discuss the empirical data. The next chapter explains the methodology that was used to conduct the action research.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter gives the methodology used to collect data and data analysis procedure for the study. It includes the research design and strategies, population sample and size, sampling strategy, methods and instruments used in the data collection of the study, data collection procedure and ethical considerations of the study.

#### **3.2 Research Design**

Research design refers to the overall strategy that a researcher chooses to integrate the different components of the study in a logical way and ensure that he/she will effectively address the research problem. According to Baren (2017), there are four types of action research designs and these are: Individual research which is conducted by one teacher or staff member to analyze a specific task, collaborative research which involves a group of respondents researching on a specific topic, school wide research which is done on a problem found within the entire school and district wide research which is done for entire district where the staff from each school within the district participate.

The researcher used collaborative action research design because the research problem was from one department within the institute and required a specified group of respondents to work together and improve the situation. It emphasized participation of stakeholders, it was qualitative in nature and it was based on democracy.

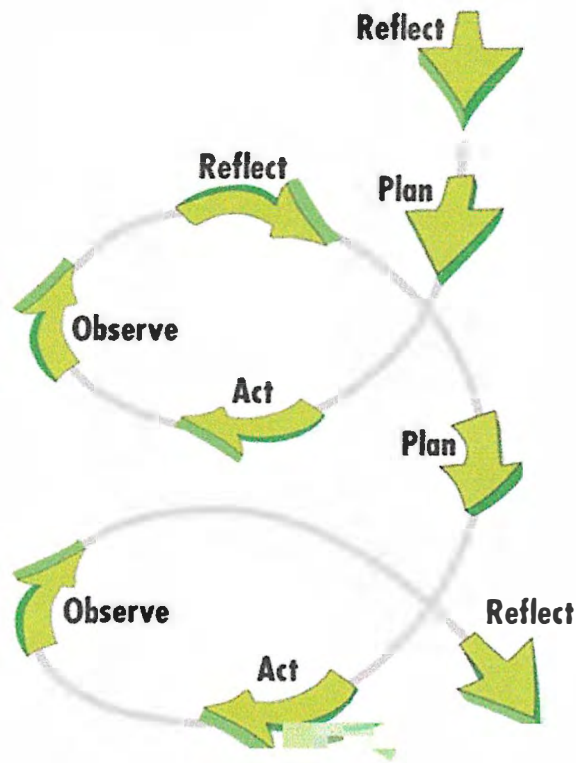
Bassey (1998), describes action research as an enquiry which is carried out in order to understand, evaluate and then change in order to improve educational practice. Hopkins

(2002), maintains that action research combines a substantive act with a research procedure; it is action disciplined by enquiry, a personal attempt at understanding while engaged in a process of improvement and reform.

Manion (1994), described the emergent nature of action research in his definition. He described action research as essentially an on-the-spot procedure designed to deal with a concrete problem located in an immediate situation. This means that ideally, the step-by-step process is constantly monitored over varying periods of time and by a variety of mechanisms (instruments, diaries, interviews and case studies, for example) so that the ensuring feedback may be translated into modifications, adjustment, directional changes, redefinitions, as necessary, so as to bring about lasting benefit to the ongoing process itself rather than to some future occasion. In my view, the main purpose of action research is to improve educational programs within schools or educational institutions and ensure that the changes are sustainable.

### **3.3 Implementation of Action Production Objective**

After realizing the most pressing issue, participants together with the researcher agreed and made an implementation plan and allocated duties for each category of stake holders. My role as a researcher was to follow up on the agreed action implementation by the responsible persons, collect data as the action research progressed and observe on what was being implemented to assess what was working well and what was not working well. The researcher used the action research cycle shown in figure 3.1.



**Figure: 3.1 Action Research Cycle**

*Source: Adapted from Kemmis (1982)*

It is stated that action research is a cyclic process that takes shape as knowledge emerges. So if observations are made and there is no improvement on the issues to be addressed, the cycle continues until when there is a notable improvement in the situation. For this particular study, the researcher together with stake holders implemented one cycle of the action research. The researcher employed a five stage action research mode and the stages are; reflect on the problem, plan for the solution, act to address the problem, observe the implementation process and reflect on the results. Data was obtained mainly through focus group discussions participatory observations and informal talks. This study was qualitative research in nature since it produced information only on the particular case study, focused on a single sample and gathered in-depth feelings from participants. According to Gubrium (2012), the purpose of qualitative research is to gather an in-depth understanding of human behavior and the

reasons that govern such behavior. The qualitative method investigates the why and how of decision making, not just what, where or when.

### **3.4 Study Population**

Koul (1998), defined population as any collection specified group of human beings or non-human. The population size of NCBC was 18 students of which 15 were males and 3 were females and that was the number available by the time action research started. Therefore, participants involved in this action research included 18 second year students from the department of Building Construction, 3 Instructors from the department and 3 top administrators of Nawanyago Technical Institute.

#### **3.4.1 Sample Composition and Size**

The sample size included (24) respondents and out of this, 18 were year II students because this is the number which was available in Building Department by the time the researcher started the research, 3 Instructors because that was the number in the Department and they were directly in touch with students, 3 Administrators for purposes of getting proper records and policies used in running the institution and they had some experience in managing students' affairs. The sample size was selected because it could easily be administered according to the time and resources that were available. The sampling distribution is shown in table 3.1.

**Table 3:1 Population Sample and Size Distribution**

<b>Category</b>	<b>Total population</b>	<b>Sample population</b>	<b>Sampling strategy</b>	<b>Reason</b>
Building construction students.	18	18 (year II)	Purposive	They had stayed longer in the institute
Instructors	3	3	Purposive	Belong to Building construction department
Administrators	3	3	Purposive	For records and policies in running the institution.

### **3.4.2 Sampling Strategy**

All students in year two participated in this action research in order to avoid bias. All instructors from the department were involved since they were only three. Members from administration were chosen purposively in order to get records of data in the institution and policies in running the institution. Purposive sampling is the type of sampling where a participant is selected according to certain characteristics as a requirement in the study (Mugenda, 2003). This is because this type of sampling is based on some characteristics which might be needed by the study so as to save time. For example, students were used because they were needed to assess their attitudes towards the courses they are doing whereas administrators were chosen because of their participation in college activities.

### **3.5 Methods of Data Collection**

The following were the methods of data collection which were used while collecting information.

#### **3.5.1 Future Workshop**

Future workshop was used to analyze critically the areas of concern. This helped the researcher together with stakeholders to establish the most pressing gaps which were ranked to come up with one which required urgent attention in agreement with all stakeholders.



According to Lauttamaki (2014), future workshop is a good method for undertaking complex problems where many, often seemingly contradicting views, have to be fitted together. I concur with the statement because the method involved a number of stakeholders who discussed and agreed on the major concern to be addressed which would be difficult to be decided by one person. It was used to address objective one and two of the study.

### **3.5.2 Questionnaire Survey**

In this study, a questionnaire was used to collect data from staff and students at NTI. It was advantageous in that it collected data from a relatively large number of respondents from their natural setting, cheap and saved time. The questionnaire method involved use of a set of questions printed in a logical order (Kothari, 1984). This enabled the respondents to freely express their views on the key variables of the study. The method also allowed the respondents to record what they feel, think and believe is true or false. The questions were closed ended to facilitate administration and analysis (Mugenda, 2003). This method was used to address objective two of the study.

### **3.5.3 Focus Group Discussions**

Focus group discussion is a way of collecting qualitative data which essentially involves engaging a small number of respondents in a group discussion focused around a particular topic or set of issues. A focus group is a small, but demographically diverse group of people and whose reactions are studied especially in market research or political analysis in guided or open discussions about a new product or something else to determine the reactions that can be expected from a larger population. It is a form of qualitative research consisting of interviews in which a group of people are asked about their perceptions, opinions, beliefs, and attitudes towards a product, service, concept, advertisement, idea, or packaging (Marshall, 1999).

Four meetings were organized and various topics for discussion were introduced, followed by guiding questions. The ideas and opinions of individual and group respondents were noted in the minutes as the implementation phases continued. The meetings were organized majorly in the mid-morning hours which was convenient for both the students and instructors. Apart from the four major meetings, career guidance and counselling services continued to be offered during teaching and learning process and the views of the participants were noted for further analysis. This was used to get detailed information on all the objectives of the study.

#### **3.5.4 Document Analysis**

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). The documents may be internal to a program or organization or may be external. Documents may be hard copy or electronic and may include reports, performance ratings, funding proposals, meeting minutes, newsletters, and marketing materials. This method helped the researcher to understand the history, philosophy and the purpose of career guidance in relation to TVET institutions. This was used to get detailed information on all the objectives of the study.

#### **3.5.5 Participatory Observation**

Participant observation involves the researcher living in the context and being part of it, but one needs to be aware that there is a danger of being too subjective in data collection and this can introduce bias. One also needs to be conscious of this and acknowledge, at the outset, the possibility of introducing what one wishes to see into the data gathered. We must also try not to distort the interpretations (Cohen & Manion, 1994). If the researcher is “a genuine participant in the activity being studied” then the researcher is called a participant observer (McMillan, 1996). Participant observation is under taken with at least two purposes in mind

to: Observe the activities, respondents and physical aspects of the situation; engage in activities that are appropriate to a given situation (Spradley 1980). With this method the researcher mainly observed how career guidance and counseling activities were carried out by instructors and the participation of students. This was achieved by the researcher through attending lessons and career sessions outside teaching and learning. This was used to get detailed information on all the objectives of the study.

### **3.6 Instruments for data collection**

The following instruments were used for collecting data:

#### **3.6.1 Questionnaire**

This consisted of the questions which the respondents answered. According to Mugenda (2003), a standard questionnaire contains a list of possible alternatives from which respondents select the answer that best suits the situation. Structured and unstructured questions gave the respondents a degree of freedom to bring out some information in detail due to the open ended nature of some questions. It accommodated a wide range of close-ended questions giving room to cover more areas of interest as far as desired data is concerned. A liker scale of 1-4 was used to measure the variables under objective two. In this sense, 1 represented Strongly Agree, 2 for Agree, 3 represented Disagree and 4 for Un-Decided.

#### **3.6.2 Field Diaries /Log Books**

This is where daily activities were recorded to indicate experiences obtained and suggestions for the way forward. Field diary was used for keeping a record of what happened, why and where the ideas evolved and of the research process itself. The dairy could be extremely

valuable when it comes to writing up a project. The reflective process involved in writing a diary contributed to the professional development of the researcher. Significant events could be recorded during researchers' observations or particular situations (Koshy 2005). Pens were used for writing down the information gathered during the action research. They were used to get detailed information across all objectives of the study.

### **3.6.3 Smart Phones**

Smart phone cameras were used to collect and show evidence of the action research through taking photographs and videos. According to Pelckmans (2009), scholars use smartphone technology not only to take photos during research but also to share their findings with people after documenting some information. This is true because with modern technology, smartphones have many provisions which can be used to store and retrieve information at a later stage. Smart phone cameras were used to collect and show evidence of the action research through taking photographs and videos. They were used to get audio and videos on all objectives of the study.

### **3.6.4 Recorder**

A recorder was used to record the voices and proceedings of the activities during the future workshop which were later retrieved and used in writing of the report. The use of voice recorders can improve the accuracy and quality of the information collected and ensure that very much more information is remembered from the participants (Bowbrick, 2015). In line with the above statement, it is true that recorders are useful in collecting data because they help the researcher to pick important points during report writing which would be difficult to memorise without such a tool. A recorder was used to get audio and videos on all objectives of the study.

### **3.6.5 Focus Group Discussion Guide**

A Focus Group Discussion guide is an organized discussion check note that guides the researcher in a structured way. The researcher conducted focus group discussions with Administrators both male and female in order to capture their responses regarding the research topic. A focus group discussion guide was used to get detailed verbal information on all the objectives of the study.

### **3.6.6 Observation Guide**

Observation is a systematic data collection approach (Mugenda, 2003). The researcher used all the senses to observe the career progression, attitude of the students towards the courses they do and work shop interaction. The observation check list was the tool utilized to guide the exercise while a smart phone and note book were used to record the observations. An observation checklist was used to observe the career progression, attitude of the students towards the course they do and work shop interaction.

### **3.7 Validity**

This refers to the extent to which results can be accurately interpreted and generalized to other populations (Oso and Onen, 2008). These writers further define validity as the extent to which instruments measure what they are intended to measure.

This approach measured the degree to which the test items were represented the domain or universe of the trait or property being measured. In order to establish the content validity of a measuring instrument, the researcher identified the overall content to be represented. Items were then randomly chosen from this content that was accurately represent the information in all areas. By using this method the researcher obtained a group of items which was a representative of the content of the trait or property that were measured

$$CVI = \frac{n}{N}$$

Where CVI = content validity

n = number of items indicated relevant.

N = total no. of items in the questionnaire

$$CVI = \frac{n}{N}$$

$$CVI = \frac{10}{12} = 0.8$$

### 3.8 Reliability

According to Sekaran (2013), reliability is consistency of measurement or the degree to which an instrument measures the same ways each time it is used under the same condition with the same subjects. The instrument whose validity was tested and assured already was thereby tested for reliability through carrying out a pre-test or pilot study. Cronbach's coefficient alpha ( $\alpha$ ) as recommended by Amin, (2005, P.302) was used to test the reliability of the research instrument. The instrument is deemed reliable if it is either 0.7 or above and therefore;

Formula for reliability adopted is;

$$\alpha = \frac{k}{k-1} \times \left( 1 - \frac{\sum SD^2 I}{SD^2 t} \right)$$

Where  $\alpha$  = alpha reliability co efficiency.

K=Number of items included in the questionnaire

$\sum SD^2 I$  = sum of variance of individual items

$SD^2 t$  = variance of all items in the instrument.

$$\alpha = \frac{10}{10 - 1} \times \left(1 - \frac{7.7460}{50.467}\right) = 0.888$$

It can be realized that 0.8 is above 0.7 hence the instrument was reliable to be based on for data analysis.

### **3.9 Procedure for Data Collection**

Relevant information about this action research was gathered by getting responses from participants during focus group discussions, through participatory observations with participants' reflections and through library search.

### **3.10 Data Analysis**

Qualitative data analysis involved both thematic and content analysis and was based on how the findings were related to the research questions. Content analysis was used to edit qualitative data and reorganizes it into meaningful shorter sentences. Thematic analysis was used to organize data into themes and codes were identified (Sekaran, 2013). After data collection, information of same category was assembled together and their similarity with the quantitative data created, after which a report was written. Qualitative data was interpreted by composing explanations or descriptions from the information. The qualitative data was illustrated and substantiated by quotation or descriptions. An evaluation tool was used to measure the effectiveness of the intervention strategies adopted.

### **3.11 Ethical Considerations**

As a researcher I sought for permission from administration to allow me to carry out action research at Nawanyago Technical institute and this was backed by an introductory letter which I got from Kyambogo University. The information obtained from the participants was

kept confidential and was used only for research purpose. Real names and identities of participants were kept confidential and unrecognizable. There were free discussions and every one's idea was considered. No one was victimized because of his/her views. All participants were requested to be honest when giving their views.

### **3.12 Chapter Summary**

This chapter explains the different types of action research design and specified collaborative design as the one which was used for this research. It explains the action research cycle, different categories of stake holders who participated in this research, methods of data collection, instruments used during the collection of data, procedure for data collection and how data was analyzed and presented. It also clarifies on how ethical considerations was catered for. The next chapter is on implementation, results and evaluation of the implemented strategies.



## **CHAPTER FOUR**

### **ACTION IMPLEMENTATION RESULTS AND EVALUATION**

#### **4.1 Introduction**

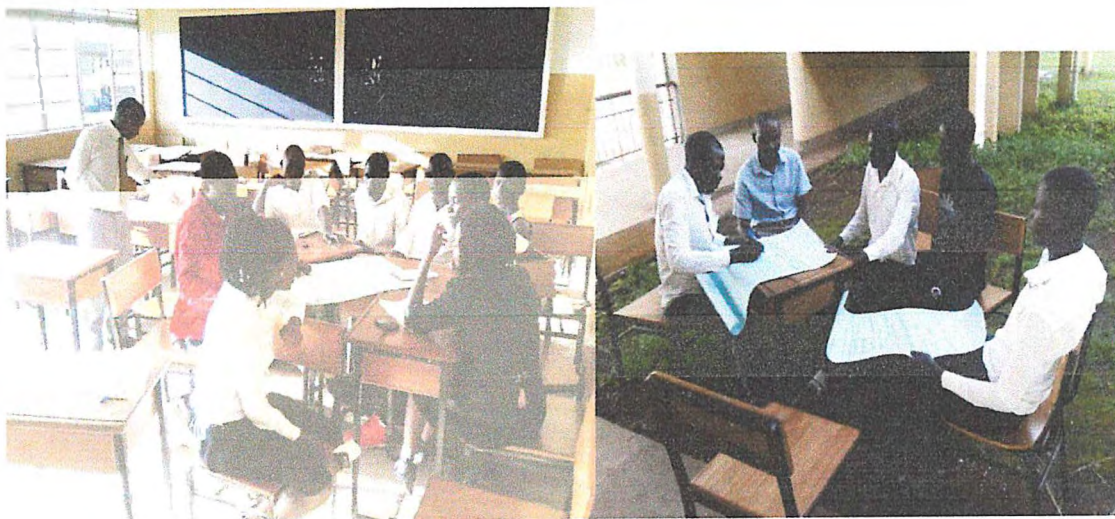
In this chapter, the researcher presents and describes data that is important for improving career guidance and counselling practices in building construction in Uganda. The major participants during the course of data collection were students, instructors and administrators of NTI. Being qualitative in nature, this research allowed data descriptions and interpretations to be built on the researcher's reflection, students', instructors' and administrators' replies and observations. The presentation of the results of this action research was done in line with the objectives of the study. Content validity index of 0.8 was used hence 80% of the tools were valid. Data collected is presented below;

#### **4.2 Challenges faced due to inadequate career guidance and counseling in building construction**

Two groups were formed as agreed by all stake holders and through brainstorming, the following challenges were identified and presented before all participants as indicated below; failure to know future plans (career progression), lack of knowledge on how to relate well with workmates in the field, desperation, poor attitude towards the course, accidents in the field (failure to observe safety precautions), development of bad behavior (theft, escapism), lack of creativity, time wastage, early marriages, ignorance, low self-esteem, change of career and stress. Stake holders agreed to find practical strategies to address the challenges faced due to inadequate career guidance and counselling.

### **4.3 Action Strategies to address the challenges faced due to inadequate career guidance and counselling**

The strategies for career guidance and counselling were generated through brainstorming and these are as follows; workshop rules and regulations be displayed to avoid accidents, information about career progression be given to students, employ professional counsellor in the institute, career talks be conducted, role models be invited, study tours for more exposure about the course, attend counselling meetings, cooperation/ good interactions and integration of career guidance and counselling during teaching and learning. Due to limited resources and time frame for implementation, the researcher together with stakeholders agreed to select four strategies for implementation. Strategies are; organizing workshops for career talks by stake holders, integration of career guidance and counselling during teaching and learning/cooperation with students, hiring an experienced person from the world of work for career information and display of general safety precautions in the workshop to avoid accidents.



**Figure: 4.1 Interactions on strategies to address the identified challenges**

*Source: Primary data*

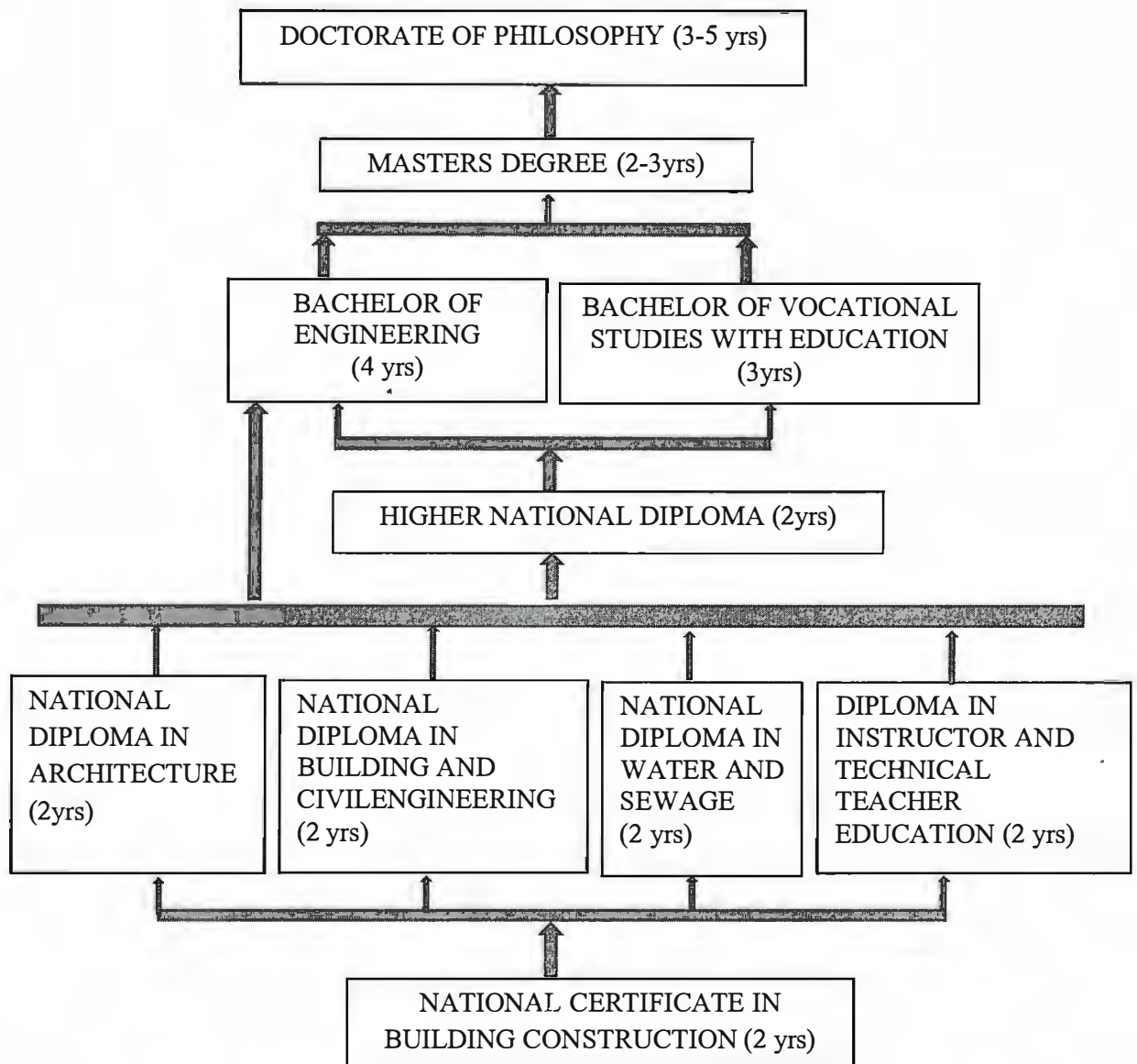
#### **4.4 Action implementation of strategies for career talks**

The participants agreed to have organized workshops for career talks. As a result of this, three administrators and two instructors from building department accepted to conduct career guidance and counselling services in order to address the challenges identified. An expert from the world of work was also hired to guide and give more career information about what is required and expected in places of work. We used the following tools and materials during the implementation; manila papers, markers and smart phones for taking photos. The researcher also used a log book for taking data. The administrators and instructors took us through the following; career progression, health and safety precautions at work places, effect of time wastage by students which results into loss of time for lessons and finish the training with limited skills, desperation and low self-esteem and how it can be avoided, effect of early marriages to both girls and boys and how it spoils their future plans and fail to focus on skills, being creative by doing something differently which can reduce the cost on the side of the client.

#### **4.5 Proceedings of Career Talks**

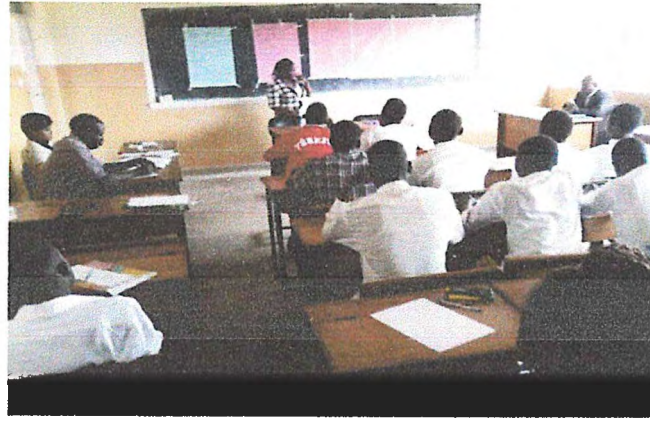
##### **4.5.1 Career Progression**

The administrators took us through the career pathways which students can take after completion of the national certificate in building construction. The following pathways were presented and shared with the participants as illustrated below;



**Figure 4:2 Career pathways for Students of National Certificate in Building Construction**

*Source: Primary data*



**Figure 4:3 Presentation on different career pathways in building construction**

*Source: Primary data*

One of the participants clarified on the titles given to academic staff in universities in response to a question raised by a student. The clarification was that; for teaching assistant, the qualification needed is a bachelor's degree, for assistant lecturer, the qualification needed is a master's degree, for lecturer, the qualification needed is PhD and for senior lecturer it is by promotion. We were also informed that to be recognized as technicians at certificate level, students need to register with Uganda institute of professional engineers (U.I.P.E).

#### **4.5.2 Health and Safety Precautions**

Another administrator took us through the workshop rules and regulations and the general health and safety at work places that should be observed to eliminate accidents. In his presentation, he talked about the ten top workplace safety tips every trainee/employee should know and these are; being aware and alert of the surroundings such as sharp instruments and electric machines while working, keeping correct posture to protect the back and taking regular breaks, proper use of tools and machines, keeping emergency exits easily accessible in case of danger, reporting unsafe conditions to the supervisor at work place, use of mechanical aids to lift heavy loads whenever possible, staying sober all the time while at work to avoid accidents due to alcohol and drugs, reduction of workplace stress by sharing

issues with workmates and avoid working for long hours, wearing correct safety gears such as gloves, helmet, overall and strong boots to protect the body from direct injuries and reading warning signs to alert an individual to possible hazards which may occur at the workplace. During the discussions, participants suggested that there should be such career guidance sessions in all departments at NTI to ensure safety of the trainees while carrying out practical tasks.



**Figure: 4.4 Career guidance and counselling session on health and safety precautions**

*Source: Primary data*

#### **4.5.3 Poor attitude towards the course**

Career guidance sessions continued and instructors took us through the causes for low interest in the course as listed below; parental influence, peer influence, previous school grades and fixed mindset of the respondents who refer to technical education as dirty work. They guided the participants on how to resist desperation by sharing feelings with friends for more advice and how to develop high self-esteem by believing in themselves and stand firm for any challenges. Effects of early marriages such as unexpected pregnancies which take up the minds of trainees and fail to concentrate on studies were shared with the participants.

Trainees were advised to desist from such acts in order to complete their studies successfully. Participants were advised to be creative and think critically so that they are able to do things differently with less materials but without changing the functionality of the object.



**Figure: 4.5 Career guidance and counselling session on poor attitude towards the course**

*Source: Primary data*

#### **4.5.4 Time management and how to relate with work mates during practicals**

Participants were taken through the impact of time wastage such as loss of time for lessons, failure to complete the syllabus and finish the training with limited skills. Hence, the participants were advised to be punctual at work/lessons, observe rules and regulations of the workplace, follow the activity schedule which is normally displayed and respect other respondents in respect to time. Participants were also guided on how to relate with others by being in good terms with others which brings a conducive atmosphere of work, use of common language which reduces accidents on site and helps in resolving conflicts since workmates are able to hear from each other, respect for each other whereby each member's views are heard and respect for supervisors and gender, supporting each other and sharing experiences without being selfish. The combination of the above lead to high productivity and quality of work.



**Figure: 4.6 Career guidance and counselling session on time management**

*Source: Primary data*

#### **4.5.5 World of work**

An expert from the field shared with participants more career information about what is required in places of work and took us through the following; human capital in areas of provision of services, production of goods (properties) and taking of decisions for human survival. He further guided the participants on the kind of technicians which workplaces/industries need as follows; competent and disciplined respondents with skills and knowledge for today and tomorrow, dependable, reliable, up-to-date and with consistent qualifications in which they have confidence, regular consultation to eliminate errors, safer work and care of the environment, effective use and maintenance of tools and equipment according to best practice and manufacturer's recommendations, embracing the concept of lifelong learning and be ready to learn more and learn new things, acceptable communication, team work, paying attention to instructions, commitment, responsibility, better profits, faster work, improved quality and better value-for-money.





**Figure: 4.7 Civil engineer from the field sharing career information**

*Source: Primary data*

During the career guidance and counselling session, the civil engineer shared with the participants the comparison between traditional concept of work and modern concept and informed stakeholders that with traditional concept, the job is full time which involves 40 hours of employment per week showing only eight hours being used per day while with modern concept of work there is serious engagement in productive activity to earn a living and does not base on time spent but about output. In traditional concept, work is taken to be permanent job where one works until he chooses to move on while in the modern concept, work may be full-time, part-time, or contract. Work tends to be stationed in traditional concept while in modern concept, work may be office-based, home-based, or mobile. Participants were advised to be flexible and multi-skilled in order to fit in the ever changing world. In conclusion of the career guidance session, he appealed to the participants to toil towards fulfilling the goals of work for individual development, community development and national development.

#### **4.6 Evaluation of career talk presentations and discussions at NTI**

During the evaluation of implemented strategies, observations, informal talks and reflections were noted down as per the possible interventions that were agreed together with stake holders progressed. Feedback from evaluation was collected from eighteen building construction trainees and from administrators and instructors who were six in total. Their responses on implementation of career talks in building construction at Nawanyago Technical Institute are presented in table 4.1 and table 4.2.



**Figure: 4.8 Evaluation workshop at the institution**

*Source: Primary data*

**Table 4.1: Responses on career talk presentations from 18 students**

Strategy	Responses							
	1		2		3		4	
	<i>f/18</i>	%	<i>f/18</i>	%	<i>f 18</i>	%	<i>f 18</i>	%
Career talks increase awareness about the course	17	94	1	6	0		0	0
Discipline and time management results into the success of an individual	17	94	1	6	0	0	0	0
Display of general safety precautions in the workshop/site reduces accidents	16	89	2	11	0	0	0	0
Integration of career guidance during teaching and learning is important	10	56	8	44	0		0	0
There should be good relationship between employers in the world of work and the training institutions	8	44	10	56	0	0	0	0

*n=18*

*f=frequency*

**Key: 1= Strongly Agree, 2= Agree, 3= Disagree, 4= Un-Decided**

**Career talks;** The results in Table 4.1 indicate that majority respondents 94% strongly agreed and 6% agreed that career talks increase awareness about the course and raises students' interest towards learning.

**Discipline and time management;** from the table above, it is shown that majority of respondents 94% strongly agreed and 6% agreed that discipline and time management results into the success of an individual.

**Display of general safety precautions;** from the table above, it is shown that majority of respondents 89% strongly agreed and 11% agreed that display of general safety precautions in the workshop/site reduces accidents.

**Integration of career guidance during teaching and learning;** from the table above, it is shown that majority of respondents 56% strongly agreed and 44% agreed that Integration of career guidance during teaching and learning is important.

**Good relationship between employers;** from table 4.1 above, it is indicated that majority of the respondents 56% agreed and 44% strongly agreed that there should be good relationship between employers in the world of work and the training institutions.

**Table 4.2: Responses on career talk presentations for administrators and instructors**

Responses	Responses							
	1		2		3		4	
	<i>f/6</i>	%	<i>f/6</i>	%	<i>f/6</i>	%	<i>f/6</i>	%
Career talks increase students' awareness about the course and were conducted well	5	83	1	17	0	0	0	0
Display of general safety precautions in the workshop/site reduces accidents	5	83	1	17	0	0	0	0
Career guidance and counselling sessions improve team work between key stake holders and should be conducted more than two times in a term	4	67	2	33	0	0	0	0
Discipline and time management results into the success of an individual	4	67	2	33	0	0	0	0
There should be good coordination between employers in the world of work and the training institution	3	50	3	50	0		0	

*n=6*

*f=frequency*

**Key: 1= Strongly Agree, 2= Agree, 3= Disagree, 4= Un-Decided**

**Career talks;** The results in Table 4.2 indicate that, it is shows that majority of respondents 83% strongly agreed and 17% agreed that Career talks increase students' awareness about the course and were conducted well.

**Display of general safety precaution;** from table 4.2 above, it is clear that majority of respondents 83% strongly agreed and 17% agreed that display of general safety precautions in the workshop/site reduces accidents.

**Career guidance and counselling sessions;** from table 4.2 above, it is indicated that majority of respondents 67% strongly agreed and 33% Agreed that career guidance and

counselling sessions improve team work between key stake holders and should be conducted more than two times in a term.

**Discipline and time management;** from the table above, it is evident that most of respondents 67% strongly agreed and 33% agreed that discipline and time management results into the success of an individual.

**Coordination between employers and training institutions;** from the table above 4.2, that 50% strongly agreed and another 50% agreed that there should be good coordination between employers in the world of work and the training institution.

#### **4.7 Chapter Summary**

This chapter explains the interventions which were used to address the identified challenges due to inadequate career guidance and counselling. Interventions used were; career talks, integration of career guidance during teaching and learning and display of safety precautions in a workshop/site. It shows how career talks were conducted by administrators, instructors and an expert from the world of work. It also provides responses from participants during evaluation workshop. The next chapter provides results, conclusion and recommendations.

## **CHAPTER FIVE**

### **DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents discussion and analysis of results from action implementation and evaluation which was presented in chapter four of this report. The discussion and analysis of the results was based on the researcher's interpretation and description of the processes. All these were according to researcher's observations, reflections and interaction with participants as the process unfolded. Conclusion based on findings and recommendations were made for this research project.

#### **5.2 Discussion of the findings**

The researcher sought to examine the challenges faced by students due to inadequate career guidance and counselling, to identify strategies for addressing the challenges, to implement the possible strategies for improving career guidance practices and to evaluate the intervention strategies in improving career guidance and counselling practices..Therefore, the findings are discussed in line with the mentioned objectives.

##### **5.2.1 Challenges faced due to inadequate career guidance and counselling**

Under this objective, the research project revealed the following; poor attitude towards the course, Lack of knowledge on career progression, change of career, time wastage, desperation, stress, absence of safety precautions in workshop and low self-esteem.

###### **5.2.1.1 Lack of knowledge on career progression**

Research indicated that there was a need to inform the students the various career pathways which a student go through in order to acquire different levels in technical education. Three

quarters of the class did not know the different levels to go to after acquiring a National Certificate in Building Construction. These findings are in agreement with Strawn (2011), who is of the view that career pathways offer a series of education and training programs and support services that enable individuals to get jobs in specific industries and advance overtime by successfully completing higher levels of education and work. I agree with the author because when students are exposed and sensitized on their career pathways, they get to know and decide which direction each individual should take according to his/her ambition.

During the career talks, career pathways were discussed during the implementation time and students realized that there are many opportunities for them to achieve what they want through technical education. In the process of evaluation, majority of the students were seen to be ready to face the challenges in building and construction. They were aware of the hard times they have to adhere to become successful. Majority of the students were aware to work for low pay after the course as a strategy to acquire experience needed in the course. Many students were willing to adhere to harsh conditions at work place and during the course of study if it is all that is needed to be successful in the construction industry. One student testified that *“Nze bampariliza bugharilize okwidha ku itendhekelo linho eleyemikonho nga baaba nhampariliza. E! Tyamanhanga nga eliyoko okusoma okwenkalakalira kuti. “I was forced to join this technical institute by my father and I did not expect serious studies”.*

#### **5.2.1.2 Poor attitude towards the course**

The findings indicate that 10 out of 18 students (56%) who joined Nawanyago Technical Institute in 2017 in particular building department were coerced. They were not guided and it was not out of their will. So they were enrolled at NTI with low interest. This finding is supported by Egau (2002), on historical perspective of technical education who said that



technical school was a no-alternative option and students would join it as a last resort. Although the current status of technical education in Uganda shows a change of attitude among the respondents, there are those who still underrate it including parents and guardians. My view is that career guidance and counselling sessions should be conducted right from the beginning of the training. By doing so respondents will continue to realize the need for hands on skills which are necessary for improving the standard of living. From the process of evaluation, majority of the students had changed their attitudes towards the course they studied. Students loved building construction to the fact that they could recommend other students in secondary schools including their brothers and sisters to join NTI for a National certificate in building construction after completing their ordinary level.

#### **5.2.1.3 Change of career**

Findings show that there was a gap in carrying out more career guidance to students so that they concentrate in the trade they had trained for. It was found that some students shy away from the jobs they have trained for and do other jobs such as making chapattis and riding Boda motor cycles which are less paying compared to the technical skills acquired during training. These findings are in line with Catron (2016), who said that the construction industry will have a deficit of one million craft professionals by the year 2020. This is partly because of lack of career guidance and counselling services to the youth who would join technical institutes and train to enrich the construction industry and failure to guide those who finish the training to remain focused in their course. Through my own experience, I observed that when students are not well guided and sensitized properly during the period of training, they lose focus in their particular course and end up being employed in other areas which are quite different from what they studied. This spoils their chances of upgrading within the same area of specialization. Throughout interventions undertaken, majority of the students were

willing to upgrade in building construction. They gave recommendations for the courses they would wish to study and were all in line with building construction.

#### **5.2.1.4 Time wastage**

Findings indicated that students were not managing time well. They could report for classes late without genuine reasons and at times some of them dodged practical lessons with a mentality that practical tasks make them dirty and tiresome. These findings are in line with Odumero (2013), who explained that every human activities uses time, but it is limited in supply i.e. we have only 24hours in a day and seven days a week. So the supply of time is perfectly inelastic and due to this nature of time the need for optimal utilization of time is important. In my view, time management is all about spending time in the right places and doing the right things at the right time. Failure to fulfill this, leaves most of the programmes within an institution half way done. Fortunately, as the action research process went on, it was realized that there was a positive change in time management and by the end of the research, students were attending lessons in time and were doing practical activities with interest. Even during the career talks, students attended by example. They could report in the sessions on time before instructors attended which indicates that the research made positive significance to NTI in particular.

#### **5.2.1.5 Low self-esteem**

Research indicated that the majority of students did not believe in themselves that they were capable of becoming better technicians and engineers in the near future who can employ themselves and others to narrow the gap of unemployment. They thought that by joining Nawanyago Technical Institute, it was done as their last resort with no hope of becoming better professional technicians with relevant skills which can be used to change their lives for the better. These findings are in the same vein with Peck (2002), who said that people with low self-esteem who feel poorly about themselves and judge themselves to be inferior to

others are at risk of not fulfilling their potential in life. I concur with the author because if someone fails to realize any value in him or herself, he/she loses hope in life. So although students were counselled on how they can desist low self- esteem, there is still need to continue with career guidance sessions throughout the training so that they can change the negative feelings and judgements they have towards themselves and be able to become better technicians who are confident and competent in their career. After the career talks, majority of students felt powerful and ready to do whatever it takes to do all the practical lessons, pass the national examinations to successfully graduate. Evaluations indicated that majority of the students were willing to upgrade in the same line of building and construction.

### **5.2.2 Strategies to address the challenges**

The focus on this objective was to identify possible strategies that can address the challenges due to inadequate career guidance and counselling.

#### **5.2.2.1 Career talks**

This was one of the interventions used to address the challenges. This was implemented by organizing workshops which involved all stakeholders where by a number of challenges which had been examined were shared and addressed through focus group discussions. During the provision of information on career progression, students were informed about the different pathways which they can take for their career development. All the career pathways were discussed at length and by the end of the workshop the students had gained more interest in the course and sensed a bright future ahead of them.

### **5.2.2.2 Provision of career information about the world of work**

The researcher engaged a civil engineer and role model who sensitized, discussed and shared with the participants the necessary skills required in order to fit and satisfy the needs of the community. He advised and reminded students to respect supervisors and subordinates at workplaces, be of high integrity so that clients can trust them and be given contracts. He also advised them to communicate well with fellow workers, have empathy, be good listeners and follow instructions in order to avoid mistakes at work. Above all, he reminded students to master the practical skills they acquire during training because employers in the world of work test the competences of individuals before they employ and do not depend on grades which appear on papers. My view is that instructors should continue to monitor students' work during training, assess and give timely feedback so that students are able to know where they went wrong and make adjustments. This helps them to master the identified weak areas and become perfect in both theory and practical tasks.

### **5.2.2.3 Integration of career guidance and counselling during teaching and learning;**

This strategy was implemented by instructors in building construction department in both theory and practical lessons and this was observed and monitored by the researcher and all the stakeholders. Students were guided on how to interpret the working drawings during practical tasks where they had difficulties before and this reduced the mistakes. In each of the lessons taught, there was a component of career guidance and counselling which was communicated by instructors and shared with all the students. This strategy changed students' negative attitude which they had before and started thinking positively towards the course. As a researcher, I realized that it is important and necessary for instructors in all departments to monitor learners' activities during teaching and learning and give guidance on their career so that they do not lose hope in their areas of specialization.

#### **5.2.2.4 Display of general workshop rules and regulations**

This was implemented during the career talk presentations and discussions where by safety precautions to be observed while in workshop/site were shared with the participants. Students realized the need and advantages of putting on protective gears when at work. In agreement with the stakeholders, a chart showing rules and regulations to be observed and followed was designed and displayed on a workshop notice board. Students were reminded to use it as a reference whenever they are carrying out practical tasks so that they avoid risks of being injured because of failure to follow workshop rules and regulations. These findings are in the same vein with Jannadi (2002), who said that the main requirements which a trainee should have when carrying out practical activities at a site or in workshop include items such as helmets, gloves, overalls, safety shoes, nose/ear masks. Students were encouraged to put on safety gears whenever they are doing practical tasks and those who had not yet paid for some of them such as overalls, their parents were reminded to pay and the overalls were made and supplied by fashion and garment design department of NTI.

In comparison with previous researchers for instance Mikaye (2011), whose research was on influence of guidance and counselling on students' discipline, it is indicated that the challenges were; lack of materials for guidance and counselling, lack of trained counselors /office, inadequate guidance and counselling sessions. The findings indicated that guidance and counselling services played an important role in shaping students' discipline and arousing their interest in studies hence promoting their performance. This is in line with my findings and it confirms that career guidance and counselling practices are important and necessary in training institutions for shaping students' behaviour in order to achieve better results.

### **5.3 Conclusions**

From observations and reflections made, there is need for career guidance and counselling to be conducted at all levels of education. If this is implemented, it will help learners to take the right decisions about their future careers and work towards achieving their set targets in education. Students will always be yearning for more knowledge and skills and be proactive in whatever they do. To achieve what we want from students and what they want for their future careers, the task should not be left to teachers /instructors only but it should be a joint effort between the parents and teachers. The strategies which were implemented showed that with regular implementation, issues due to inadequate career guidance can easily be overcome. Parents should work together with teachers/instructors to guide and counsel students and show them the right direction and this will help them to succeed in their careers. By doing so, graduates from such institutions will acquire the necessary skills and become productive citizens in the country who can employ themselves and others in order to reduce on the level of unemployment in Uganda.

### **5.4 Recommendations**

Basing on the findings of the study, the following are the recommendations;

- An office should be established and a professional counsellor be employed.
- There should be some minutes reserved for effective communication about career guidance and counselling during assemblies.
- Career day be included in the institute programme.

### **5.5 Areas for further study**

The following are areas suggested for future research:

1. Factors contributing to students' delay to report from holidays
11. Effect of lack of enough training materials on students' performance

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**APPENDIX A: Building construction workshop before the intervention strategy**



**APPENDIX B: Students cleaning the workshop after a practical task**



**APPENDIX C: Workshop environment after the intervention strategy**



**APPENDIX D: Students doing their practicals before the intervention strategy**



**APPENDIX E: Students putting on safety gears after career sessions on safety precautions**



### APPENDIX F: Implementation plan for Administration

Activity	Responsible personnel/Participants	Indicators	Period
To provide resources e.g. room, stationary, refreshments	Principal, Head of department, Researcher	Availability of a room and Stationary.	10/03/2018
To develop an implementation plan for career guidance and counseling.	Head of department, Instructors, Researcher, Students	Implementation plan in place.	15/03/2018
To monitor career guidance and counselling activities.	Head of department, Instructors, Researcher	-Attendance sheet.  -Record of shared views.	12/06/2018 15/06/2018 19/06/2018 22/06/2018
To make an evaluation form.	Head of department, Instructors, Researcher	Evaluation form in place.	25/06/2018



**APPENDIX G: Implementation plan for instructors**

Activity	Responsible personnel/Participants	Indicators	Period
To mobilize students	Head of department, Instructors,  Class coordinator.	-Notices	12/06/2018
		-Records of attendance	15/06/2018
			19/06/2018
			22/06/2018
To guide and counsel students	Principal	-Records of attendance	12/06/2018
	Head of department		15/06/2018
	Instructors	-Records of shared views	19/06/2018
	Person from world of work	-Photos of participants	22/06/2018
To evaluate guidance and counseling sessions	Head of department, Instructors, students, Researcher	-Filled evaluation forms  -Records of attendance	27/06/2018

### APPENDIX H: Implementation Plan for Students

Activity	Responsible personnel/participants	Indicators	Period
To clean the counselling room/workshop	Students	-Clean environment -Sweeping list	12/06/2018 15/06/2018 19/06/2018 22/06/2018
To attend guidance and counselling sessions	Students, Instructors, Researcher	-Records of attendance. -Records of shared views	12/06/2018 15/06/2018 19/06/2018 22/06/2018
To evaluate career Guidance and counselling Sessions.	Head of department, Instructors, Students, Researcher	-Filled evaluation forms -Records of attendance	27/06/2018

## APPENDIX I: Evaluation Tool

Identified Challenge	Intervention strategy	Indicator of outcome
Poor attitude towards the course	Integration of career guidance and counseling during teaching and learning	Whether students can make recommendations for the course Whether students can make referrals for the course
Failure to know career progression	Career talks	Whether students know the paths for progression Willingness to work for low pay Willingness to acquire experience first Willingness to upgrade
Change of career	Career guidance	Whether students can stick to their course Whether students can do practicals in the course of studying
Time wastage	Counseling during teaching and learning	Whether students can keep time Whether students can attend all classes on time Whether students can do course works on time
Low self-esteem	Counseling during teaching and learning	Whether students believe in themselves
Accidents in workshop/site	Display of workshop rules and regulations	Whether students can get and use safety gears during practicals Whether students can clean the working environment after work

**APPENDIX J: Questionnaire for Administrators and Instructors.**

Rate the following strategies that can address the challenges due to inadequate career guidance and counseling.

Key: 1 = Strongly Agree, 2= Agree, 3 = Disagree, 4 = Un –Decided

NO.	STRATEGY	Responses			
		1	2	3	4
1.	Career talks increase students’ awareness about the course and were conducted well				
2.	Career guidance and counselling services were integrated during teaching and learning				
3.	Display of general safety precautions in the workshop/site reduces accidents				
4.	There should be good coordination between employers in the world of work and the training institution				
5.	Career guidance and counselling sessions improve team work between key stake holders and should be conducted more than two times in a term				
6.	Discipline and time management results into the success of an individual				

### APPENDIX K: Questionnaire for Students

Rate the following strategies that can address the challenges due to inadequate career guidance and counseling.

Key: 1 = Strongly Agree, 2= Agree, 3 = Disagree, 4 = Un –Decided

N0.	Strategy	Responses			
		1	2	3	4
1.	Career talks increase awareness about the course				
2.	Integration of career guidance during teaching and learning is important				
3.	Display of general safety precautions in the workshop/site reduces accidents				
4.	There should be good relationship between employers in the world of work and the training institutions				
5.	Career guidance and counselling sessions improve cooperation between key stakeholders and should be conducted more than three times in a term				
6.	Discipline and time management results into the success of an individual				

**APPENDIX L: Observation Check List**

Points to observe	Comments
Nature of career progression	.....
Opinions of students on the course they do	.....
Opinions of students on their future academic aspirations	.....
Student interaction during workshops	..... .....
Time management	.....

• **APPENDIX M: Focus Group Discussion Guide**

Students face a number of challenges in accessing career guidance in training institutions.

What is the situation here?

What are the challenges faced due to inadequate career guidance and counselling in building construction at NTI?

In different learning settings, strategies have been used in improving career guidance to students. What can be done here?

What are the strategies that can be used to address the issue of inadequate career guidance and counselling in building construction at NTI?

How can the suggested strategies be implemented?

How can the implemented strategies be evaluated?

**APPENDIX N: Budget**

<b>A</b>	<b>Income:</b> 700.000	Source	Kyambogo University	
	1.000.000	Source	From personal savings	
<b>B</b>	<b>Expenditure</b>			
<b>S/No.</b>	<b>Item</b>	<b>No. of times</b>	<b>Rate (shs)</b>	<b>Amount (shs)</b>
1.	Transport to and from the university	10	30.000 per week	360.000
2.	Refreshments during the workshops	4	120.000	480.000
3.	Photos and videos		150.000	150.000
4.	Stationary		120.000	120.000
5.	Communication		20.000	240.000
6.	Typing, printing and binding		350.000	350.000
<b>Total</b>				1.700.000



## APPENDIX O: Sample for Minutes of Stakeholders at NTI

IMPROVING CAREER GUIDANCE AND COUNSELLING PRACTICES IN BUILDING  
CONSTRUCTION AT NAWANYAGO TECHNICAL INSTITUTE  
SAMPLE FOR MINUTES OF THE STAKEHOLDERS HELD ON 20<sup>th</sup> 06/ 2018 IN THE  
BUILDING CLASS

### MEMBERS PRESENT

No.	Name	Title	Telephone Number
1.	Bagalya Mohammed	Student	0773381789
2.	Mukaani Hilda	Student	0751702697
3.	Dongo Andrew	Student	0702827015
4.	Masiga Daniel Sande	Student	0753422515
5.	Ngobi Rogers	Student	0701452833
6.	Waiswa Peter	Student	0712807722
7.	Daada Emmanuel	Student	0759107503
8.	Owormungu Allan	Student	0758310792
9.	Namukisa Daphine	Student	0702401545
10.	Wejulu Titus Julius	Student	0783379405
11.	Walaga Leo	Student	0751722976
12.	Kyangwa Tonny	Student	0704449993
13.	Kaima Edward	Student	0780329303
14.	Nanangwe Peruth	Student	0756402105
15.	Magandazi Jackson	Student	0752619049
16.	Gaava Richard	Student	0756894449
17.	Beinomugisha Godfrey	Instructor	0784069985
18.	Nasazi Stella	Instructor/Dean of students	0701512951
19.	Kumwiza Rose Martha	Principal	0751872275
20.	Ddumba Robert	Researcher	0783959035
21.	Dr. Muhwezi Lawrence	Supervisor	0772402883
22.	Bagulaine Jolly Owen	Instructor/HOD	0779087430

### **Members Absent with Apology**

<b>No.</b>	<b>Name</b>	<b>Title</b>	<b>Telephone Number</b>
1.	Oketch Richard	Instructor	0774023126

### **Agenda**

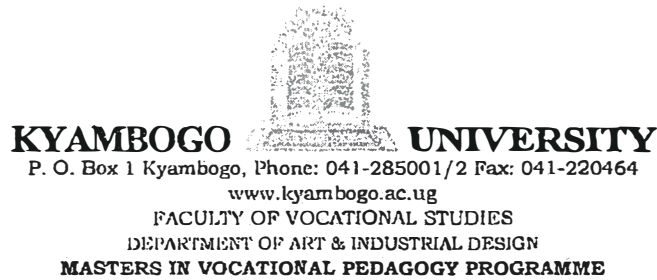
1. Prayer
2. Self-introduction
3. Brief Communication from Principal
4. Brief communication from the researcher
5. Presentations on career guidance and counselling by Principal, Dean of students, Hod, Instructor and sharing of ideas with participants
6. Way forward
7. Closure

MINUTE NO.	ACTION PLAN	RESPONSIBLE PERSON
<p><b>Min.17/MVP/2018: Prayer</b> The meeting started at 11am with an opening prayer led by Mukaani Hilda.</p>		Stake holders
<p><b>Min.18/MVP/2018: Self-introduction</b> The chairperson requested members to introduce themselves so as to know each other by name and title.</p>	<ul style="list-style-type: none"> <li>Each member introduced him/herself as requested.</li> </ul>	Stake holders
<p><b>Min.19/MVP/2018: Brief communication from Principal</b> In her communication, she said the following:</p> <ul style="list-style-type: none"> <li>She welcomed all members to the meeting and thanked the researcher for the effort he had put in to ensure that the identified challenges are addressed by stake holders during action research.</li> <li>She wished participants good discussions during the time of sharing ideas.</li> </ul> <p><b>Min. 20/MVP/2018: Brief communication from the researcher</b> In his communication, he talked about the following:</p> <ul style="list-style-type: none"> <li>He thanked the participants for having responded to his invitation for career guidance and counselling workshop.</li> <li>He briefed members about the process of action research from where it started with work process analysis, to future workshop, to implementation plan up to implementation phase.</li> <li>He requested participants to share ideas and experiences freely during the presentations in order to learn from each other.</li> </ul>	<ul style="list-style-type: none"> <li>Participants welcomed the arrangement of gathering together as stake holders and address the identified challenges.</li> <li>Participants were given sheets of papers to write some information during the presentations.</li> </ul> <p>During the discussions and sharing of ideas, the following were realized:</p> <ul style="list-style-type: none"> <li>Some individuals shared</li> </ul>	<p>Stake holders</p> <p>Stake holders</p> <p>Stake holders</p>



<ul style="list-style-type: none"> <li>▪ Poor attitude towards the course and gave parental and peer influence as one of the causes.</li> <li>▪ Early marriages which are brought by parental negligence and dropping out of school at an early age. During the presentation of HOD, he talked about the following:</li> <li>▪ Health and safety at work place and gave the ten top safety tips which can guide the students to avoid accidents while at work e.g, <ul style="list-style-type: none"> <li>- Keeping emergency exits clear</li> <li>- Using right tools for right job</li> <li>- Keeping correct posture while at work</li> <li>- Being aware of the environment where someone is working</li> <li>- Reporting unsafe condition to the supervisor</li> <li>- Using safety gears while working etc.</li> </ul> </li> <li>▪ Creativity which is doing something differently and using less materials to reduce the cost on the side of the client while it serves the same purpose.</li> </ul> <p><b>Min. 22/MVP/2018: Way forward</b></p> <ul style="list-style-type: none"> <li>▪ The chairperson urged participants to continue attending career guidance sessions in order to address more challenges.</li> </ul>	<p>indicates workshop rules and regulations on a workshop noticeboard.</p> <ul style="list-style-type: none"> <li>▪ Students were encouraged to develop new things from their own designs which can reduce costs on the side of the client without changing the purpose.</li> </ul> <p>Participants agreed to:</p> <ul style="list-style-type: none"> <li>▪ Continue addressing the identified challenges using focus group discussions.</li> <li>▪ Integrate career guidance and counselling practices during teaching and learning process.</li> </ul>	
<p><b>Min. 23/MVP/2018: Closure</b> There being no other issues to discuss on the agenda, the meeting was closed by the chairperson at 2.00pm.</p>	<ul style="list-style-type: none"> <li>▪ Participants left for lunch.</li> </ul>	<p>All to note</p>

## APPENDIX P: Introduction Letter



3rd October, 2017

Principal  
Mawanyago Tech. Institute

**RE: INTRODUCTION OF DDUMBA ROBERT.**

This comes to introduce to you DDUMBA Robert a student of Masters in Vocational Pedagogy (MVP) Programme at Kyambogo University. This student bears registration no. 16/U/14006/GMVP/PE and in his final year. As a requirement for graduation, this student is expected to carry out Action Research through a collaborative process with World of Work.

Any support rendered to him is highly appreciated.

Looking forward to your usual support.

Yours Sincerely,

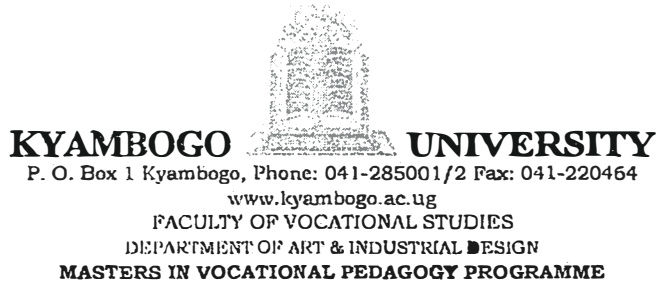
Chris Serwaniko  
Project Coordinator, NORHED MVP Project  
Masters in Vocational Pedagogy Program

Received and  
Permission granted.

*Handwritten initials/signature*



## APPENDIX P: Introduction Letter



3rd October, 2017

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Mawanyaga Tech. Institute

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Looking forward to your usual support.

Yours Sincerely,

Chris Serwaniko  
Project Coordinator, NORHED MVP Project  
Masters in Vocational Pedagogy Program

Received and  
Permission granted.  
A. J. J. J.