

Career Guidance and Students' Academic Performance in Higher Learning Institutions in Rwanda. A Case Study of Nyarugenge District

Noel Mporananayo¹, Hesbon Opiyo Andala²

¹(Rwanda Polytechnic/Integrated Polytechnic Regional College – Kigali, Rwanda)

²(Lecturer at Mount Kenya University Rwanda, School of Education, Kigali, Rwanda)

Corresponding Author: Noel Mporananayo

Abstract: This study entitled “**Career Guidance and Students' Academic Performance in Higher Learning Institutions in Rwanda. A Case Study of Nyarugenge District**”, was conducted on the role of career guidance services upon the students' academic performance in Public Higher Learning Institutions in Nyarugenge District, Rwanda. The general objective was to find out the relationship between Public Higher Learning Institutions management's career guidance services and the students' academic performance in Rwanda. The specific objectives of the study were (1) to examine the level of students' academic performance, (2) to investigate the extent to which career guidance services are provided to students who are enrolled in Rwanda Public Higher Learning Institutions, and (3) to examine the role of career guidance services upon the students' academic performance in Rwanda Public Higher Learning Institutions. The output of this study will be helpful in contributing towards Rwanda current educational goals achievement since it demonstrates the importance of career guidance on the students' performance and calls for the government to set mechanisms that promote students' career development. The methodology that was used in data collection is descriptive survey. Purposive and stratified random were used as sampling techniques. Questionnaires were used as data collection instruments. The sample size was determined by Slovin's Formula as the population size is definite. 389 students and 152 administration staff were selected to answer to research questions. 387 students and all administration staff returned questionnaires. The data collected was analysed using SPSS software, correlating the students' academic performance and career guidance services delivered to them. The study came up with the following findings: Only 27.4% of students accepted to have received career guidance, the level of students' academic performance is 49.9% (those who could score 60% and above), Career guidance services are provided to 26.6% of Public Higher Learning Institutions students in assisting them to make educational choices, to apply knowledge and skills, in exploring of job opportunities, and being informed about various professions that are available. The majority of the student-respondents do not agree with the appropriateness of admission and registrations services. The study results proved that there is a significant relationship between career guidance services and the students' academic performance at the extent of 29.8%. For further improvement of the services delivered to students for their career choices and path, the government should establish mechanisms that promote students career development from the lower to upper level of education. All educators, parents inclusive would get involved and trained in students' career guidance services and development. Public awareness campaign in the form of seminar, public lectures, and workshops should be organized to sensitize students, universities management, government agencies, lecturers/teachers and the public on the need for career guidance services.

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I. INTRODUCTION

I.1 Background of the study

One can reasonably assume that people all over the world have had a real need for assistance of one kind or another to enable them to get over difficulties that prevent them from functioning effectively. These difficulties stem from the individual or from the individual in interaction with his/her wider environment (Kasomo, 2007). Students often face a number of challenges in their education. Apart from academic challenges, there are other concerns that tend to interfere with their education such as difficulties in raising school fees (Mutie, 2011). He continues arguing that students need to be guided so as to develop good study habits as well as prepare and gain enough confidence to sit and write examinations. He also states that special

guidance also has to be provided at crisis points, for example, if a student has difficulty in following certain subjects, lacks concentration or consistently gets poor grades.

In the reasons why guidance is needed, career choices is included. Mutie (2011), emphasizes on that by saying: "the students need to be informed about various professions that are available to them. They should also be informed about the perceived marketability of each of the professions". But they also recommend the counselors not to discourage any student who feels comfortable and capable of pursuing a career that is perceived as being highly marketable. For each of the professions, the students should also be informed of the qualifications required, the responsibilities to be undertaken, as well as the general nature of the job.

Mghweno and Baguma (2013) state that the essence of incorporating guidance and counseling into the school system was to eliminate overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment among school children. Based on these and more, career officers and counselors were appointed to take the responsibilities in sensitizing students on the needs for effective career choice. Although these were untrained counselors, their efforts brought remarkable development in guidance and counseling in Nigeria that led to organized body of counselors (Oye, Obi, Mohd and Gwadabawa, 2012).

Several other studies have reported different achievements following introduction of guidance and counseling services in schools. The survey conducted in Kenya after over three decades of inception of guidance and counseling services reveals that, most of the guidance teachers have a vague understanding of what really it entails or encompasses; and the students also do not fully utilize the services and do not understand its role (Ndegwa, 2013). The study further, reveals that since the introduction of the services, there has not been a change in behavior of students. Cases of maladaptive behaviors like violation of school rule and regulation, bullying, truancy, drug abuse, alcohol addition, sexual abuse, rape are on the increase among school adolescents. This implies that the guidance and counseling services have not been embraced or impacted students' lives properly.

Mwangi (2014), states that in Rwanda, successful transition from secondary schooling into tertiary education and the workforce is a government priority. Vocational education organizations have a renewed focus on lifelong learning and developing strong connections with the community they serve. She continues arguing that career advice and guidance is a process that enables individuals to take a well-informed and realistic decision about one's future career. In Rwanda, family and social networks generally provide this service informally. The parents, relatives, neighbors and teachers who are part of this network often advice students in choosing educational streams that can ensure high return on investment. They guide the students to become a doctor, an engineer, a management graduate or a public servant and earn high salaries or have access to administrative power.

The start of the second decade as Rwanda runs towards Vision 2020 changed the structure of labour market. Economic liberalization and fast racking investment promotion has paved the way for multinational corporations to set up their business in the country and also opened doors for indigenous companies to invest in new products and untapped market. In order to expand and diversify, the industries started demanding and hiring people with variety of skills and knowledge. This opened career prospects in areas such as hospitality, health services, security services, agriculture extension, mining etc. These career choices that either did not exist earlier or were not in demand now promise rewarding career prospects.

I.2 Statement of the problem

In their research, Mushtaq & Shabana (2012) concluded that there is a positive relationship between Communication, learning facilities, proper guidance and student performance. There is also a negative relationship between family stress and students' performance. Therefore, in their research, they came out with a conclusion emphasizing that proper guidance has an influence on students 'academic performance. Also referring to the background to the study in Rwanda as stated by Mwangi (2014) family and social networks generally provide this career guidance services informally. The parents, relatives, neighbors and teachers who are part of this network often advise students in choosing educational streams that can ensure high return on investment. In his research, Ali (2014) stated that Universities are not able to place even the qualified students on the list of admission because of large applications. So many students are admitted not in the course of their first choice. Eventually, most universities fill their vacancy for students in their second choice course or other unpopular areas of study where-in they meet the entry requirement. This may be done but the student may not be interested but because of lack opportunities for admission having waited for a long time for the golden opportunity will accept the offer, but will soon lose interest and definitely their ability to focus on their study so as to acquire the necessary skill is affected. This is where guidance services are needed by the new timers to be able to continue their studies. Basing on the above carried out works, there is a gap between the the Public Higher Learning Institutions management staff decision and the students interest in pursuing their studies. There is no mechanism set to convince students such that courses that were not their first choices become subjects of

interest. No proper career guidance is delivered to the new students. The researcher sought to investigate the relationship between career guidance services provided to students and their academic performance.

I.3 The purpose of the study

The purpose of this research project was to investigate the relationship between public higher learning institutions' management career guidance and the students' academic performance in Rwanda.

I.4 Objective of the study

To establish the relationship between career guidance services and the students' academic performance in Rwanda Public Higher Learning Institutions.

I.5 Research hypothesis

Career guidance has a significant influence on students' academic performance in Higher Learning Institutions in Rwanda.

I.6 Significance of the study

Rwanda Education Sector Strategic Plan spells out the mission, goals and objectives of education sector. They depict that the overall goal of education is "access to quality, equitable and effective education for all Rwandans". This study will contribute towards educational goals achievements since it demonstrates the challenges faced by the management towards reaching quality and equitable education and suggest possible solutions that among them career guidance is the key factor to reach the education target.

II. LITERATURE REVIEW

II.1. Areas of guidance

Mutie (2011), says that a student faces many difficult situations in today's life. He has to make wise choices in curricular activities, acquire basic study skills for optimum academic achievement and adjust to his peers, teachers and parents. He has to live and share facilities in various institutions with individuals from different economic and social backgrounds.

He continues explaining that the student also has to try to secure adequate financial aid, adjust to heterosexual relationships and decide how to spend his leisure time. All these represent the areas in which the student requires guidance.

Mutie (2011), also outlined the major areas of guidance as follows:

Education: He states that students face a number of challenges in their pursuit of education. Apart from academic challenges, there are other concerns that tend to interfere with their education, such as difficulties in raising tuition fees, inadequate study habits, lack of enough confidence to sit and write examinations, lack of concentration or constantly scoring poor grades. The student needs to be guided in order to overcome most of these challenges.

Vocation: Every vocation requires certain educational and professional qualifications and preparation, hence the need for guidance in the choice of a vocation. It is necessary for the student to prefer a vocation that is consistent with his strengths and limitations.

Avocation: The student needs to be properly guided in the selection of work experiences, hobbies, games, clubs and societies and cultural programs so that the out of classroom hours become a means to self-development.

Social life: Students in a school or college come from varied backgrounds. These students need to be guided in social behavior and relationships, making new friends and becoming leaders in their own groups.

Moral: Guidance is helpful for students to uphold morality in all the situations they face.

Health: Guidance required in this area may focus on the supervision of sanitation, immunization, physical examination, treatment of detected disorders etc.

Personal problems: Students may have problems related to themselves, their parents and family, their friends and teachers. They need guidance to overcome these problems.

II.2. Career guidance theories

Nora G (2008), explained different theories on career guidance as they can be outlined below:

Matching Theories (Trait/factor): Based on differential psychology, these approaches assume that guidance is essentially about a process of rational decision making in which clients are assessed by the 'expert practitioner' and then matched to the 'best fit' opportunity. It follows that the provision of information about the client and the world of work will result in behaviour change (e.g. improved decision making skills). This theory has been developed by Parson in 1908.

Developmental theory: The process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work. A central concept is that people develop through stages over their lifetime. This theory has been initiated Ginsberg et al. (1951) who proposed three life

stages which broadly corresponded with chronological age, and Donald Super who was a doctoral student of Ginsberg's and developed many of Ginsberg's ideas.

Theory of occupational allocation (opportunity structure): Apart from a privileged minority of the population individuals are (more or less) constrained in their choice of occupations by social variables that are outside their control e.g. gender, ethnicity and social class. This theory was first proposed by Roberts (1968) as an alternative to theories of career development advanced by Ginsberg and Super.

Learning theory of careers choice & counseling: People acquire their preferences through a variety of learning experiences; beliefs about themselves and the nature of their world emerge through direct and indirect education experiences. They take action on the basis of their beliefs using learned skills. The original theory (Krumboltz et al, 1976, Mitchell & Krumboltz, 1990) is also known as the social learning theory of career decision making

Psychodynamic theories: These theories guided by attempts to understand, make meaning of, and utilize individual motives, purposes and drives to support career development. Anne Roe (1956) is the originator of this theory.

Community interaction theory: According to this theory, the most significant factors in occupational choice are the interpersonal transactions conducted in local settings. The theory has been originated by Law in 1981.

The outlined above theory have been discussed by Nora Gikopoulou (2008) and our research will be much concerned by but not limited to the Learning theory of careers choice & counseling.

II.3. Career guidance in Rwanda

Rwanda has a history of fragmentation in terms of thinking about, organizing, managing and providing career- and labour market-related information, career development, and career counselling services. At the moment there is no single agency either at a national or provincial level with the exclusive or predominant responsibility for the management and/or provision of career development and labour market-related information or guidance services.

MINEDUC (2014), explains that while a number of organisations and agencies are active in the field, there is a need to develop and operationalise a career development policy framework that will cover a set of principles and long-term goals that will form the basis of and provide guidelines and direction to coherent planning, cooperation and accountability in meeting national goals that relate to the topic (career guidance services).

Training systems in Rwanda are confronted with trying to develop strategies about how to enhance their efficiency and effectiveness. It is in this context that the Workforce Development Authority (WDA) was established as an Institutional framework aimed to provide a strategic response to the skills development challenges facing the country across all sectors of the economy.

MINEDUC (2014), states that while there are many important elements to such a strategy, one important issue is the Career Advisory services. Following an evaluation of technical and Vocational Training Centers, it was established that there is a mismatch between the chosen training program and the individual career goals. This is largely influenced by the lack of career guidance and information systems that help the youth make informed choices.

In addition there is a disconnect between the institutions in providing ongoing career advice and information to students before and during their training. Some institutions are providing career services in disconnect ways and in some cases without a framework to guide decision making and institutionalize the process (MINEDUC: 2014).

II.4. Rationale and aims of career guidance in Rwanda

MINEDUC (2014), continues stating that the phenomenon of globalisation has led to increased competition and threat to the survival of work organisations. All types and levels of employment have been affected to different extents. Many traditional jobs have been replaced by new ones or have been radically transformed. Increasingly flexible employment contracts (Buchman, 2002) and a greater heterogeneity of the workforce is important features in the current labour market.

The growing complexity of the world of work has been coupled by the mass postsecondary education and training opportunities. There has been an expansion of provision at all levels of the educational system resulting in greater numbers of students of all ages, institutional diversity, and academic heterogeneity. When compared to some years ago, students today have a broader range of educational opportunities. At the same time, students today face a tougher, competitive and more complex labour market (MINEDUC: 2014).

Citizens today have to learn to assess myriad information systems so as to map out their education, training and employment routes that fit one's interests, skills, competencies, qualifications and evolving labour

market opportunities. This implies further educational choices which must be made in the light of this scenario and labour market demands.

In view of the continuous developments in employment and education, access to high quality career guidance is important for creating and maintaining a competitive knowledge-based economy and ensuring social inclusion.

II.5. Current guidance system in Rwanda

In the initial phase of development, career guidance services in Rwanda were slower to take off when compared with other countries because of the limited resources, lack of adequately trained guidance professionals, the limited choices for individuals and because people were more preoccupied with economic survival than with economic growth and development. Initially, the main task of the career guidance was that of orienting students to the various educational options they have within the education system (MINEDUC, 2014).

II.6. Studies carried on Factors affecting students performance

In their research, Mushtaq & Shabana (2012) stated that many practical studies are carried out to investigate factors affecting college students' performance. The focus of this research is that student performance in intermediate examination is linked with students' outline consisted of his approach towards communication, Learning facilities, proper guidance and family stress (Mushtaq & Shabana). Their research concluded that there is a positive relationship between Communication, learning facilities, proper guidance and student performance. There is also a negative relationship between family stress and students' performance. Therefore, in their research, they came out with a conclusion emphasizing that proper guidance has an influence on students' academic performance.

Lazarus and Chinwe (2011) carried out a study on the role of Guidance Counselor on Career Development and their findings were that Guidance counsellors work individually and with other educators to meet the developmental needs of all students, including those with special needs or disabilities. Significantly, they focus on the academic, career, and personal/social developmental needs of all students, including those with special needs. Inconsistencies in the roles of practising guidance counsellors have caused some specialists in education to begin to address the emerging role of the counsellor regarding students with special needs, especially with respect to their career development. Since the level of happiness an individual exudes in life is closely related to the type of career the person chooses, and other career development activities relating to job retention and advancement, guidance counsellors must endeavour to expose their students to several career development activities in order to help them to successfully, choose occupations, prepare for, enter into and progress in them

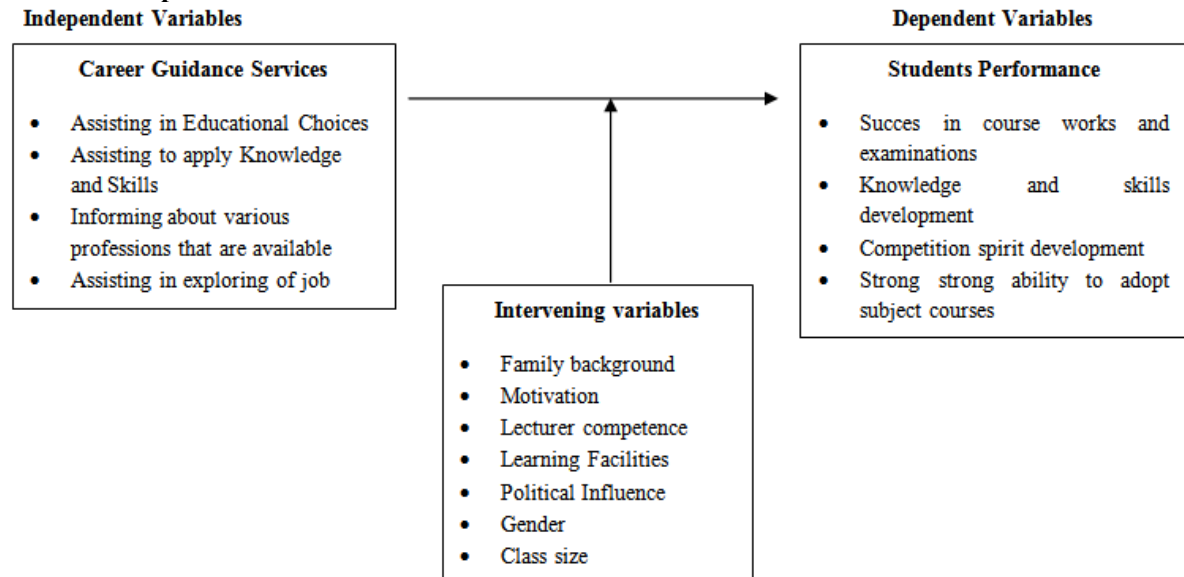
In the study undertaken by Ali (2014), it was found out that the level of guidance and counselling services among the students in the university was not significantly high. There was significant influence in academic performance of students who had received guidance and counselling services as against those who had not.

Uwera (2010) carried out a research on the the factors affecting students performance and found out that Students' learning preferences, class attendance, entry qualifications and prerequisites, the influence of age and gender are major determinants of academic performance.

In his research entitled "Career Guidance in Rwanda Higher Education. A critical analysis", Irafasha (2010) came out with the findings stating that Some of the problems in Rwanda related to career guidance include different meanings of career guidance, insufficiently developed coordination of institutional activities, immobility of career centers in higher education institutions and lack of systematic scientific research in relation to career development.

Generally, in this literature, it can be observed that there are several factors influencing the students' academic performance such as: communication, Learning facilities, proper guidance, family stress, class size, Demographic factors, motivation, Students' learning preferences, class attendance, entry qualifications and prerequisites. Even though guidance is among these factors, a few researches have been conducted on its role upon the students' academic performance and there is a need for conducting more researches.

II.7. Conceptual framework



Conceptual Framework illustrating the relationship between career guidance and students' performance

Source: Researcher (Developed)

From the above conceptual framework diagram, the Public Higher Learning Institutions Career Guidance Services in Rwanda are independent variables whereas the students' academic performance is the dependent variable. That is, the students' performance is influenced by the career guidance delivered by the HLIs management. It is in regards that, while assessing the influence of career guidance services on the students' performance, each type has its corresponding indicators regarding the students' performance that must be improved through career guidance services. Furthermore, the family background, motivation, Lecturer competence, Learning facilities and political influence are intervening variables within this relationship between independent and dependent variables.

III. RESEARCH METHODOLOGY

III.1. Research design

The research used the descriptive survey. The descriptive survey was used to collect and analyse data from a few sample considered to be representative of the Higher Learning Institutions Students and managing teams. The descriptive correlation design was used to measure the relation between the two variables which are the students' performance (dependent variable) and guidance (independent variable).

III.2. Target population

The research was conducted in Rwanda, and the target population was Nyarugenge District Public Higher Learning Institutions. The total accessible population was 13543 students and 215 staff members from UR, college of Health and Medecine Sciences and the College of Science and Technology. The total accessible population is 13758.

III.3. Sample size

The sample size determined by Slovin's Formula as the population size is definite. That formula is given and explained as follows:

$$n = \frac{N}{1 + Na^2}$$

Where:

a= level of significance or reliability level (equals to 0.05)

N: Population size

n: sample size.

The students sample size was: $\frac{13543}{1 + 13543 * (0.05)^2} = 389$ and

The sample administrative staff sample size was: $\frac{245}{1 + 245 * (0.05)^2} = 152$

Therefore, the sample size drawn from the target population of 13758 is 541 for both students and administrative staff members.

III.4. Sampling techniques

There are 2 Public Higher Learning Institutions in the District of the study (Nyarugenge). We used the non-probability sampling technique whereby we used the purposive sampling. Purposive sampling refers to the selection of sample on the basis of informed judgment that the group is likely to be representative. All the two public HLIs were selected as a sample Higher Learning Institutions. This sample represented the HLIs around the country; Rwanda.

The sample size was selected utilizing purposive sampling technique using the following inclusion criteria to qualify them in this: for the students-respondents (1) studying in level one; (2) from the selected institutions under the study; (3) from the administration staff members. The students-respondents were chosen in simple random sampling. For the administration staff members-respondents, the criterion was non-teaching staff member especially members from Career Advisory Centres and Registrar's Office plus any other member from the students services. For this purpose, the research used the stratified random sampling.

III.5. Data collection Instruments

The study was conducted using questionnaires. The questionnaires were containing close-ended questions to allow the respondents not to deviate from the research objectives, to determine the relationship between the HLI's management career guidance services and students' performance. Questionnaires were also containing the respondents' attitudes towards admission and registration services. Attitude scale method was used. This is a method called Likert Method of summated ratings. It consists of collecting a number of statements about a subject, and assigning a five-scale value to each of the responses.

IV. FINDINGS

The findings of this study are presented based on the research objective which was to establish the relationship between career guidance services and the students' academic performance in Rwanda Public Higher Learning Institutions. The researcher used four variables to test the extent to which this role contributed to empowering the students to attain educational objectives. The summary of respondents' views is presented in the table that follows: The question has been answered by all the respondents regardless of having received career guidance services or not.

TABLE N^o1: The role of career guidance services on the students' performance

| Career Guidance Services | SA (%) | A (%) | N(%) | D (%) | SDA(%) |
|--|---------------|--------------|-------------|--------------|---------------|
| Assisting me in educational choices helped me succeed in courseworks and examinations | 40(10.3) | 66(17.1) | 143(37.0) | 76(19.6) | 62(16.0) |
| Assisting me to apply my knowledge and skills lead to my knowledge and skills development | 58(15.0) | 59(15.2) | 124(32.0) | 92(23.8) | 54(14.0) |
| Informing me about various professions that are available increased my competition spirit and development | 74(19.1) | 39(10.1) | 154(39.8) | 49(12.7) | 71(18.3) |
| Assisting me in exploring of job opportunities strengthened my ability to adopt and adapt to subject courses | 103(26.6) | 21(5.4) | 109(28.2) | 97(25.1) | 57(14.7) |
| MEAN | 17.8 | 12.0 | 34.3 | 20.3 | 15.8 |

Source: primary data from respondents (developed 2015)

As shown in table No1, the results from the respondents the level of agreement is between 27.4% and 32.% of all the respondents. The rate is very high and varied for Neutral respondents (between 28 and 44%). The negative attitude scale is also high on a rate counting between 31.0 and 39.8% of all respondents. The mean range is between 12.0 and 34.3%.

Other factors that influence student's performance

Apart from career guidance services, the researcher tried to find out whether the respondents have the same view with the previous researches that came out with family background, motivation, lecturer competence, learning facilities, political influence, teaching methodologies, gender and class size as the students' academic performance determinants and the findings were as follows:

TABLE N°2: Other determinants of Academic Performance

| Other factors | SA (%) | A (%) | N(%) | D (%) | SDA(%) |
|------------------------|-------------------|-------------------|-----------------|------------------|------------------|
| Family background | 134 (34.6) | 82 (21.2) | 3 (0.8) | 72 (18.6) | 96 (24.8) |
| Motivation | 156 (40.3) | 59 (15.2) | 1 (0.3) | 84 (21.7) | 87 (22.5) |
| Lecturer competence | 201 (51.9) | 107 (27.6) | 0 (0.0) | 39 (10.1) | 40 (10.3) |
| Learning facilities | 209 (54.0) | 84 (21.7) | 0 (0.0) | 53 (13.7) | 41 (10.6) |
| Political influence | 191 (49.4) | 95 (24.5) | 33 (8.5) | 43 (11.1) | 25 (6.5) |
| Teaching methodologies | 218 (56.3) | 104 (26.9) | 0 (0.0) | 35 (9.0) | 30 (7.8) |
| Gender | 54(14.0) | 116(30.0) | 7(1.8) | 108(27.9) | 102(26.4) |
| Class size | 164(42.4) | 148(38.2) | 2(0.5) | 49(12.7) | 24(6.2) |

Source: *primary data from respondents (developed 2015)*

As shown in table N°2, the results from the respondents' judgment, the other factors stated above play a big role in the students' performance. Respondents agreed that their family background play a role on their performance at the extent of 55.8%, motivation; 55.5%, lecturer competence, 79.5%, learning facilities; 75.5%, political influence; 73.9%, teaching methodologies; 83.2%, gender; 44% and class size; 80.6%.

V. DISCUSSION OF THE RESULTS

This section deals with the major findings of the study and its significance to the area of knowledge in the light of previous studies that either support our findings or differ from them. To discuss results in a logical and clear way, the research objectives are referred to.

The study undertaken by Ali (2014), concluded that there is a significant influence in academic performance of students who have received guidance and counseling services as against those who had not. As it appears in the results of this research study, the extent to which career guidance services contribute to students' performance, the reference was made to 4 indicators that were tested as depicted in the table N°1. The results from that table reveal that the majority of student-respondents do not agree with the stated above services since the average of only 29.8% of all student-respondents confirmed that career guidance services have an important impact on their academic performance. There are also a high number of respondents who do not know whether the services helped them or not (neutral) counting 34.3% of all student-respondents. Comparing the number of students who received career guidance services and the ones who agreed to have been helped by career guidance services, there is a significance relationship between career guidance services and the students' academic performance.

It is, on the other hand, believed that most students do not follow guidance services they are rendered. Some would follow their own desires or the advice given by their parents. This finding is supported by the study by Ngale (2009) who reported that only 3.1% of the respondents in his study chose academic programs based on the counselor's decision, while 87.6% and 7.8% based on personal decision and parental influence, respectively. This happens especially when there is no proper system laid down to help in offering guidance and counseling services. Through data collected, it was very clear that students who received career guidance services benefited from them and their performance was quite good. That is how this was implied in this research.

Finally, the study also proved that apart from career guidance services, there are other factors that influence the students' academic performance. Those are Family background, Motivation, Lecturer competence and Teaching Methodology, Learning Facilities, Political Influence, Gender, and Class size. Gender on its own is not an influence on students' performance since the rate is below the average (44%), but a combination of gender and other factors can result into a challenging influence. Therefore, these factors should also be taken into account.

VI. CONCLUSION AND RECOMMENDATIONS

The intention of this study was to find out the relationship between public higher learning institutions' career guidance services and the students' academic performance in Rwanda. It was conducted in Public Higher Learning Institutions in Nyarugenge District, Rwanda. Amongst 389 student-respondents sampled from the target population, 387 responded and returned the questionnaires (99.4%) and the return rate for the administrative staff is 100% (152 copies). All the respondents were above 18 years old. Among them, there were 68.2% of male, 32.8% of female students, 71.7% of male and 28.3% of female administrative staff. Through the primary data from respondents, the results showed that there is a significant impact of career guidance services on students' academic performance. The research proved that students who met appropriate career guidance services succeed in their subjects.

Basing on the outcomes of the research, the researcher recommends the following that aim at further improvement of the services delivered to students for their career choices and path. The Ministry of Education

in Rwanda should establish mechanisms that promote students career development from the lower to upper level of education. This will help them to raise their career information. It will also assist them in their educational choice. All education stakeholders, parents inclusive, would get involved and trained in students' career guidance services and development. Public awareness campaign in the form of seminar, public lectures, and workshops should be organized to sensitize students, universities management, government agencies, lecturers/teachers and the public on the need for career guidance services.

Students should understand well the role of career guidance and counseling such that they follow advice they receive from career guidance counselors. This will enable them to improve their concentration in studying and improve their academic performance.

This study focused on the contribution of career guidance services on students' academic performance in Nyarugenge District, Kigali City, Rwanda. The research should be complemented by the further research emphasizing on the role of career guidance services on post-school performance.

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