

**GUIDANCE AND COUNSELING AND GIRLS' ACADEMIC PERFORMANCE IN
SELECTED PRIMARY SCHOOLS IN KIRYANDONGO DISTRICT, UGANDA**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
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MARCH, 2021

DECLARATION

I Odyek Patrick, do declare to the best of my knowledge that this research report is my original work; it has never been submitted to any University or Higher institution of learning for any academic award.

Signed..... Date 3rd March, 2021

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APPROVAL

The submission of this Research Report has been done with my approval as the candidate's University supervisor.

Signed



Date 4th March, 2021

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DEDICATION

I lovingly dedicate this piece of work to my late parents Mr. Deuterio Ojok and Mrs Norah Ojok; and the late grandfather Mzee Odyek Kajiron (RIP). You died before testing the fruits of my hands. I pray that may the Almighty Lord grant you ever lasting spirit, Amen.

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May God Almighty exceedingly bless you abundantly!

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LISTS OF ABBREVIATIONS/ACRONYMS

CBM	Community-Based Mentoring
CVI	Content Validity Index
DEO	District Education Office
ESSAPR	Education and Sports Sector Annual Policy Report
MOES	Ministry of Education and Sports
NCEOP	National Committee on Educational Objectives and Policies
NGOs	Non-Governmental Organizations
NSGE	National Strategy for Girl's Education
PGE	Promotion of Girl's Education
P.L.E	Primary Leaving Examinations
SPSS	Statistical package for social sciences
SFG	School facilities grant
ToP	Theory of academic performance
UNEB	Uganda National Examinations Board.
UNESCO	United Nations Educational Scientific and Cultural Organization.

ABSTRACT

This study was primarily established to examine the impact of guidance and counselling and girls' academic performance in selected primary schools in Kiryandongo District, Uganda. The investigation had three objectives which include: to find out the effect of teachers' guidance and counselling on girls' academic performance; to examine the role of parents' guidance and counselling on girls' academic performance and to find out the contribution of community leaders' guidance and counselling towards girls' academic performance in selected primary schools in Kiryandongo District, Uganda. The study specifically adopted a cross-sectional survey design, and a sample of 278 was selected from a population of 1000. The study used purposive and simple random sampling techniques. The data collection tools were the questionnaires and interviews; and the data was analyzed by the use of computer software, SPSS, and its presentation was inform of tables, frequency, proportion and percentages and as well as, descriptive analytical statistics. The study found out that teachers moderately do conduct guidance and counseling to girls as they were mainly committed in the teaching of lessons; some girls would have good performance due to guidance and counseling. The study also revealed that most female teachers are not role model to girls. Most parents do help and encourage their girls to go to schools and also inspires them to study and perform well. However, most girls were not always seeking guidance and counseling from parents at home, parents do not have enough time to talk to their daughters at home. Equally so, the study also found out that community leaders/counselors rarely go to school to talk to/guide girls; some few girls are inspired by community leaders to have good grades. Most community leaders/counselors offer guidance during public functions like burials, weddings, use of radios among others than going and interacting with girls at schools. It was concluded that guidance and counseling is very instrumental for girls' academic performance where active participation of teachers, parents and community leaders was highly needed. The study recommended that teachers, parents and community leaders should be encouraged to comprehensively engage in conducting guidance and counseling to girls because it would improve the quality of marks and standard of education of girls. Finally, key stakeholders like Ministry of Education and Sports among others should always be invited at schools to interact with girls in matters of their education. This will help girls expose and develop interest in studies, hence academic excellence and better future.

CHAPTER ONE

1.0 Introduction

The primary focus of this research was to examine the impact of guidance/counselling and girls' academic performance in the primary schools of Kiryandongo District. This chapter includes background of the study, statement of the problem, purpose of the study, objectives of the study, research questions; scope of the study and significance of the study.

Guidance and counseling is of great contribution in education system. According to Aggrey, (1875-1927) as cited in Kwami (1999), the axiom of educate a woman, educate the nation may not be realized if guidance and counseling of Girls is not consistently handled well especially in relation with academic performance in primary schools in Kiryandongo district. As a matter of fact, the woman plays a pivotal role in the family, the basic unit of the society. They are the first teachers of the nation since the family itself is the first school. If our families have to teach children good morals, it first has to do with the quality of motherhood. An educated mother has a greater propensity to instil in their children good public morals than her uneducated counterpart. The above views is supported by Delamont, (2002); Parkes, (2010) and Tinoula, (2016) when they pointed out that positive moral, social, political and economic transformation of society are hinged on the quality of families established which demands of necessity that girls' education be accorded maximum attention and priority by society. According to McLeod, (2000); and Orodho, (2014), students in educational institutions have needs that calls for guidance/ counselling which if not attended to can lead to numerous disciplinary issues, wastage and failures in academic.

1.1.0 Background to the study

Under this section, the historical, theoretical, conceptual and contextual perspectives related to guidance and counseling and girls' academic performance was looked at in to details.

1.1.1 Historical Perspective

Globally, Frederick (2008) linked the development of counseling profession to respond to many new challenges brought by World war 1 and 2; and as well industrialization in United

States. For instance, Gysbers & Henderson (2001) and Herr (2001) noted that schools' guidance/counselling services were introduced in America during the Industrial Revolution. Makinde, (1993) sighted some Americans like Jesse Daris and Eli Weaver as initiators which recommended that guidance programme should be conducted within the school system to cater for students' needs. Equally so in America, according to Schmidt (1993), guidance and counselling services was set to respond to negative social conditions associated with industrial revolution; and as well to assist students with their educational development and career aspirations (Schmidt 1997). Therefore, school guidance and counselling programmes have been introduced to assist students overcome the number of challenges they experience at home and at school.

According to Nziramasanga (1999), parents tend to have little time with their children to give them the necessary guidance because of many pressures imposed on the family. In the rural area of one of the Mid- Western States of America for instance, many learners drop out were as a result of poor academic grades and failure to adjust to the school learning situations. A learner who loses confidence in his or her ability and devalues himself or herself lacks concentration and this leads to continuous academic failure Rutondoki (2000). In Britain, McLeod (2000) observes that provision of educational systematic counselling was brought on board in the middle of 1960s as the method of rendering services to the learners who needed assistance in making decisions about their education and career choices like selection of courses, careers to pursue or decisions regarding academic abilities and choices of universities.

In Africa, the genesis of formal guidance and counseling is dated back to 1960s. For example, Makinde (1984) observed that the first organized formal careers guidance service for learners in Nigeria was held in Ibadan. In Malawi the aspect regarding guidance and counselling was recognized when a survey was done on 20 school counsellors in southern and central regions, and according to Taylor & Francis (1998), there was great need for a clear rationale and guidelines for Guidance and Counselling programmes however, he mentions that the main goal was to help the counselee learn to deal more effectively with himself and the reality of his environment. In Kenya, guidance and counselling programmes was strengthened and emphasized by the National Committee on Educational Objectives and Policies (NCEOP) in

1975 and equally so, the Ministry of Education in Kenya directed all learning institutions to establish guidance and counseling programme as a continuous sequential education process with the purpose of bridging the gap between one education level and another.

In Uganda after 1963, Caste Education Commission Report emphasizes on guidance and counselling services in schools. It was in 1964 when the Government of Uganda appointed the first Education Officer who was concerned with career guidance in schools. In 1989 an Education Review Commission was appointed and chaired by Professor Kajubi in which this Commission recommended that each school should have at least one teacher responsible for career guidance; therefore, in 1990 the Government White Paper on Education recognizes guidance and counselling in schools in Uganda. And since 1996, the education sector has undergone various reforms in order to send all children to school and ensure that their skills' training, attitudes are improved (Bitamazire, 2011). According to the review of (MOES 2011), from 2008 a fully-pledged department of guidance/counselling with substantial staff was established. It emphasizes the provision of strategic and technical administration in all matters of guidance/counselling in schools in Uganda. Its mandate was to design and disseminate programs in schools aimed at meeting student's career guidance and developmental needs in aspects of HIV/AIDS counselling, and psychosocial concerns of students.

1.1.2 Theoretical Perspective

Guidance/counseling and girls' academic performance was linked to the Theory of Academic Performance (ToP) of Elger (2007). According to Elger (2007), the theory posit that to perform is to produce valued results; and a performer can be an individual or a group of people who are engage in a collaborative effort. The Theory emphasized the aspect that develops and relates on six foundational concepts to form a framework that explain the concept of performance and performance improvements. This Theory further emphasized that developing performance is a journey, and the level of performance describes the location in the journey. Therefore, the current level of performance depends on the six components like context, level of knowledge, level of skills, level of identity, personal factors, and fixed factors. According to Elger (2007), there were three axioms for effective performance improvements which includes

the mindset of a performer, the immersion in an enriching environment, and the engagement in reflective practice of a learner.

The Theory also asserts that: to perform is to take a complex series of actions that has to integrate the skills and the knowledge to produce a valuable result. In some instances, the performer was an individual and in other instances, the performer was a collection of people who are collaborating. This was labeled as academic department, research team, committee, student team, and a university team. In this context, Performance was a journey and not a destination whereby, location in the journey was labeled as level of performance and each level was characterized by the effectiveness or quality of performance.

In relation to Improving Performance, the Theory indicates that some factors which influence improving performance were immutable, other factors were influence by the performer or by others. Therefore in this investigation, these can be teachers, parents and as well, the community leaders who falls among other factors that influences performance. According Elger (2007), factors that were varied fall into three categories thus, the mindset of a performer, immersion in a physical, social and intellectual environment and well as, the reflective practice of a learner. The theory emphasizes that conditions for optimal performance and improvements in performance are synthesized in three axioms thus, Axiom 1—engages the performer in an optimal emotional state (performer’s mindset); Axiom 2—immerses a performer in an enriching environment and Axiom 3—engages a performer in a reflective practice (Elger 2007).

The implication of this theory to this investigation was that, it influences the study since the researcher was examining the impact of parents, teachers and the community leaders’ contribution in guidance and the counselling exercise with its impact on the academic performance of girls which is a collaborative effort and one of the complex series of actions which help to produce the valuable results. In a school setting there is always collaborative mechanism of learners (girls) and teachers; and as well as other stake holders in order to have better academic performance. In this regards, the performer’s mindset, immersion in the enriching environment, and engagement in reflective practice of learners was to be created and

guided by the teachers, parents and the community leaders especially at schools and homes to enhance the academic performance of girls in primary schools in Kiryandongo district.

1.1.3 Conceptual Perspective

To place this study in a researchable perspective, the researcher assigned the following operational definitions to the key concepts.

Guidance

According to Watts and Kidd (2000), guidance is defined as a range of processes set or formed to allow individuals to make informed choices and transitions related to their educational, vocational and personal development. This is related to Hornby, (2003) who noted that guidance involves helping students individually or in small groups to make personal, educational or vocational choices. In this regard, guidance is a process of helping pupils (girls) through advice and information to achieve self-understanding and self-direction necessary for making informed choices and to realize personal growth, thus helping somebody plan or choose a path or direction.

Counseling

According to Makinde, (1993), counselling is referred to as the consultation, discussion, exchange of ideas and/or advice. The American Counseling Association conference of 2010 agreed that the unified definition of counseling is a professional relationship that empowers diverse individuals, families and groups to accomplish mental health, wellness, and education and career goals. Counseling therefore, means the face to face relationship between the counselor and the counselee. Otyek in the Ministry of Education and Sport (MOES 1997) pointed that the counselor is a mature, skilled and experienced person and assists a counselee who is less experienced and less mature in solving his or her problem. In relation to above definitions, counselling means a helping relationship that a client seeks from a counsellor to regain sense of direction.

In a nutshell, guidance and counseling is basically a help given to individual learner or group of learners to enable them know their abilities and potentials and respond to psycho-social

situations positively or bravely. This will focus on Girls' academic performance in primary schools in Kiryandongo district. Guidance and counseling in this study meant the teachers, parents and community leaders/counselors' involvement in career talk to girls in primary schools in Kiryandongo district, enabling them to attend school, be discipline and have high academic achievement and better future. This will specifically be looked at in terms of teachers' involvement (career talk and female teachers' role models), parental involvement (schools' academic visitation/talk and home talk) and community involvement (school academic visit/career talk).

Teachers' guidance and counseling refers to the psychological and educational support the teachers, group of tutors and the specialists do provide to schools and other education pedagogical observation with the aim of assisting pupils to make available desirable qualifications and skills. Career talk is the provision of information aimed at introducing pupils to the nature and scope of the work done and to educate them on the skills necessary to perform better.

Parental guidance and counselling refers to the service that aims to provide the necessary knowledge, tools, guidance, and most especially support by parents without bias or judgment to be fully equipped to take care of their children. Home talk is a pleasantly easy approach to talk to children at home in a friendly; cordial; warm, polite: and courteous manner.

Community leaders' guidance and counseling refers to the services rendered to help communities that are suffering from psychological or social discord, for one reason or another. Most researchers referred to community to imply people, relationships, and shared interests and values. According to Drake & Roe, (2003), community means a group of people conscious of a collective identity through common physical, cognitive and affective educational relationships. The school community comprises of all stakeholders which includes businesses and agencies within the attendance boundaries of the school.

In this investigation, the community comprised of the internal and local external communities like Chairpersons local council one, local civil and business leaders, health and social care agencies, community service groups such as cultural, religious, women and youth

groups; and as well Non-Governmental Organizations (NGOs) thus, community counsellors within Kiryandongo District especially those in school vicinity. This is because of easy access to information since they are inhabitants of the area. This study will focus on the effect of community contribution in Primary schools in Kiryandongo district especially regarding guidance and counseling that directly or indirectly supports the girls' physical, social, emotional, and intellectual needs as noted by (Epstein, 2011; Gregoric, 2013).

Girl

According to the Constitution of Uganda of 1995, a girl is a female human being ranging between birth to eighteen (18) years of age. During this period, a girl is totally under the care of the adults who may be her parents or guardians, older siblings and teachers as well. She is very dependent on the significant others, those on whom she models her behaviour especially through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional development starts and progresses to get to the peak at the young adult stage. In this study, girls are referring to as the female pupils aged between 9-18 years in primary schools in Kiryandongo district.

Academic performance

Ward, Stocker and Murray-Ward (2006) referred to academic performance as the outcome of education. It means the extent to which the learner, teachers or institutions have achieved their educational goals. On the other hand, Armstrong (2003) regarded performance as the output record of a specific job function or activity at a given time. Scottt, (2012) referred to Academic performance as the degree of a student's accomplishment of his or her tasks and studies.

Academic performance also means the grades a learner obtain at the end of academic period such as a term or a year assessed through progressive achievement. This places one in the next level of life, thus academic achievement. Grades are certainly the most well-known indicator of academic performance. Grades are the learners' score for their classes and overall period of their studies. In the context to this study, academic performance will refer to the extent in which girls have achieve mastery of the objectives of the subjects they are exposed to in

primary schools in Kiryandongo District, have high scores or grade especially in Primary Leaving Examination(PLE) results of 2017 to 2019 at Uganda National Examinations Board [UNEB].

1.1.4 Contextual perspective

Kiryandongo District is located in Bunyoro sub region, Mid-Western Uganda. It is comprised of 87 Primary schools that are both Government and private. In Uganda, Kiryandongo district is still experiencing low girls’ academic performance in primary schools. The evidence is seen in table 1.1 below where in Division One and Two, girls registered few numbers; while in Division Three, Four and Un-graded (U), girls’ numbers were very high (low grades). 62 girls were recorded as absent from Primary Leaving Examination of 2019 against 31 boys.

Table 1.1: Primary Leaving Examination Results of Kiryandongo District 2019

GRADE	DIV1	DIV2	DIV3	DIV4	DIV U	ABSENT	TOTAL
GIRLS	118	1,148	654	293	188	62	2463
BOYS	242	1,715	546	280	116	31	2902

Source: DEO (2020)

Girls currently are still facing numerous formidable difficulties in areas of survival, protection, participation, psychosocial and intellectual development, and these indices of human development are beyond their control and therefore needed the support of adult members of the society to help them attain these indices through guidance, counseling and education. There are still cases of girls’ drop out, unwanted pregnancy, absenteeism, early marriages, irresponsible sexual behavior and so on which is resulting to low academic performance of girls. During the communication about the status of the district on 30th May, 2019 to the council, the district Chairman Local Council V Kiryandongo District made a remark that those primary school dropouts was yet a problem in the district especially in upper classes (Nteiroki. C., 2019). The Primary Leaving Examination (PLE) results of 2019 ranked the district at position 80 out of 166 districts; and in Kiryandongo, 118 out of 2463 girls were in division one compared to boys 242

in the same division; and in 2017 PLE results, 82 out of 2173 girls were recorded in Division one compared to boys 192 in the same division (an extract from UNEB website; The Newspapers of respective years and as well the district website).

The national ranking of PLE 2018 performance in Division One, placed Kiryandongo district in position 39 out of 120. For example, when releasing the PLE results of 2018, the UNEB Executive Secretary Mr. Odongo Dan Nokrach stated that girls (5.4%) registered failures than boys (3.8%). He said, 35,529 (10.5%) of the female candidates passed in Division One compared to 41,604 (13%) of male counterparts nationally (New Vision of 18th January, 2019).

The researcher feels it worthwhile to draw attention to the maxim ‘educate a woman, save the nation’ (Aggrey, 1875-1927 and Kwami, 1999) to mirror the importance of having among us a population of well educated women. In the district, girls still have low academic performance in PLE, there are few women of highly celebrated academic achievers of higher institution of learning and yet this can be achieving through good academic performance which is to be reinforced by guidance and counselling. Therefore, this research was set with the aim of examining the impact of guidance/counselling and the academic performance of girls in primary schools in Kiryandongo District.

1.2 Statement of the problem

The UNESCO report on Girls’ Education in Uganda by Digby Swift and George Gena (2013) revealed that girls have a lower pass rate than boys at Primary Leaving Examinations; more girls tend to drop out of schools especially after primary five than boys. In his address of the state of Kiryandongo district on 30th May, 2019 to the council, the district Chairman Local Council V remarked that primary school dropout was yet a problem in the district especially in upper classes and girls were more in this case. There is low academic performance of girls compared to boys (Nteiroki. C., 2019).

In Uganda however, lot of intervention has been put in place to support girls’ education and fulfill the Ministry of Education and Sports’ vision thus, ‘Quality Education and Sports for All’. For instance, in 1992 the Government White Paper on Education has recommended guidance and counseling in schools in Uganda. Kasente (2003) (cited in UNESCO) states that

since 1997, Ugandan government's main education priority was to ensure that all children enroll in primary school. For example, the creation of Universal Primary Education (UPE); and later the formation of National Strategy for Girls' Education (NSGE) in Uganda (2014-2019) Ministry of Education and Sports (MOES), the Promotion of Girls' Education (PGE) scheme with a basis of facilitating girl-child retention and performance at primary level of education among others.

Despite the above efforts, girls' academic performance is still low in the district. On 17th January, 2020, Odongo Dan Nokrach the UNEB Executive Secretary when releasing the Primary Leaving Examinations (PLE) results of 2019 said girls' scores were low compared to boys, thus 8.5% in division one as compared to boys 11.9% (New Vision of 18th January, 2020). In Kiryandongo District 118 out of 2463 girls were in Division one as compared to boys 242. The observable fact in the district is that, the great number of women are primary school graduates which is due to low academic performance and school drop out of girls in primary schools. Other researches in the district have not looked at guidance and counseling and girls' academic performance in primary schools. This is a knowledge gap that this research was set to investigate thus, the impact of guidance/counselling and girls' academic performance in primary schools of Kiryandongo District; and this will certainly help to improve on girls' academic performance and increase many female highly academic achievers in Kiryandongo District.

1.3 Purpose of the study

This study was set purposely to examine the impact of guidance and counselling and girls' academic performance in selected primary schools in Kiryandongo District.

1.4 Objectives of the study

1. To find out the effect of the teachers' guidance and counselling on girls' academic performance in selected Primary schools in Kiryandongo District.
2. To examine the role of parents' guidance and counselling on girls' academic performance in selected primary schools in Kiryandongo District. + -
3. To find out contribution of the community leaders in guidance/counselling towards girls' academic performance in selected primary schools in Kiryandongo District.

1.5 Research Questions

1. What is the effect of the teachers' guidance and counselling on girls' academic performance in primary schools in Kiryandongo District?
2. What is the role of parents' guidance and counselling on girls' academic performance in primary schools in Kiryandongo District?
3. What is the contribution of community leaders in guidance and counselling on girls' academic performance in primary schools in Kiryandongo District?

1.6.0 The Scope of the study

The scope of this study includes the content, the geographical and the time scopes.

1.6.1 Content scope

The investigation was established to examine the impact of guidance and counselling and girls' academic performance in selected primary schools in Kiryandongo District. It mainly focused on the teachers' guidance and counseling especially through career talk/mentorship, parents' home talk to girls and visitation to school to discuss academic issues; and as well, community visit and talk to girls at school on academic issues in primary schools. The dependent variable was academic performance as reflected by scores of marks from internal assessment/tests of learners (girls) and grades at National Examinations /PLE results of girls.

1.6.2 Geographical Scope

The study was conducted in Kiryandongo District located at Bunyoro sub region Mid-Western of Uganda. It was part of the greater Masindi district and carved out in 2010 in order to provide services nearer to the people according to Government policy. Kiryandongo District is situated along Kampala-Gulu high way 218kms from Uganda's capital city Kampala; and is bordered by the following districts. From the North by Nwoya, Oyam in North East, Apac in the East, Masindi in the South and South West; and Buliisa in Northwest. The area is comprised of a number of both private and public primary schools. It is mainly populated by peasant whose livelihood entirely depend on Agriculture especially crop production and animal rearing.

1.6.3 Time Scope

The study considered a time scope of three years from 2017 to 2019. This was intended to capture the most recent information regarding the phenomenon under investigation since there was yet evidence of low academic performance of girls in this period especially in Primary Leaving Examinations and as well, numbers of girls would still be sighted out of the school.

1.7 Significance of the study

The research is anticipated to help education practitioners especially the pupils, teachers, policy makers, institutions, planners, administrators, departmental heads, and parents in the following ways: The study finding might help the pupils (girls) to adopt the values of guidance/counselling. Girls would seek counseling services from responsible personnel. The study may also be useful as it might help teachers and parents to become informed of the need to provide guidance and counselling to their children (girls). Teachers may use guidance materials and integrate guidance in their lessons; and parents may be instigated to consult the schools on the academic progress and career development of their children (girls). The recommendations of this research can help head teachers to monitor the effectiveness of guidance/counselling in schools by ensuring that teachers are guiding learners on careers and learners' attendance. The head teacher might be guided to set up supervisory tools and support the department with necessary materials and adequate facilities, including appointing responsible teacher counsellor. Furthermore, this research is expected to equip educationists, policy makers and planners with correct information that is necessary for planning and decision-making process. The study might help the District Education Officer (DEO) to put in place plan for proper implementation of guidance/counselling services in primary schools. And finally, the study may help to add to the stock of the already existing literature which will be used by the future researchers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter focuses on related available literature on the subject matter under investigation. The review critically discusses the related literatures about guidance and counselling and academic performance in connection with primary schools in Kiryandongo district; and also reviewing the existing gaps. The review mainly focused on the impact of guidance and counselling and academic performance as it emphasized the effect of teachers, role of parents and contribution of the community in guidance and counselling at schools or homes.

Neuman (2003) revealed that the objective of the review of literature is to explore the relation between the body of existing knowledge and establish the gap and as well, link and integrate the existing knowledge into the study. Therefore, articles, journals, newspapers, publications and text books was reviewed and discussed in relation to Kiryandongo District where this research was conducted. The literature was reviewed and discussed following the set objectives of this study.

2.1 Theoretical Review

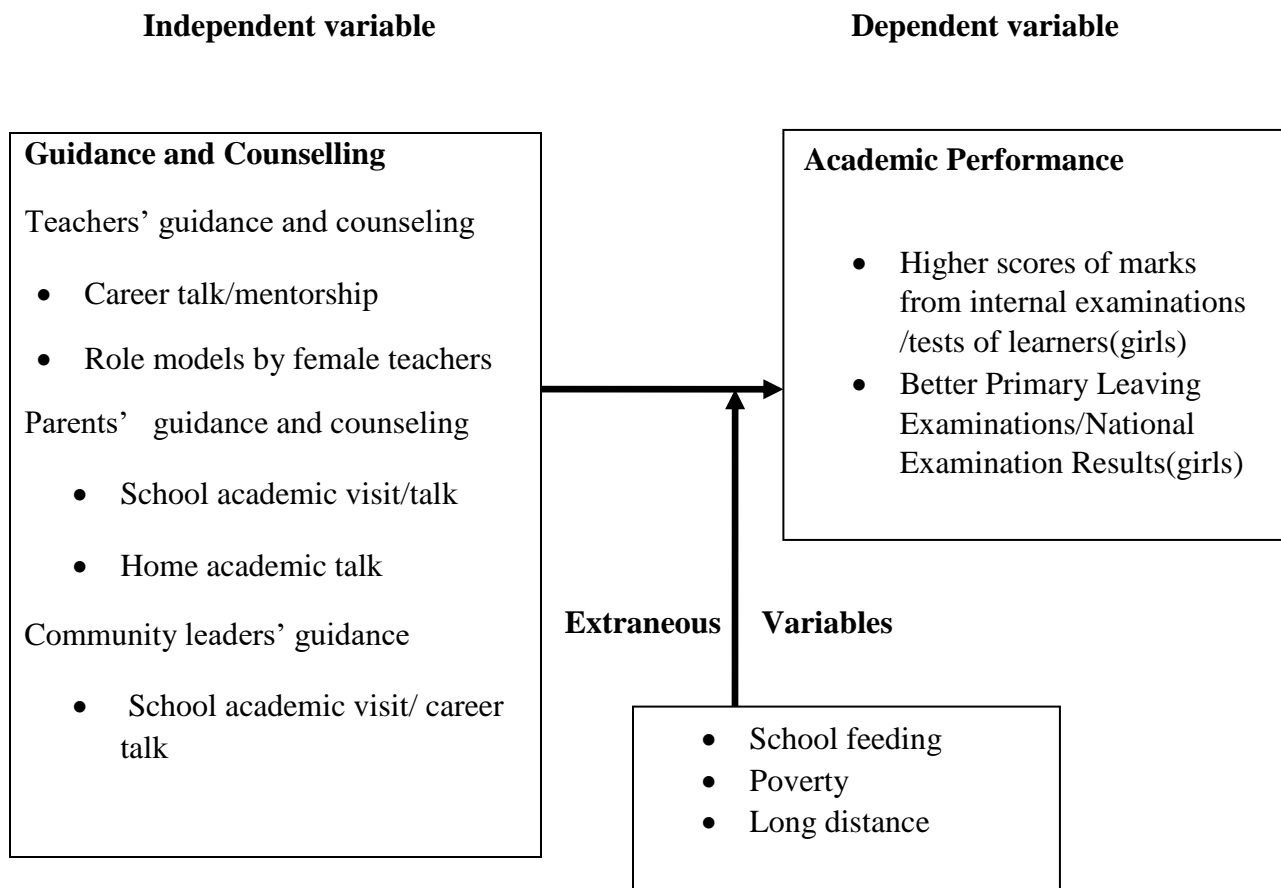
The literature was reviewed basing on the Theory of Academic Performance (ToP) of Elger (2007) which develops and relates on six foundational concepts that forms a basis that is used to explain performance and as well as performance improvements. Elger (2007) noted that; to perform is to produce valued results and a performer may be an individual or a group of people engaging in a collaborative effort. He asserts that developing performance is a journey, and level of performance describes location in that journey. He noted that current level of performance depends holistically on six components which included the context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. The theory also proposes three axioms for effective performance improvement which included the performer's mindset, the immersion in an enriching environment, and the engagement in a reflective practice

of a learner. However, the theory analyzed the concept of performance without specific regards to nature of guidance and counselling on girls which could translate to academic performance. This formed the gap in which this study would fill. The above theory was additionally supported on the part of axioms by Bransford, J. D., Brown, A. L., Cocking, & R. R., eds (2000). In their model for effective teaching and learning which includes knowledge-centeredness, learner-centeredness, assessment-centeredness, and the community-centeredness components, whereby, the learner-centered component involves the performer's mindset; the knowledge-centeredness and the community-centeredness components links to the immersion in an enriching environment, while the assessment-centeredness component embraces the element of reflective practice.

Therefore, the theory was significantly related to the study under investigation since guidance and counseling that teachers, parents and community leaders/counselors would offer oscillates around learner's mindset, enrichment of learner's environment and boosting the reflective practice of learners. In learners when their personal factors needs would not be met and guided, then their attitudes would get affected and can be manifested in formation of negative peers, indiscipline traits which jeopardize their class attendance and consequently leading to low academic achievement. According to Elger (2007), developing performance is taken as a journey, and the level of performance describes the location in that journey. Therefore, learners (girls) had to journey with teachers, parents and community through guidance and counseling if they are to have improvement in academic performance. This research investigated the effect of the teachers, role of parents and the contribution of community leaders in guidance and counselling to help address girls' crisis like learning difficulties, confusion in career choices, class attendance, discipline, inferiority complex and bad peer influences which results to low scores in marks and school dropout in primary schools in Kiryandongo District. Hence, filling a gap in the above theories since there was no link with the guidance and counselling and girls' academic performance in Primary schools.

2.2 Conceptual Framework

Onen and Oso (2009) noted that conceptual framework is a diagrammatic presentation of a theory and that it is presented as a model when research variables and the relationship between them are translated into visual picture to illustrate the interconnections between the independent, intervening and dependent variables. The conceptual framework is therefore a scheme of concepts which the study used in order to achieve the set objectives. Figure 2.1 below shows the conceptual framework for guidance and counselling and academic performance.



Source: Constructed by the Researcher

Figure 2.1: Conceptual framework for guidance and counselling.

In the conceptual framework depicted in Figure 2.1 above, it describes how guidance and counselling will influence Girls' Academic performance in selected primary schools in Kiryandongo district. When guidance and counseling is provided to girls, it will help them to

have better score of marks in examinations. The Independent Variable (guidance and counselling) entails teachers' involvement through career talk/mentorship and female teachers as role models, parents' involvement through schools' academic talk/visit and home academic talk and as well community leaders' involvement especially in school academic visit/career talk. It is presumed that if all this is done, then it will have an impact on the framework and shows the logical progression to Dependent Variable (Girls' Academic performance) which will be measured by scores of marks from internal assessment/tests of learners (girls) and Primary Leaving Examination results (PLE) of girls in selected primary schools in Kiryandongo district. This will lead to higher performance in Primary Leaving Examinations. However, the Extraneous Variables like School feeding, Poverty and Long distance may also affect the academic performance of girls especially if there is effective school feeding of girls, reduction in poverty to allow girls be fully supported and girls to stay in boarding to avoid long distance movement with its associated challenges, certainly will lead to better scores in marks in examinations. The Extraneous variables was not subject of this investigation and was controlled by eliminating its item in the tool and instrument of investigation.

2.3 Effect of the teachers' guidance and counselling on girls' academic performance

According to Egbo (2013), there was emphasis that the total development of a child can only take place in an environment which is conducive for teaching and learning. Therefore, it is in the realization of the above, that all educational services which can promote the teaching and learning activities are given prominent attention by educational planners. For example, counselling is one of the school's educational services; and guidance and counselling services in school shall develop, assess and improve educational programmes, enhance teaching and improve the competence of the teacher and reduce cost for the children. On the other hand, Vail, K (2005) also observes that teachers are the group of people with single most significant influence on culture and learners' achievements and that teachers' attitude whether good or bad, it filters down to the norms such as discipline, hard work, problem solving and equality. This however can affect the learners' performance. Therefore, the primary mission of a school's guidance and counseling program is to provide a broad spectrum of personnel services to the students. Erford, 2010; Erford, 2011; Neukrug, 2011 numerated these services as student

assessment, the information service, placement and follow-up, and counseling assistance. These four areas should constitute the core of any guidance program and should be organized to facilitate the growth and development of all students from kindergarten through post high school experiences.

According to Akinade (2012), guidance and counselling refers to the process of helping an individual become fully aware of his/her self and the ways in which he/she is responding to the influences of his/her environment. It further assists to establish some personal meaning for the behavior and to develop and classify a set of goals and values for the future. The aim is to help the individual learn to discover his unique personal resources, to develop them properly and use them wisely in pursuit of goals that are satisfying to them and are constructive to the society. And one of the goals of education system is to promote social justice, morality, social obligation and responsibility as noted by (Kilonzo, 2009). This means that by the time students graduate from schools, teachers should have help them develop good moral characteristics as they also aspire for good grades in their academic pursuit.

Meanwhile Oviogbodu (2015) noted that counselling is a procedure by which teachers do assist an individual to solve his problems. Counselling is more involved emotionally in the affective realm personalized learning, that is, emotions and feelings, values, attitudes. The above authors did not specify the mechanism of counselling services teachers will use to help students attain good grades. Therefore, this study will bridge the gap by finding whether career talk has been administered and what impact it has created on girls' academic performance in selected primary schools in Kiryandongo district.

Lapan, Gysbers and Sun (1997) asserted that an American study found that providing comprehensive guidance services to students at schools can have a positive impact on the quality of their social educational and professional decisions, and also on their educational performance and the overall climate of the school. Lapan et al. (1997) revealed that counselling decrease classroom indiscipline and stubbornness. This means guidance and counselling do support teachers in the classroom and enable teachers to provide quality instruction designed to help students achieve high standards. Learners in schools where teachers do provide guidance and counselling services, indicated that their peers behave better in school.

Similar to the above, Brandt (2002) reported that Japanese middle school teachers spend twice as much time as the American counterparts in providing moral education and counseling individual students especially in addressing discipline. Teachers were the key to good education and teaching was one of the most influential position in society in terms of cultivating values among the children as well as the influence of parents. Brandt said that society gives teachers the authority to develop sound knowledge and values in children; and children being weaned from parental influence look to teachers for guidance. Society trust teachers to develop the young into positive disciplined and productive citizens. The gap this study will fill is that Lapan et al, (1997) and Brandt (2000) handled issues of America and Japan especially relating to students but not the pupils or girls in particular. And as well they did not specifically address the impact of guidance and counselling of girls' academic performance in primary schools in Kiryandongo district.

Mutunga (2003); and Epstein & Voorhis (2010) noted that a teacher is more likely to elicit appropriate behaviour in a student if he can understand what the student faced and then offers guidance and counselling to him and his family. Talking and listening to a learner can frequently lead to change in behaviour for the better. UNESCO (2002) stated that, where there is no guidance and counseling, schools lose children that are unable to cope with specific academic standards; and as a result, school dropout rates tend to increase. Therefore, the need for guidance and counselling in secondary schools is to respond to career issues, material, health, educational and socio-ethical issues. The later involves discipline and moral behaviour of the students. According to Ishmael (2016), when teachers establish close working relationships with a family, they will get to know the whole child. Family observations and insights about children inform the teaching and help teachers to understand children's behavior better.

A UNESCO report on the impact of female teachers on girls' education found that female teachers were important advocates for girls because they understand the challenges, given their own experiences. Thus, female teachers can enlighten the school managers on how to make the school friendlier for girls (UNESCO 2006) and help girls remain at school. The unfortunate aspect as reported, women only accounted for 43% of primary teachers in Sub-Saharan Africa in

2012, and only 31% of secondary teachers. According to Sengupta and Guha (1998), it was noted that lack of female teachers, female doctors, pilots, female leaders or women who have made it in life as a result of acquiring education, makes women (girls) not to value education as they ought to recognize it. Similarly McCord (1992) also observed that the poor academic achievement and anti-social behaviors of learners was mainly caused by lack of role models and mentors in schools. This pattern could be similar in Uganda especially in Kiryandongo district where some primary schools have no female teachers at all.

Kirk (2008); UNESCO (2014) argued that there was need to hire more female teachers as a means to increase girls' schooling. Reasons being that in the school, female teachers may act as advocates for girls, representing their perspectives needs. For example, women teachers may be able to advocate for better toilet and washing facilities, and for providing female students with accurate information about their own bodies and how to look after them. The presence of female teachers can support and encourage girls by serving as role models. Female teachers demonstrated that women can be active outside the home and be agents for community development. Female role models can be effective and therefore, girls' observations of this role models can help provide an alternative vision for their future compared to the dominant cultural discourse. (O'Neil, Plank and Domingo 2015) Studies from Uganda and India found that role models can have a positive influence on girls' education and career aspirations.

Smith (2008) said that as secondary parents to these children, we must be the first ones to impose proper discipline in the classroom. Since teachers knows the students first hand and interact with them in the class, teachers have the sole right to be the first intermediary member to regulate their bad actions in class. Discipline therefore reinforced academic achievement. Wright (2006) puts it that people are continuously in a learning process throughout their lives. This learning happens for people by listening to and observing others and the world around them. Since teachers are always with the students, they can help them to change their lives and behave well in the process.

This is why Rutondoki (2000) suggested that the learners need to be assisted with techniques of solving his or her future problems more independently and more effectively without losing sight to his or her goal and that the ultimate aim of the counselor is to help the client cope with his or her problems in order to improve his or her lifestyle and to become a better person. He emphasized that the counselor deals with the personal world of the individual or student in order to help him or her understand the internal world.

Kajubi (1989) made an effort to provide counseling services to students. The government in its White Paper on education in response to Kajubi's report recommended and included counselling services in schools in Uganda. With such recommendations and plans, the researcher will investigate the impact of guidance and counseling in relation to girls' academic performance in primary schools in Kiryandongo district.

2.4 The role of parents in guidance and counselling on girls' academic performance

According to Bell (2017), Parents do care about their children's academic performance because they believed that good academic results can provide more career choices and job security. Therefore, Kaminski (2011) (cited in Chadwick and Kathy, 2004) argued that parents' involvement in their children's education contributes to great achievement levels.

According to Farooq et al. (2011) (cited in Krashen, 2005), it is also reveals that students whose parents are educated and are involved in their education tend to score higher on standardize tests than those whose parents are not educated. It is noted that educated parents can better communicate to their children regarding the school works, activities and the information being taught at school. Such parents can assist their children in their work and participate at school (Fantuzzo & Tighe, 2000). Similarly, Veloso, Craveiro and Rufino (2013) in their study in Portugal, noted that parents and guardians were more visible in providing support with homework and school activities, taking part in parents' advisory groups or school activities such as meetings or school events which facilitate learning of children.

Jones (2003) asserts that the purpose of conducting counselling with parents and teachers was to help girls maximise their potential. Jones suggested that the school counsellor should

conduct guidance lessons and consults with parents. Similarly, Joseph and John (2008) noted that good parenting was parenting that prepares children to meet the demands of the specific culture or subculture in which they live and prepares them for future life. Joseph and John observed that if the parents do the right things at the right time, their children would certainly be happy, intelligent and successful. Children develop best when they have love and limits. If they were neglected and given little guidance, they won't learn self-control and may become quite selfish, unruly and lack sense of direction. The above authors are equally supported by De Grauwe (2013) who noted that where parents have become involved in their own children learning, the children's school performance has invariably improved quite significantly.

Boitt, (2016) observes that without sound guidance and counselling many student tend to loose direction and engage themselves in bad behaviours such as drug abuse, alcohol indulgence, truancy and juvenile delinquency which is recognized as a major factor responsible for early school drop-out, poor grades, incompetence on future jobs, and generally difficulty in career development. Therefore, career guidance and counselling require collaborative effort from parents, all staff members, administrators, peers, and the community to allocate sufficient time on school timetable and outside school so as to support students' initiative towards their career development. However, Abdul (2012) noted that there was lack of cooperation by parents to honour invitations by counselors. Parents were in the best position to show the strengths and weaknesses of their children during school interaction, but if parents failed to team up with the teacher, the teacher becomes a monomania and may not be effective in guiding and counselling students. On the other hand, teachers were under pressure to produce results academically.

Businge (2003) stated that children who get enough attention from parents tend to perform better in class than those who receive little attention or none. He quoted one parent Musoke saying: It is not that we do not like to help the children in their studies. It is the time we do not have for example both my wife and I return home at 9:00 pm. At this time, we cannot ask our three children for their books on a daily basis.

According to Gwen (2005), parents were supposed to supervise their children. This was mainly on what they watch, read and listen. Parents were to know about their children's friends and families. And when guiding them through adolescence, parents should discourage early

steady dating and dating someone much older or younger. Parents should share their valuing of education and help them see the future opportunities, should know how to communicate properly and sensitively to their children, and apparently exercise a reasonable amount of control and influence over them by guidance and helpful habits like expressing love and affection, paying attention and listening carefully. The author argued that, parents should spend time with their children and be supportive and interested in what interest them. They should be courteous and respectful toward their children.

Epstein (2012) also noted that a correlation of increased levels of parent involvement was an increase in student achievement as well as improved student attendance and reduced dropout rates. These were desirable outcomes from an Edu centric perspective, however they fall short of fully addressing the National Educational Goal to increase parental involvement and participation in promoting the social, emotional, and academic growth of children. Clearly, schools should not be expected to single-handedly undertake this responsibility/task. Epstein (2012) noted that the home environment do affects the academic performance of students and in this regards, educated parents has to provide an environment that suits best for academic success of their children.

Marzano (2003) argued that the school authorities has to provide counseling and guidance to parents in order to create positive home environment for improvement in students' quality of work. This is similarly supported by Barnard (2004) when he asserts that the academic performance of students heavily depends on the parental involvement in their academic activities to attain the higher level of quality in academic success. Rohana (2009) also revealed that high parental control and guidance were associated with high achievement. However, the UNESCO (2014) reports on education reveals that some parents in Uganda have left guidance and counselling to schools. This tend to point out the parents negligence in the significant roles of guidance and counselling of their children.

Similarly, Sharf, R, (2013) observed that the adolescents do undergo stages of formal thinking where sometimes they are not interested in following rules and being productive; but are engaged in questioning the world. In this perceptions of the study, the support they will receive

from parents, teachers, counsellors, peers, and other mentors cannot be down played. Besides this, the students are faced with a host of other personal challenges which they must tackle to make sense of their career decisions while at school such as academic competence, interpersonal relationships, respect for social norms, and the adjustment towards the current dynamics which is associated with the technological world. This puts a lot of pressure on the students; however, those who get solid career guidance and counselling do make competitive career decision while those who are not well supported do encounter problems in the choices they make in life.

The above arguments are very general and did not emphasize primary schools in Kiryandongo district in specific. That is why this research will help to fill the gap detected.

2.5 The contribution of community leaders in guidance and counselling towards girls' academic performance

According to Kristen (2018), the community partnerships with school help in supporting career development, academic and social emotion of learners. Thus, Lonsdole (2012) made observation that several educationists have tried to explain the meaning of school – community relations; and the underlying consent was that, it refers to the sharing of responsibilities, cooperation and working together for the promotion of educational progress. Therefore, there is need for a two-way communication in school community. Community engagement efforts include volunteering program among other, through which community members share their experiences, skills through mentoring or assisting school clubs during school visit or invitation thus, school interaction. Therefore, communities become instrumental for decision making and policy formulation in the school.

The National Center for Education Evaluation (2009) (as cited in Stephanie 2012) recommends that to increase college access, schools should surround students with adults and peers who build and support their college-going aspirations. In addition, the American Youth Policy Forum (Hooker & Brand, 2009) found that mentoring by community and other relationships was one of the most cited elements for contributing to students' attendance and success in college.

In one of the study in America, conducted by Communtzis-Page, (1996) noted that when schools create a positive climate through reaching out to the families and community members, providing structures for them to become involve; the result was effective school-family-community partnership. This idea was similarly stated by Chavkin (1989) that it was the school administrator who serves as the catalyst in the school/home/community partnership. Hence enabling the community to interact with the school community St. John (as cited in Boyd, 2005) made the case that principals must realize that it was their attitude that, to a large degree, determines whether parents and community members see themselves as unwelcome guests, instruments of school initiatives, or real partners in school restructuring. In view with the above findings in America, this research would fill the gap by specifically looking at the guidance and counseling activities in selected Primary Schools in Kiryandongo District especially in mentorship and career talk since the above researchers did not talk about it in the school/community partnership.

Effective school-community relations raise student persistence and achievement as Harrold, (2009) believed that student achievement is positively associated with community involvement in school, and that schools that encourage high levels of community involvement outperform their counterparts where there are lower levels of involvement. Epstein.J, (2010) confirmed this idea that, the community participation in school increases student achievement and success.

Lonsdole (2012) asserted that the school-community relations means the sharing of responsibilities, cooperation, working together for the promotion in educational progress. In this context therefore Ihebereme (2008) asserts that, if the schools are expected to be successful in their primary mission of educating the community's children, the schools should know a great deal about the community and the families from which and where the children come. This therefore means that the school cannot exist in isolation of the community in which and where it finds itself; and any separation or divorce between the school and community is likely to make teaching artificial. Hence, school is a place where both children and adult are educated for progress of the whole community.

Similarly to the above, Baiz (2013) in his report he cited neighborhood conditions and strategies employed by the administrators as some of the factors influencing school–community partnership in most African countries. It states that neighborhood function as the social and culture webs linking families and children to a set of norms, routines and traditions. What the child knows, experiences in the neighborhood, will have an impact on his/her behavior and learning in school. This means community involvement plays an integral part in the schooling process of a child; and as well, is a two-way relations in which the school and the community cooperate for the achievement of goals of the community and vice versa. According to Mishra (2007), a school is a special environment where a certain quality of life, types of activities and occupations are provided with the objective of securing child’s development along desirable lines. This call for the community to guide learners and offer quality environment for studies.

According to Fiore, (2006), it is reported that communities do provide to the schools the context and environment which can either complement or reinforce the values, culture, and learning the school administer to the students or negates everything the school strive to accomplish, peer and emotional support, and access to referral services. Thus, in similar context Caldarella, Adams, Valentine, and Young, (2009) observed that the School-based and community-based mentoring (CBM) programs have resulted in improved student outcomes, such as personal competence, academic achievement, and adult relationships.

Ssekadde (1999) further asserted that the good community behavior is often mirrored in student’s behavior and their conduct. To this therefore, if students’ behavior is not conforming to the society standards, society or community gives feedback to schools to arrest such indiscipline that certainly affect academic performance. To support the above idea, Joyce Epstein noted that there are some practices that schools, families, and communities conduct separately and some that they conduct jointly in order to influence children’s learning and development (Epstein, 1995). For instance, the six types of involvement include parenting, communication, volunteering, learning at home, decision making, and collaboration with the parents and the community.

Epstein, (2011) on the other hand observed that some schools are within the community, but very strangely isolated from the businesses, agencies, senior centers, and other potentially helpful groups and individuals in their vicinity. In this context, it is noted that schools and principals who communicate with their external communities in some organized way tend to enhance their opportunity of getting better public support. Thus why Ubben, Hughes, and Norris, (2011) asserted that, the high-performing school should have a broad based community support. These supports always come from the communities that are well informed and well engaged in the educative processes that goes on in the school. This means that the involvement of different stakeholders in schools do benefit the students attending to that school.

2.6 Summary of Literature Review and Identified Research Gaps

The literature reviewed so far (Stephanie 2012); Hooker & Brand, 2009; Williams & Chavkin, 1986; Harrold, 2009; Epstein.J, 2010; Ihebereme, 2008; Fiore, 2006; Ssekadde, 1999; Franklin and Streeter, 1995; and Ubben, Hughes, and Norris, (2011) indicates that several studies have been done on community involvement and relations with the schools that have increased student achievement and success; and as well school development. However, none has analyzed the contribution of the community leaders' guidance and counseling on Girls' academic performance in primary schools in Kiryandongo district, hence the need for present study to fill the gap.

Equally so, from the literature reviewed, it's evident that Guidance and Counseling can help improve learners' score of marks in schools which contributes to good academic achievement. It was noted that students with better attendance score higher on achievement tests than their more frequently absent peers. Attendance not only affects individual students but also can affect the learning environment of an entire school. This means when guidance and counseling are provided rightfully, then the school improve on its attendance or learners' concentration are improved and as well better scores in exams. Therefore, guidance and counseling elicits high level of academic performance and if not provided, then learners' score of marks in tests and PLE results may be low at school. For instance, Mutunga (2003) and Epstein (2010) noted that a teacher is more likely to elicit appropriate behaviour in a student if he can

understand what the student faces. This certainly calls for teachers, parents and the community to partner in talking and listening to a learner (girl-child) which can frequently lead to change in behaviour for the better.

However, when critically analyzed, the above authors did their research in other parts of the world and different community but not specific to primary schools in Kiryandongo district in Uganda and above all Epstein (2010) and Mutunga (2003) dwell more on students but not pupils and specific to girls, thus why there was a gap in which this research would fill that is investigating the impact of guidance and counseling and girls' academic performance in selected primary schools in Kiryandongo district.

The literature reviewed showed that there was support to the objectives of the study. However, there was no evidence of any studies that have been carried out to investigate the impact of guidance/counseling on the academic performance of girls in selected primary schools in Kiryandongo district. This is the knowledge gap the current study would bridge.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes and justifies the methods that were used to collect and analyze data or the chapter presents a description of various sub-sections that constitute the methodology of the study that was adopted by the researcher in executing the study along with the justification behind them (Kothari, 2004). The chapter looks at research design, area of study, study population, sample size, sampling techniques, research instruments, data quality control, research procedure, research ethical considerations and the anticipated methodological limitations of the study.

3.1 Research design

Research design refers to a plan adapted by the researcher while collecting data for a given study. This study used a mixed approach, where both quantitative and qualitative research approaches was applied. The current study specifically adopted a cross-sectional survey design. The design was appropriate for the study since it involved the collection of data from the population at a different point in time (Amin, 2005). In addition, a cross-sectional survey tends to save time and it is cost effective. This method was used to describe the area of interest by bringing out the facts on the ground as they would be. The method was appropriate for this study for it was expected to yield new information and to generate clear questions to maximize reliability. It also took enough protection against bias. It also helps one to gather information on opinions, attitudes and beliefs of sampled population.

3.2 Area of the study

This study was carried out in Kiryandongo District. This was because Kiryandongo District had record of noticeable low academic achievement of girls for a long period of time. There are limited women of highly celebrated education.

3.3 The Study Population

The population is a group of people who are the focus of a research study and to which the results would apply (Cardwell 1999). In this study, the population consisted of the head teachers, teachers, pupils (girls of Primary seven), parents and community leaders in Kiryandongo District. The target population included 10 head teachers, 100 teachers, 570 pupils (girls of Primary seven), 300 parents and 20 community leaders thus, a total population of 1000. Pupils were included in the study because they were part and parcel of the school daily routine, they often observe and witness different activities of the school like guidance and counselling and others; and as well, their interaction with the parents and community leaders at home. The researcher also targeted teachers because they were able to assess the pupils' behavior academically, emotionally and psychologically. And because of the long stay with the pupils they were in position to give detailed and clear information. It was from this population that the researcher chooses the respondents.

3.4 Sample size

The researcher then used a sample of 278 respondents out of the targeted population of 1000 as calculated below:

$$S = \frac{NP(P)(1-P)}{NP-1(B/C)^2 + P(1-P)}$$

S= Sample size

NP= Population size

P= Population proportion magnitude yielding the maximum possible sample size

B= Sampling error which is 5% = 0.05

C= Level of confidence at 95%. The standard of confidence used by most researchers is 1.960.

$$S = \frac{NP(P)(1-P)}{NP-1(B/C)^2 + P(1-P)}$$

$$S = \frac{1000(0.5)(1-0.5)}{1000-1(0.05/1.960)^2 + 0.5(1-0.5)}$$

$$S = \underline{1000 \times 0.25}$$

$$999(0.00065077) + 0.25$$

$$S = \underline{250}$$

$$0.65011923 + 0.25$$

$$S = \underline{250}$$

$$0.90011923$$

$$S = \underline{278}$$

3.5 Study Sample

A sample is a subset of the population which is chosen to represent a population in a given research study (Cresswell, 2003). According to Onen, D. and Oso (2009) a sample is part of the target (or accessible) population that has been procedurally selected to represent it. In this study sample, the researcher used the Morgan and Krejcie (1970) table for determining the sample size (Appendix 6). Thus, a given population of 1000, a sample of 278 would be needed to represent a cross-section of the population.

Out of the total population of 1000, a sample of 278 was selected to be involve in this study. This was sampled from the 10 selected primary schools in Kiryandongo District. That is, four primary schools from the four Town councils (Kihura, Kiryandongo BCS, Bweyale Public and Diima Primary schools), five primary schools from the five sub counties (Masindi Port, Kizibu COU, Kyembera, Yelekeni and Mutunda Primary schools) and one primary school in the refugees camp (Panyadoli Hills Primary school) which included approximately per school, 16 girls of primary seven, 03 teachers especially a career teacher or senior woman teacher, P.7 class teacher and Director of studies, a head teacher and selected parents and community counsellors within the Kiryandongo District to participate in the study. Thus, 158 pupils (girls), 83 parents, 28 teachers, 06 community leaders and 03 head teachers were sampled for the study. This was computed as indicated in Table 3:1 below.

Table 3.1 Sampling frame

Category	Population	Calculation	Sample	Sampling technique
Pupils	570	$\frac{570 \times 278}{1000}$	158	Simple random
Parents	300	$\frac{300 \times 278}{1000}$	83	Purposive sampling
Teachers	100	$\frac{100 \times 278}{1000}$	28	Purposive sampling
Community leaders	20	$\frac{20 \times 278}{1000}$	6	Purposive sampling
Head teachers	10	$\frac{10 \times 278}{1000}$	3	Purposive sampling
Total	1000		278	

Source: Primary data (2020)

3.6 Sampling Techniques

The researcher deployed simple random and purposive sampling techniques in determining the size. Simple random method was used since it minimized biasness and was good for large population (Amin, 2005). This was used to select pupils because it could zero down on the people who were critical for research. In this case, the data received was informative and economical as opposed to trial and error. Purposive sampling refers to the intentional selection of informants based on their ability to elucidate a specific theme, concept, or phenomenon (Robinson, (2014). This was applied in the selection of Head teachers, teachers, parents and community counselors. This sampling technique was appropriate since the respondents were relevant to the study (Sarantakers, (2005); it was applicable for the sample frame that was small, and as well, the limitation of time. However, this enabled the researcher to reach the respondents with information relevant to the study.

3.7.0 Data Sources

In this research, there was use of the primary and secondary sources.

3.7.1 Primary Data

The primary data consisted of all information obtained from respondents through research instruments such as, a questionnaire, interviews and the researcher's information obtained from observation method. These provided firsthand information in research study.

3.7.2 Secondary Data

The researcher obtained secondary data from related and published literature from books, newspapers, brochures, articles, documented information and from the media. This enabled the researcher to make the necessary comparisons.

3.8.0 Research Instruments

This investigation was mainly conducted by use of questionnaire and interview guide to collect the necessary data.

3.8.1 Questionnaire

Self-administered questionnaires were constructed in relation to the study variables and objectives. Questionnaires were used because they were easy to construct and distribute. In addition, questionnaires facilitated easy analysis of data. The provision of alternative replies also helps in understanding the question clearly. The distribution of questionnaires was done to different respondents by the research assistant and the researcher. The target respondents here were the teachers and pupils because they were easily accessible, able to read and write.

3.8.2 Interview guide

An interview guide was used to enable the researcher gather information that the questionnaires could not adequately ascertain. Interviews involved the researcher who physically visited the respondents and orally questioned them, either individually or as a group. This was advantageous since it allowed on spot explanations; and as well, adjustments and variation could be made during the data collection process and through respondent incidental comments, use of facial and body expressions, tone, gestures, feelings and attitudes (Amin, 2005). The interviews were

conducted by the researcher and answered by the Head teachers, parents and community leaders/counselors.

3.9.0 Data Quality Control

To ensure appropriateness and accuracy of this research instruments, validity and reliability was used to determine it.

3.9.1 Validity

According to Mugenda & Mugenda, (2003), validity refers to the accuracy and meaningfulness of inferences which are based on the research results; and according to Amin, (2005), content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it is designed. To ensure validity, the instrument covered all the dimensions of the phenomenon under study as clarified in the conceptual framework. The questionnaire was discussed with colleagues and the supervisors to assess their structure, contents, clarity and relevance in relation to the research objectives and the study that was carried out in a natural setting of primary schools. The level of accuracy of the instruments was determined through computation of Content Validity Index (CVI), an indicator of level of accuracy of the instrument. The CVI formula of (Amin, 2005) was applied.

$$CVI = \frac{\text{Number of valid items}}{\text{Total number of items}} \times 100$$

The teachers' guidance and counselling on girls' academic performance

$$CVI = \frac{6}{7} \times 100$$

$$= 85\%$$

$$= 0.85$$

The parents' guidance and counselling on girls' academic performance

$$CVI = \frac{5}{7} \times 100$$

$$= 71.4\%$$

$$= 0.71$$

The community leaders' guidance and counselling on girls' academic performance

$$CVI = \frac{5}{7} \times 100$$

$$= 71.4\%$$

$$= 0.71$$

Table 3.2: Results from the CVI Test

SN	Variables and girls' academic performance	No of items	No of valid items
01	The teachers' guidance and counselling on girls' academic performance	7	6
02	The parents' guidance and counselling on girls' academic performance	7	5
03	The community leaders' guidance and counselling on girls' academic performance	7	5
	Total	21	16

Source: Field Data 2020

From the table,

$$CVI = \frac{0.85 + 0.71 + 0.71}{3} \times 100$$

$$= 76$$

The CVI calculated was 0.77, which was greater than 0.70 hence content of the questionnaires was valid. This study instruments were rendered valid when the computed CVI was greater than 0.7 (Amin, 2005). Therefore, the researcher interpreted CVI as a way of determining the level of accuracy of the instruments. The questionnaire was presented to two expert researchers (supervisors) to rate the validity of the items in. The researcher also used triangulation; that is, more than one data collection method to enhance the quality of the findings (Amin, 2005; Koul, 2009; Kothari, 2004).

3.9.2 Reliability

According to Amin (2005), reliability refers to the extent in which an instrument consistently measures whatever it is measuring; and Mugenda & Mugenda (2003) considered reliability as the degree to which a research tool gives consistent results after repeated trials. To ensure reliability, the researcher constructed a questionnaire and interview guides that was double barreled, leading and based on assumptions that avoided biasness; and schools and respondents were selected without bias. The research tools were pre-tested in a pilot study in two nonparticipant schools to determine clarity of items in the questionnaires and effectiveness of instruments. There after all the necessary corrections, adjustment, modification, rectification and refinement was made before the final instruments was distributed and administered to the study respondents.

3.10 The Research and Data Collection Procedure

The researcher obtained an introductory letter from the School of Graduate Studies and Research of University of Kisubi and an endorsement from the District Education Officer of Kiryandongo district to help introducing him and his research assistants to the relevant authorities in the primary schools and as well the community leaders and some parents. The researcher made familiarization visit to the area and met some respondents; and then later distributed the questionnaires to different participants and as well made appointments with those to be interviewed. After a period of one week, the researcher collected the filled in questionnaires for data analysis.

3.11 Data Analysis

Data analysis is the process of examining what has been collected in a survey and making deductions and inferences. It involved scrutinizing the acquired information and searching for patterns of relationship that exist among the data groups (Kombo & Tromp, 2006; Kothari, 2004). The researcher engaged both quantitative and qualitative research paradigms in data analysis for purposes of methodological triangulation in order to enhance the validity and reliability of the study (Amin, 2005).

Quantitative data was analyzed by use of computer software (SPSS) where data was presented in form of tables, frequency, proportion and percentages to indicate whether there was any significant relationship (negative/positive) between guidance/counseling and girls' academic performance. Frequencies and percentages were used because they can easily communicate the research findings to majority of the readers. Frequencies can easily show the number of times that the response have occurred and the number of respondents in a given category while percentages may inform the comparison of the sub-groups that differ in size and proportion.

On qualitative data, descriptive analytical statistics was used. In discussion, the data was integrated because of similar emerging themes from the data collected. The responses from research respondents was put into categories according to the emerging themes and then analyzed and interpreted decisively and with detachment in order to allow the researcher to go beyond the information given from the gathered data, and then made valid and reliable conclusions.

3.12 Research Ethical Considerations

During the planning, collection and processing of data, the researcher followed guidelines to maintain ethical standards which included; seeking informed consent of the participants and making it known that their participation was voluntary and they were free to withdraw from the study at any time or may not answer questions they were uncomfortable with. The researcher accorded respect to the respondents' privacy and confidential treatment so that the names of respondents and their schools could not be identified. The respondents remained anonymous.

The researcher seek permission from the DEO to gain access to selected primary schools and this was followed by officially writing to the head teachers requesting them to allow the researcher to conduct the study (Amin 2005; Nsubuga 2006). The researcher was objective in conducting the research process to avoid bias, by, for example, employing research assistants to collect the data. The researcher also displayed high level of confidentiality with data collected from the respondents and seek consent from them before administering instruments for data collection.

3.13 Limitations of this study

This investigation was prone to questionable external validity since some of the respondents were purposively selected. In addition, a small sample that was used limited generalization of the study findings. Some respondents were reluctant to provide the required data/information; and finance also limited adequate collection of data. Nevertheless, the researcher overcame some of the above methodological and logistical problems by following the research methodology, use of valid and reliable data collection tools as was advised by the supervisor; the participants' assurance of confidentiality and as well talked to by the research assistant who knew them; and the budget made minimized the logistic uncertainties.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

The main purpose of this research was to examine the impact of guidance and counseling and girls' academic performance in the primary schools of Kiryandongo District. This chapter presents, analyses and interprets data collected and presented in form of proportions, frequencies and percentage. First, the respondents' bio-data are given and then the results were analyzed objective by objective in order to answer the research question.

Response rate

Data sample returned/collected out of the total number of 186 questionnaires that were distributed, only 171 were filled in which gave a response rate of 91.9%. Thus, 144 pupils (girls) responded out of 158 (91.1%) and 27 teachers out of 28 responded (96.4%). However information from interviews of Head teachers (03), Parents (58) and Community leaders (06) are in integration. This means majority of respondents were compliance to the study.

4.1 Respondents' Bio Data

The bio data regarding the respondents indicate, their age, gender. First, respondent's age was presented and analyzed.

Table 4.1: a) Ages of respondents [pupils] N=144

Age group	Frequency	Percentage
6-9 years	0	0
10-13 years	82	56.94
14-17years	62	43.05
Total	144	100.0

Source: Field Data (2020)

Table 4.1: b) Years teachers spend in a school [N=27]

2-4 years	4	14.8
5-6 years	9	33.3
6 years and above	14	51.85
Total	27	100.0

Source: Field Data (2020)

Statistical data revealed in 4.1 above, indicates that 56.94% (82 girls) were between 10-13 years while 43.05% (62 girls) were in between 14-17 years and no respondent was in between 6-9 years old. And 14 teachers (51.85%) spend 6 years and above in the school, while 9 teachers (33.3%) spend between 5-6 years in a school and 4 teachers (14.8%) spend between 2-4 years in a school. This confirms the fact that, owing to their ages and duration of stay at school, the respondents were quite capable of easily answering the questionnaires. Equally, the majority of teachers (85.1%) spend more than 5 years in a particular school which significantly allowed them to provide reliable data about guidance and counselling and girls' academic performance.

Table 4.2: Gender of respondents only for teachers [N=27] since pupils were only girls-144

Gender[teachers only]	Frequency	Percentage
Male	16	59.25
Female	11	40.74
Total	27	100.0

Source: Field Data (2020)

The table 4.2 above reveals that majority of the participants [teachers] were male (16) as shown by 59.25% while female were (11) representing 40.74%. Learners were all female (144). This reveals that even among teachers, the females were still low in most position of leadership and yet they should be role models to girls.

Table 4.3 Type of School

Status	Girls only	Mixed Day	Mixed Boarding	Mixed Boarding and Day	Total
Frequency	0	78	31	62	171
Percentage	0	45.61	18.12	36.25	100.0

Source: Field Data (2020)

Results in table 4.3 above clearly shows that, of all the respondents, there were 45.61% from the mixed day schools, from mixed boarding and day schools they were 36.25% and 18.12% were from mixed boarding schools. There was no school for girls only. This indicated that, many schools in the district are mixed day and there is no girls primary school. This implied that data for the study is collected from different category of schools within the district.

4.2.1 Objective One: Effect of teachers' guidance and counselling on girls' academic performance

The first objective of this research was to find out the effect of teacher's guidance/counselling on the academic performance of girls in selected Primary schools in Kiryandongo District. Respondents were first asked to give their opinion regarding teachers' activeness in guidance and counseling and Girls' academic performance. The first task was to ascertain whether the schools always give career talk to girls for better academic performance. Table 4.4 below has the following findings.

Table 4.4: This school always gives career talk to girls for better academic performance

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	38	64	24	35	10	171
Percentage	22.2	37.4	14.0	20.4	5.8	100.0

Source: Field Data (2020)

The findings from table 4.4 above clearly indicate 59.6% majority respondents in agreement that career talk are always conducted in schools as reflected by 37.4% and 22.2% that agreed and strongly agreed respectively, while 5.8% of the respondents strongly disagreed and 20.4% disagreed, yet 14.0% were not sure. This implies that career talk is always conducted in these schools. Respondents were also asked whether teachers give girls guidance for success in life. On this issue, they responded as indicated in table 4.5 below.

Table 4.5: Teachers always give girls guidance and counseling for success in life

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	60	47	2	36	26	171
Percentage	35.0	27.4	1.2	21.0	15.2	100.0

Source: Field Data (2020)

From table 4.5 above 62.4% respondents agreed that teachers do give girls guidance for success in life. This was so because such guidance tends to boost the morale of girls to work harder. 21.0% and 15.2% participants disagreed and strongly disagreed respectively; while only 1.2% respondents were not sure on the issue. Furthermore, information was sought from the respondents regarding whether teachers are good academic mentors/role model to girls. Table 4.6 below has the results.

Table 4.6: Teachers are good academic mentors/role models to girls

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	55	48	15	29	24	171
Percentage	32.16	28.07	8.77	16.95	14.0	100.0

Source: Field Data (2020)

From table 4.6 above, it is evident that most participants agreed that teachers are good academic mentors and role model to girls. For instance, 32.16% respondents strongly agreed with the above perception and 28.07% agreed, while 8.77% were not sure. However, 16.95% and 14.0% participants disagreed and strongly disagreed respectively with the statement. The above finding imply that teachers play a very big role in shaping the character and development of the girls.

Respondents were further tasked to give information regarding female teachers as role models to girls in schools. To this, they expressed their views as summarized in table 4.7 below

Table 4.7: Female teachers are role model to girls in this school

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	12	52	17	59	31	171
Percentage	7.0	30.4	9.9	34.5	18.1	100.0

Source: Field Data (2020)

Statistical evidence from table 4.7 above indicates the majority respondents in disagreement with the statement. For instance, 18.1% and 34.5% participants strongly disagreed and disagreed respectively, while 30.4% agreed and 7.0% strongly agreed. And only 9.9% were not sure. This means that most female teachers are not influencing girls as role models. It was also observed that girls do perform well in test/termly exams due to teacher's guidance and counseling. A cross examination of this was done and table 4.8 below has the details.

Table 4.8: Girls perform well in test/termly exams due to teachers’ guidance and counseling

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	41	49	5	23	53	171
Percentage	23.97	28.65	2.9	13.45	30.99	100.0

Source: Field Data (2020)

Results revealed in table 4.8 above clearly indicates that some girls on average do perform well in test/termly exams due to teacher’s guidance and counseling. This is true since 23.97% strongly agreed and 28.65% agreed. 2.9% were not sure; however, a smaller proportion of the participants were in disagreement with the statement as 13.45% and 30.99% disagreed and strongly disagreed respectively. Accordingly, a critical examination of girls’ performance in PLE due guidance and counseling was done. The respondents were asked to indicate their degree of agreement. Table 4.9 below has the findings.

Table 4.9: Girls perform well in PLE due to the guidance and counseling given at school

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	15	23	64	56	13	171
Percentage	8.77	13.45	37.4	32.7	7.6	100.0

Source: Field Data (2020)

It is clear from table 4.9 above that most respondents were uncertain whether girls’ performance in PLE was due to the guidance and counseling because 37.4% respondents were not sure; however, 32.7% participants disagreed and 7.6% respondents strongly disagreed. But on the other hand, 8.77% strongly agreed and 13.45% agreed with the statement. This implies that most

respondents were not sure of factors that influences the performance of their predecessors. Similar task was raised to respondents to examine whether girls are expected to pass PLE because of career guidance by teachers. The findings to this view has been recorded in Table 4.10 below.

Table 4.10: Girls are expected to pass PLE because of career guidance by teachers

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	53	51	0	38	30	171
Percentage	30.99	29.8	0	22.2	17.5	100.0

Source: Field Data (2020)

Most respondents agreed with the statement thus, 30.99% strongly agreed and 29.8% agreed, while 17.5% respondents strongly disagreed and 22.2% disagreed; and no respondent was not sure of the statement. This therefore, means girls are expected to pass PLE due career guidance.

In similar view with the above objective, the in-depth interview conducted to 92 respondents which included head teachers, parents and community leaders/counselors, most of them observes that:

Guidance and counseling services are very important for girls' education and academic performances except most teachers are more concern with lessons and also their private work. It was also noted that some female and even male teachers were not exemplary in their lives to act as role models to girls; and worst of all, some schools were not having female teachers who would help to guide girls. There was need for the recruitment and posting of female teachers to all schools to support in the guidance and counseling of girls.

4.2.2 Objective Two: Role of parental guidance and counselling on girls' academic performance

The second objective for this study was set to examine the role of parent's guidance and counselling on girls' academic performance in selected primary schools in Kiryandongo District. In the first place, parents are very instrumental in their girls' academic performance. Therefore, the aspect of parent's visitation/going at school to discuss academic performance and progress of their girls with teachers was also investigated. The respondents were asked to show the degree of agreement on the matter. Table 4.11 below has the detail of the results

Table 4.11: Parents always come to school to discuss the academic performance and progress of their girls with teachers

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	24	33	26	52	36	171
Percentage	14.0	19.29	15.2	30.4	21.05	100.0

Source: Field Data (2020)

Statistical data from table 4.11 above revealed most respondents in disagreement that parents always come to school to discuss the academic performance and progress of their daughters. 21.05% and 30.4% participants strongly disagreed and disagreed respectively. However, 19.29% and 14.0% agreed and strongly agreed with the statement; and only 15.2% was not sure. This implies that most parents do not visit/come to school to follow their daughters' academic performance and progress. It was also imperative to look at whether parents always encourage girls to go to schools. Details of their responses are summarized in table 4.12 below.

Table 4.12: Parent always encourage girls to come/go to school

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	44	56	6	37	28	171
Percentage	25.7	32.7	3.5	21.6	16.37	100.0

Source: Field Data (2020)

Critical analysis of the data in table 4.12 above reveals that majority of the respondents (58.4%) agreed that parents do encourage girls to go to school. However, 21.6% and 16.37% respondents disagreed and strongly disagreed respectively with the statement. Only 3.5% were not sure. This implies that most parents do encourage girls to go to school. Similarly, respondents were asked whether parents do help their girls to improve on the academic performance. Table 4.13 below has given the details.

Table 4.13: Parents do help/support their girls to improve on the academic performance

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	48	55	14	36	18	171
Percentage	28.07	32.16	8.18	21.05	10.5	100.0

Source: Field Data (2020)

Table 4.13 above, shows that most parents do help their girls to improve on the academic performance as noted by respondents who strongly agreed 28.07% and 32.16% agreed with the above statement as compared to 21.05% and 10.5% who disagreed and strongly disagreed, with only 8.18% who were not sure. This therefore means parents do support their daughters in education. Whether parents regularly talk to girls at home about their education was also examined. Respondents were accordingly requested to give their opinion on this matter. A summary of the results is indicated in Table 4.14 below.

Table 4.14: Parents regularly talk to girls at home about their education

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	28	31	14	57	41	171
Percentage	16.37	18.1	8.18	33.3	23.97	100.0

Source: Field Data (2020)

Findings from table 4.14 above shows that the majority respondents are in disagreement that parents do talk to girls at home about their education. For instance, 23.97% respondents strongly disagreed and 33.3% of the respondents disagreed; while 18.1% agreed and 16.37% strongly agreed and only 8.18% were not sure on the statement. This implies that most parents irregularly talk to their daughters at home about education. Regarding whether girls always seek guidance and counseling from parent at home, respondents were asked to indicate the degree of agreement on the matter. Table 4.15 below has the detail of the above task.

Table 4.15: Girls always seek guidance and counselling from parent at home

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	17	27	7	53	67	171
Percentage	9.9	15.78	4.09	30.99	39.18	100.0

Source: Field Data (2020)

The results as reflected in table 4.15 above reveal that the majority of respondents are in disagreement with the statement. In all, 39.18% strongly disagreed, 30.99% disagreed, only 4.09% respondents were not sure. However, 15.78% agreed while 9.9% strongly agreed. This therefore, implies that most girls fear or do not always seek guidance and counseling from parents at home. Furthermore, a task was given to respondents to find whether girls are inspired to study and perform well in exams by their parents. The table 4.16 below shows the finding.

Table 4.16: Girls of this school are inspired by their parents to study and perform well in exams

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	34	45	30	38	24	171
Percentage	19.88	26.3	17.5	22.2	14.0	100.0

Source: Field Data (2020)

A moderate number of respondents agreed with the statement that girls are inspired by the parents to study and perform well in exams thus, 26.3% and 19.88% participants respectively agreed and strongly agreed. However, 22.2% and 14.0% disagreed and strongly disagreed respectively; and only 17.5% were not sure with the statement. This means that some parents do inspire girls to study and perform well in exams. Finally, the issue of parents acting as role models to girls was as well cross examined. To this, the respondents were requested to express their views. Table 4.17 below has the details of the finding.

Table 4.17: Parents are good role models to girls' career

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	13	21	33	48	56	171
Percentage	7.6	12.28	19.29	28.07	32.7	100.0

Source: Field Data (2020)

Data from table 4.16 above precisely reveals that an overwhelming majority (60.77%) respondents actually disagreed that parents are good role models to girls. 32.7% strongly disagreed, 28.07% disagreed, 19.29% not sure and only 12.28% and 7.6% agreed and strongly agreed respectively with the statement. This means that most parents are not good role models to girls.

This was similar with the data collected from interviews as 63% of the 92 participants who were interviewed noted that:

Most parents tend to support the education of their daughters and express bad feelings and blame schools for poor performance in academic of their girls; but a number of them do not have time to closely follow their daughters at school, sit and guide them at home. Most families are characterized by busy domestic work, garden/business; some are involved in drinking and domestic violence. Some parents only come to school when there is discipline problem with the daughter and when is invited by school. Some parents are not exemplary before their children hence, failing to be role models.

4.2.3 Objective Three: The contribution of community leaders in guidance and counselling towards girls’ academic performance

This objective was set to find out the contribution of the community leaders in guidance and counselling on girls’ academic performance in selected primary schools in Kiryandongo District. Community activeness in guidance and counseling on girls’ academic performance was examined. First, the respondents were supposed to give their thoughts on whether community leaders/counselors always come to school to give guidance to girls. This was examined and the respondents gave their points of view over the matter as indicated in the table 4.18 below.

Table 4.18: Community leaders/counselors always come to school to give guidance to girls

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	24	35	18	40	54	171
Percentage	14.0	20.46	10.5	23.39	31.57	100.0

Source: Field Data (2020)

The data in table 4.18 above reveals the majority respondents in disagreement with the statement. 31.57% strongly disagreed, while 23.39% disagreed. Those who agreed and strongly agreed were 20.46% and 14.0% respectively; and only 10.5% were not sure. This means that most schools are

not visited by community leaders/counselors to talk to girls. The respondents were also to give a feedback on whether the community leaders do give career talk to girls for better academic performance. They were tasked to indicate their degree of agreement on the issue. The response in regards to the mentioned is indicated in the table 4.19 below

Table 4.19: The community counsellors/leaders do give career talk to girls for better academic performance

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	19	27	23	53	49	171
Percentage	11.1	15.78	13.45	30.99	28.65	100.0

Source: Field Data (2020)

Table 4.19 above, reflected a smaller proportion of respondents in agreement that the community leaders/counsellors do give career guidance to girls for better academic performance. For instance, 15.78% respondents agreed and only 11.1% strongly agreed, while 13.45% participants were not sure. However, the majority of the participants disagreed; thus 28.65% and 30.99% strongly disagreed and disagreed respectively with the above statement.

The respondents were asked to express their opinion on whether girls do appreciate the role played by the community leaders in their studies. Table 4.20 below shows the summary of the findings.

Table 4.20: Girls do appreciate the role played by the community leaders in their studies

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	15	35	31	49	41	171
Percentage	8.77	20.46	18.1	28.65	23.97	100.0

Source: Field Data (2020)

Empirical evidence from the data presented in table 4.20 above shows most respondents (52.62%) in disagreement with the statement. 23.97% participants strongly disagreed and 28.65% disagreed while 18.1% were not sure; however, 20.46% and 8.77% agreed and strongly agreed respectively. This means that a number of girls do not notice the role played by community in their studies. It was also imperative to examine the issue whether girls do obtain good marks in test because of good community guidance. Table 4.21 has the summary of the findings.

Table 4.21: Girls do obtain good marks in tests/termly exams because of good community guidance

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	18	19	16	51	67	171
Percentage	10.5	11.1	9.35	29.8	39.1	100.0

Source: Field Data (2020)

Detailed analysis of the data embodied in table 4.21 above indicates minority (21.6%) of the respondents in agreement that girls do obtain good marks in test due to good community guidance. 39.1% strongly disagreed with the statement and 29.8% disagreed; while 9.35% were not sure. However, 11.1% and 10.5% agreed and strongly agreed respectively with the statement. This means that there are few girls who obtain good marks in test due to community guidance. The above data was authenticated with that which was collected from interviews as noted that:

Most community leaders rarely go to schools to guide girls. Most of the community leaders use radios which in most cases girls do not attend to due domestic chores and school activities.

Girls in this school stay at school and study actively to pass PLE well due to community leaders' guidance. In this regard, it was vital to investigate the above claim. Respondents were therefore, asked to indicate whether this is desirable. The responses are summarized in table 4.22 below.

Table 4.22: Girls in this school always come to school and study actively to pass PLE well due community leaders’ guidance

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	11	14	35	59	52	171
Percentage	6.4	8.18	20.46	34.5	30.4	100.0

Source: Field Data (2020)

Results in table 4.22 above show a substantial proportion (64.9%) of respondents in disagreement that girls are mentored by their community towards passing PLE. However, 14.58% agreed; and 20.46 respondents were not sure. This means that most girls are not influenced by community to stay at school and towards passing PLE. Another critical examination was to find whether community leaders’ guidance and counseling has helped girls to improve their discipline and grades. Respondents were requested to clarify whether this was so. Table 4.23 below has the findings.

Table 4.23: Community leaders’ guidance and counseling has helped girls to improve their discipline and grades

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	19	37	25	49	41	171
Percentage	11.1	21.6	14.6	28.65	23.97	100.0

Source: Field Data (2020)

Detailed analysis of the data recorded in table 4.23 above indicates most respondents’ disagreement with the statement. Thus, 23.97% strongly disagreed and 28.65% disagreed; while 14.6% were not sure as compared to 21.6% and 11.1% who agreed and strongly agreed respectively. This means that there are very few girls that community leaders’ guidance and

counseling has helped to improve on their discipline and grades. Finally, the issue of community leader’s inspiration to girls’ success was also investigated. The respondents were asked to show the degree of agreement on the matter. Table 4.24 below has the details of the results

Table 4.24: The community leaders are role models that inspires girls a lot toward success in life

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Frequency	34	39	39	33	26	171
Percentage	19.88	22.8	22.8	19.29	15.2	100.0

Source: Field Data (2020)

Findings from table 4.24 above shows that moderate numbers of respondents are in agreement that the community do inspires girls towards success. For instance, 19.88% and 22.8% of the participants respectively strongly agreed and agreed; while 22.8% were not sure. However, 19.29% disagreed and 15.2% strongly disagreed with the statement. This implies that the community inspires some girls toward success but not many. However, some of the respondents interviewed on the regularity of community leaders/counselors in guiding girls in schools sounded quite skeptical as they remarked that:

Generally speaking, community participation in school can lead to the improvement in girls’ performance. Most respondents noted that community leaders rarely go to schools. They always guide masses during public gathering like burials, weddings, meetings, churches and on radios. Schools are visited when there is serious sensitization especially on sanitation/ health matters or natural calamity.

In summary, an assessment task was given to respondents to ascertain the rate of teachers, parents and community activeness in guidance and counseling services in schools and its effect on girls’ academic performance. The results are reflected in table 4.25 below

Table 4.25: Evaluation: How would you rate the activeness of the teachers, parents and the community leaders in guidance and counseling at this school and its impact on girls' academic performance?

Response	Excellent	Very good	Good	Fair	Poor	Total
Frequency	0	34	68	43	26	171
Percentage	0	19.88	39.76	25.1	15.2	100.0

Source: Field Data (2020)

Respondents were in average agreement with the fact that the teachers, parents and the community leaders do participate in guidance and counseling services at schools and it does impact girls' academic performance. The average rating was good with 39.76%, while others rated as: fair 25.1%, very good 19.88%, poor 15.2% and no respondent rated it as excellent. The above finding imply that the teachers, parents and the community leaders' activeness in guidance and counseling services at schools and its impact on girls' academic performance is still moderate in primary schools in Kiryandongo District.

CHAPTER FIVE

THE SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this study, the researcher did an investigation on the impact of guidance and counselling and girls' academic performance in the selected primary schools of Kiryandongo District. This chapter consist of the summary, discussion of the findings, the conclusions and recommendations and as well, the suggested areas for future studies. The chapter also analyzed the summary of findings of each variable which affect girls' academic performance. The discussion oscillates around the theoretical foundation of this study, literature review presented in chapter two and the empirical evidence presented in chapter four.

5.1.0 THE SUMMARY OF STUDY FINDINGS

5.1.1 Objective One: Effect of teachers' guidance and counselling on Girls' academic performance

The first objective of the investigation was to find out the effect of teacher's guidance and counselling on the academic performance of girls in selected Primary schools in Kiryandongo District, Uganda. The study found out that (62.4%) of teachers moderately do conduct guidance and counseling to girls and some girls perform well due to guidance/counseling (52.6%). However, the study also revealed that (52.6%) female teachers are not role models to girls.

5.1.2 Objective Two: Role of Parental guidance and counselling on Girls' academic performance

This objective of the study was set to examine the role of parents' guidance and counselling on girls' academic performance in selected primary schools in Kiryandongo District, Uganda. The study found out that most parents (58.4%) do help and encourage girls to go to school; and some (46.1%) of parents do inspires girls to study and perform well. But on the contrary, most girls were noted not always seeking guidance and counseling from their parents at home (70.2%); 57.3% parents do not have enough time to talk to their daughters at home and even most parents are not role models to their girls thus, 60.8%.

5.1.3 Objective Three: The contribution of community leaders in guidance and counselling on girls' academic performance

The third objective of this study was to find out contribution of the community leaders in guidance and counselling towards girls' academic performance in selected primary schools in Kiryandongo District, Uganda. The study found out that community leaders/counselors are irregular at school to talk/guide girls (54.9%); some girls are inspired by community leaders to have good grades (42.7%). However, most community leaders/counselors offer guidance during public functions like burials, weddings, use of radios among others instead of targeting and interacting with girls at schools. Most of the community leaders do not come to school for guidance and counseling (54.9%).

5.2.0 Discussion

5.2.1 Objective One: Effect of the teachers' guidance and counselling on Girls' academic performance

This first objective of the research was to find out the effect of teachers' guidance and counselling on girls' academic performance in the selected Primary schools of Kiryandongo District, Uganda. The study found out that teachers moderately do conduct guidance and counseling to girls since they tend to concentrate more in teaching lessons. On the contrary, Lapan et al. (1997) asserted that an American study found that providing comprehensive guidance services to students at schools can have a positive impact on the quality of their social educational and professional decisions, and also on their educational performance and the overall climate of the school. He revealed that counseling decrease classroom disturbances. In this context, guidance and counseling can support teachers in the classroom and enable teachers to provide quality instruction designed to assist students in achieving high standards. This idea was further supported by Vail, K (2005) when he noted that teachers are group of people who have single most significant influence on culture and learners' achievements, and that teachers' attitude whether good or bad can filters down to the norms such as discipline, hard work, problem solving and equality.

The study findings also revealed that teachers are role model to girls and give girls guidance for success in life. This is in agreement with the fact that teachers are expected to be exemplary in society while performing their duties as educators (Ministry of education and sports, 2013) and several studies have been done on teachers as role model/mentors. For instance, Mutunga (2003); and Epstein & Voorhis (2010) in their studies, noted that a teacher is more likely to elicit appropriate behaviour in a student if he can understand what the student faces and offers guidance and counseling to him and his family. Hence, talking and listening to a learner can frequently lead to change in behaviour for the better. O'Neil, Plank and Domingo (2015) in their studies from Uganda and India found that role models can have a positive influence on girls' education and career aspirations.

It was evident from the study findings in selected primary schools in Kiryandongo District that most female teachers are not role models to girls. This is contrary to the study conducted by UNESCO on girls' education in Africa. A UNESCO report on the impact of female teachers on girls' education found that female teachers were important advocates for girls because they understand the challenges, given their own experiences. Thus, female teachers can enlighten the school managers on how to make the school friendlier for girls (UNESCO 2006) and help girls remain at school. For example, women teachers may be able to advocate for better toilet and washing facilities, and for providing female students with accurate information about their own bodies and how to look after them. The presence of female teachers can support and encourage girls by serving as role models. Female teachers demonstrated that women can be active outside the home and be agents for community development. Female role models can be effective and therefore, girls' observation of this role models can help provide an alternative vision for their future compared to the dominant cultural discourse.

On the other hand, the study also revealed that there were some schools without female teachers that would offers guidance and counseling services, and as well inspire girls to perform well in academic. This notion is expounded by Sengupta and Guha (1998) in their observation that lack of female teachers, female doctors, pilots, female leaders or women who have made it in life as a result of acquiring education, makes women (girls) not to value education as they

ought to recognize it; and similarly McCord (1992) observed that the poor academic achievement and anti-social behaviors of learners was mainly caused by lack of role models and mentors in schools. Therefore, Kirk (2008); UNESCO (2014) in their studies on girls' education in Africa recommended that there was need to hire more female teachers as a means to increase girls' schooling. Reasons being that in the school, female teachers would act as advocates for girls, representing their perspective needs. This can as well apply to Kiryandongo District.

It was found out that despite the moderate offering of guidance and counseling to girls in primary schools, most girls disagreed that their scores in internal exams and PLE was influenced by guidance and counseling. This therefore, calls for teachers, parents and community leaders to be more active in administering guidance and counseling services since it was also noted in the study that some teachers were more involve in lessons and private activities only. This is contrary to what Smith (2008) noted; He said, teachers as secondary parents to the children, must be the first ones to impose proper discipline in the classroom. Since teachers knows the students first hand and interact with them in the class, teachers have the sole right to be the first intermediary member to regulate their bad actions in class. Teachers should help learners to understand the values in guidance and counseling services which enhances their academic performance and future careers. Such will support girls to work harder and perform well in exams.

In addition to the above, discipline as a reinforcement to academic achievement was similarly emphasized by Wright (2006) when he asserted that people are continuously in a learning process throughout their lives. This learning happens for people by listening to and observing others and the world around them. Since teachers are always with the students, they can help them to change their lives and behave well in the process. This view is supported by Perry et al (2010) when they observed that when students see the relevance between their studies and future career aspirations, they tend to exhibit more involvement and motivation in school. This heightens learning motivation and encouragement which increases academic achievement. So when girls are fully supported through continuous guidance, their performance would improve.

5.2.2 Objective Two: The role of parental guidance and counselling on girls' academic performance

Objective two of the study was set to examine the parents' role in guidance and counselling on girls' academic performance in selected primary schools in Kiryandongo District, Uganda. The study found out that most parents help their girls in improving on the academic performance especially through encouragement to go to school (58.4%), rendering support (60.2%) and as well, inspiring them (46.1%). Hence, parents are very significant in the academic performance of girls. This is similar to the study of Kaminski (2011) (cited in Chadwick and Kathy, 2004) who argued that parents' involvement in their children's education contributes to great achievement levels; and even Barnard (2004) asserted that, the academic performance of students heavily depends on the parental involvement in their academic activities to attain the higher level of quality in academic success. Therefore, parental help has a great bearing on girls' performance at school. Children who get enough attention from parents tend to perform better in class than those who receive little attention or none (Businge 2003).

The study findings also revealed that most parents do not visit their daughters at school to discuss academic progress since most of them are busy with domestic work and other duties, business and as well as alcoholism. This therefore, does affect girls' performance. This is similarly noted by Abdul (2012) when he observed that there was lack of cooperation by the parents to honour invitations by counselors and yet parents were in the best position to show the strengths and weaknesses of their children during school interaction, but if parents failed to team up with the teacher, the teacher becomes a monomania and may not be effective in guiding and counselling students. However, Jones (2003) in his study of the parents involvement in education, asserts that the purpose of counselling with parents and teachers was to help learners (girls) maximise their potential. Jones suggested that the school counsellor should conduct guidance lessons and consults with parents.

The results of the study further indicated that most parents were not talking to their girls about education at home. However, in many districts in Uganda, most parents are busy and have no time for children as it was noted by Businge (2003) when he quoted one parent Musoke saying: *It is not that we do not like to help the children in their studies. It is the time we do not*

have for example both my wife and I return home at 9:00 pm. At this time, we cannot ask our three children for their books on a daily basis. This is contrary to what Gwen (2005) emphasized; that parents should supervise their children, check on what they watch, read and listen to; parents should discourage early steady dating and dating someone much older or younger. Parents should share their values in education and help the children see future opportunities and also know how to communicate articulately and sensitively to their children.

The study also revealed that most girls were not always seeking guidance and counseling from their parents at home (70.2%). This could have been due to fear, parent's limitation of time due to work and drinking. This is in similar observation by Sharf, R (2013) who notes that the adolescents tend to undergo stages of formal thinking where they sometimes do not have interest in following rules and being productive but are engaged in questioning the world. Therefore, the support adolescents receive from their parents, teachers, counsellors, peers, and other mentors are very important. However, to change the clients' outlook or behaviour it may be necessary to work with her family together. Since most parents are always busy with work, it deprives children time for interaction. Therefore, children and parents need to be free with each other and seek for guidance and counselling. The above ideas were emphasized by Epstein (2012) that the home environment do affects the academic performance of students and educated parents has to provide such an environment that suits best for the academic success of their children.

Finally, it was evident from the study findings that majority participants were in disagreement that parents are role models to girls. According to UNESCO (2014) reports on education, it was revealed that some parents in Uganda have left guidance and counselling to schools. This tend to point out that parents are negligence in the significant roles of guidance and counselling of their children. Hence, lack of role model and closeness to the developing adolescent which leads to poor performance in schools.

5.2.3 Objective Three: The contribution of the community leaders in guidance and counselling on Girls' academic performance

The third objective of this research was set to find out the contribution of community leaders in guidance and counselling towards girls' academic performance in selected primary

schools in Kiryandongo District, Uganda. The study revealed that community leaders/counselors are irregular at school to give guidance to girls since most of them believe in using public functions, radios to provide guidance. Some are ignorant of their roles and also busy with their personal business. This is in disagreement with the National Center for Education Evaluation (2009) (as cited in Stephanie 2012) which had recommended that to increase college access, schools should surround students with adults and peers who build and support their college-going aspirations. Therefore, according to observation of St. John (as cited in Boyd, 2005), principals must realize that it was their attitude that, to a large degree that determines whether parents and community members see themselves as unwelcome guests, instruments of school initiatives, or real partners in school restructuring and development. This was equally supported by Ubben, Hughes, and Norris, (2011) who argued that a high-performing school should have a broad-based community support. This support can come from communities that are well informed and well engaged in the education processes that goes on at school.

The study findings found that moderate respondents (42.6%) agreed that the community do inspires girls towards success in life, especially those in well paid government and non-governmental organizations' jobs; And similarly a smaller percentages of girls look at community as role models. Similar to this findings, The National Center for Education Evaluation (2009) (as cited in Stephanie 2012) recommends that to increase college access, schools should surround students with adults and peers who build and support their college-going aspirations. In addition, the American Youth Policy Forum (Hooker & Brand, 2009) found that mentoring by community and other relationships was one of the most cited elements for contributing to students' attendance and success in college. Ssekadde, (1999) asserted that the good community behavior is often mirrored in student's behavior and their conduct.

The study also found out that majority of girls does not appreciate the role of community in their studies. This study is in disagreement with Ubben, Hughes, and Norris, (2011) who asserted that, the high-performing school should have a broad based community support. These support always come from the communities that are well informed and well engaged in the educative processes that goes on in the school. This means that the involvement of different

stakeholders in schools do benefit the students attending to that school. Therefore, communities become instrumental for decision making and policy formulation in the school.

Finally, the study further revealed that few girls do obtain good marks in tests/termly exams and PLE because of good community guidance and career talk. This was reflected by response from (21.6%) participants. In contrast with the above findings, Harrold, (2009) noted that student achievement can positively be associated with the community involvement in the schools; and the schools that encourages high level of the community involvement tend to outperform more than their counterparts where there are lower levels of involvement. In this regard, Epstein.J, (2010) noted that the community participation in schools, tend to increase student's achievement and success.

In summary, the study findings in a five rating/grades of excellent, very good, good, fair and poor; graded the impact of teachers, parents and community leaders' engagement in guidance and counseling services on girls' academic performance as good with 68 respondents out of 171 representing 39.76%. This therefore, calls for more activeness by teachers, parents and community leaders in the guidance and counseling services in primary schools in Kiryandongo District to help girls achieve highly in academics. This was supported by Akinade (2012) who stated that guidance and counselling was a process of helping an individual become fully aware of his/her self. It further assists him/her to establish some personal meaning for the behaviour; and helps to develop and classify a set of goals and values for the future.

5.3 Conclusions

From the above discussion and basing on the study findings, the following conclusions were made.

5.3.1 Objective One: Effect of the teacher's guidance and counselling on girls' academic performance.

Objective one of the study was to find out the effect of teachers' guidance and counselling on girls' academic performance in selected primary schools in Kiryandongo District, Uganda. It is profoundly important that teachers comprehensively offer guidance and counseling to girls in order to have their academic performance improved. Even female teachers' act of role

models to girls is instrumental in inspiring girls to strive for academic success and future careers. As professionals, teachers have to avail time, be mentors and role models to girls, have timely career talk and perform their duties of preparing girls to attain high academic performance and restrain from over concentration to their private activities or teaching subjects content/lessons only.

5.3.2 Objective Two: The role of parental guidance and counselling on girls' academic performance

The objective two of this study was set to examine the role of parental guidance and counselling on girls' academic performance in selected primary schools in Kiryandongo District, Uganda. A comfortable environment under which girls operate at home is crucial for their performance. This calls for parents to provide/avail adequate time, talk to girls about education and even follow/visit girls at school to discuss the academic progress. Therefore, it is imperative that all parents offer comprehensive guidance and counseling to their daughters at home and also check on them at school so as to enhance their performance. Girls should be free with their parents and seek guidance and counseling from them.

5.3.3 Objective Three: The contribution of community leaders in guidance and counselling on girls' academic performance

The third objective of this research was to find out the contribution of community leaders in guidance and counselling towards girls' academic performance in selected primary schools in Kiryandongo District, Uganda. It is of paramount importance for community leaders/counselors to make efforts and arrangement with schools in order to provide educational guidance to girls if they are to help girls improve other than only using radios, public gathering like burials, weddings and so on. Invitation of successful community members to talk to girls at school is equally significant as it can inspire them, enhance their concentration in studies and eventually making them to obtain good grades.

5.4 Recommendations

The study recommends that teachers need to have comprehensive administration of guidance and counseling to girls because it would help improve the quality of marks and standard of education

of girls. All teachers and other workers in the school should act as mentors and role models to girls so as they get inspired and motivated to work for academic excellence.

Parents need to have time to guide their daughters at home and even go to school to interact with teachers on academic and discipline issues of their girls. There is also need for parents to create a conducive home environment, be mindful of his/her attributes of role models since this encourages the girl to strive for high standards in life via education.

Community leaders' contribution in schools plays a vital role in enhancing performance. Therefore, the community leaders/counselors should always have program to address girls in schools; and even the relevant stakeholders inclusive Ministry of Education and Sport (MOES) officials should always be invited at schools to interact with girls in matters of their education. This will have them expose and develop interest in studies, hence academic excellence and better future.

5.5 Suggested Areas for Further Research

The area of research in line with guidance and counseling and girls' academic performance is still wide. Future researchers, therefore, should invest some energy in the other factors that affect performance such as: "Environmental factor and girls' academic performance in primary schools", "Role of peers and the academic performance of girls in primary schools", "Scholastic materials and the education of girls in primary schools".

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR PUPILS

Dear respondent;

My name is Odyek Patrick, a student at the University of Kisubi Entebbe undertaking a Master degree of Arts in Education Leadership. As part of the requirement of the course, I am required to undertake a research in my area of study. My research topic is on **Guidance and Counseling and Girls' academic performance in selected Primary Schools in Kiryandongo District, Uganda**. You have been selected as one of my respondent in this research study. Your sincere and correct answers will be of great value in attaining this goal. The information obtained from you is solely for the purpose of this research and will be confidentially regarded.

Please honestly fill this questionnaire by putting a **Tick [√]** only in the appropriate **boxes** provided.

SECTION A: Personal Data of the Respondent.

1. Age

6-9 year	10-13 years	14-17 years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Gender (a) Male (b) Female

3. Type of school: (a) Girls only (b) Mixed day (c) Mixed boarding
(d) Mixed boarding and day

Please indicate the extent to which you **agree** with the following statements by **ticking [√]** your right choice.

Key: Strongly Agree=SA, Agree =A, Not Sure=NS, Disagree=D and Strongly Disagree=SD.

Section B: The teachers' Guidance and Counselling on girls' academic performance

No	Statement	SA	A	NS	D	SD
4	This school always gives career talk to girls for better academic performance					
5	Teachers do gives guidance and counseling to girls for success in life					
6	My teacher is a good academic mentor/role model					
7	Female teachers are role models to girls in this school					
8	Girls perform well in tests/termly exams due to the teachers' guidance and counselling					
9	Girls performed well in PLE due to the guidance and counseling offered at school					
10	I expect to pass PLE because of career guidance from my teachers					

SECTION D: The parental Guidance and Counselling on girls' academic performance

No	Statement	SA	A	NS	D	SD
11	My parent always come to school to discuss my academic progress and performance with my teachers					
12	My parent always encourage me to go to school					
13	I am helped/supported by my parents to improve on the academic performance					

14	My parent regularly talks to me at home about my education					
15	I always seek guidance and counselling from my parent at home					
16	I am inspired by my parents to study and perform well in exams					
17	My parents are good role model to my career					

SECTION D: Community leaders' guidance and counseling on girls' academic performance

No	Statement	SA	A	NS	D	SD
18	Community leaders/ counselors always come to school to give guidance to girls					
19	I am given career talk by my community leaders/counsellors for better academic performance					
20	I appreciate the role played by my community leaders in my studies					
21	I obtain good marks in tests/termly exams because of community guidance					
22	Girls in this school always come to school and study actively to pass PLE well due community leaders' guidance					

23	Community leaders' guidance and counseling has helped me to improve my discipline and grades					
24	My community leaders are role model that inspires me a toward success in life					

25. How would you rate the activeness of the teachers, parents and the community leaders in guidance and counselling services in this school and its impact on Girls' academic performance?

1. Excellent 2. Very Good 3. Good 4. Fair 5. Poor

Thank you very much for sparing some time to respond to this questionnaire. May the Almighty GOD Bless you!

APPENDIX 2: QUESTIONNAIRE FOR TEACHERS

Dear respondent;

My name is Odyek Patrick, a student at the University of Kisubi Entebbe undertaking a Master degree of Arts in Education Leadership. As part of the requirement of the course, I am required to undertake a research in my area of study. My research topic is on **Guidance and Counseling and Girls' academic performance in selected Primary Schools in Kiryandongo District, Uganda**. You have been selected as one of my respondent in this research study. Your sincere and correct answers will be of great value in attaining this goal. The information obtained from you is solely for the purpose of this research and will be confidentially regarded.

Please honestly fill this questionnaire by putting a **Tick** [√] only in the appropriate **boxes** provided or **writing** in the **spaces** provided.

SECTION A: Personal Data of the Respondent.

1. For how long have you been at this school? (a) 2-4 years (b) 5-6 years (c) more than 6 years .

2. Gender (a) Male (b) Female

3. Type of school: (a) Girls only (b) Mixed day (c) Mixed boarding
(d) Mixed boarding and day

Please indicate the extent to which you **agree** with the following statements by **ticking** [√] your right choice.

Key: Strongly Agree=SA, Agree =A, Not Sure=NS, Disagree=D and Strongly Disagree=SD.

Section B: The teachers' Guidance and Counselling on girls' academic performance

No	Statement	SA	A	NS	D	SD
4	This school always gives career talk to girls for better academic performance					
5	I do give girls guidance and counseling for success in life					
6	As a teacher I am a good academic mentor/role model to girls					
7	Female teachers are role models to girls in this school					
8	Girls perform well in tests/termly exams due to teachers' guidance and counselling					
9	Girls performed well in PLE due to the guidance and counseling given at school					
10	Girls are expected to pass PLE because of career guidance I do offer to them					

SECTION D: The parental Guidance and Counselling on girls' academic performance

No	Statement	SA	A	NS	D	SD
11	Parents always come to school to discuss their daughters' academic progress and performance with teachers					
12	Parents always encourage girls to come to school					

13	Parents do help/support girls to improve on academic performance					
14	Parents regularly talks to girls at home about their education					
15	Girls of this school always seek guidance and counselling from their parent at home					
16	Girls of this school are inspired by their parents to study and to perform well in exams					
17	Parents are good role models to girls' career					

SECTION D: Community leaders' guidance and counseling on girls' academic performance

No	Statement	SA	A	NS	D	SD
18	Community leaders/ counselors always come to school to give guidance to girls					
19	The community leaders do gives career talk to girls for better academic performance					
20	Girls do appreciate the role played by their community leaders in their studies					
21	Girls do obtain good marks in tests because of the community guidance					
22	Girls in this school always come to school and study actively to pass PLE well due community leaders' guidance					

23	Community leaders' guidance and counseling has helped girls to improve their discipline and grades					
24	The community leaders are role models that inspires girls toward success in life					

25. How would you rate the activeness of the teachers, parents and the community leaders in guidance and counselling services in this school and its impact on Girls' academic performance?

1. Excellent 2. Very Good 3. Good 4. Fair 5. Poor

Thank you very much for sparing some time to respond to this questionnaire. May the Almighty GOD Bless you!

APPENDIX 3: IN-DEPTHINTERVIEW GUIDE FOR HEAD TEACHERS

Date of interview.....

Time of interview.....

Participating institution.....

1. What is your opinion about teachers’ activeness in guidance and counselling in this school?
2. Do you think career talk/guidance helps girls to perform well in PLE?
3. Do you see the female teachers acting as role models/mentors to girls in this school?
4. How is this school involving parents in the guidance and counselling process?
5. In your opinion, do you think parents are guiding their daughters on education matters at home?
6. Do you see parents getting concern about the scores in marks and academic performance of their daughters?
7. How frequent do you receive community leaders/counsellors in the school to conduct guidance?
8. After guidance and counselling sessions, do you observe some changes in Girls’ academic performance?

THANK YOU VERY MUCH FOR PARTICIPATION AND COOPERATION

APPENDIX 4: IN-DEPTH INTERVIEW GUIDE FOR PARENTS

Date of interview.....

Time of interview.....

Participating institution.....

1. What is your opinion about teachers’ activeness in guidance and counselling in schools?
2. Do you think career talk/guidance helps girls to perform well in PLE?
3. Do you see the female teachers acting as role models/mentors to your daughter(s)?
4. How does the school engage parents in the guidance and counselling process?
5. Do you always guide your daughter(s) on education matters at home?
6. Do you get concern about the scores in marks and academic performance of your daughter(s)?
7. How frequent do you think community leaders/counsellors do visit the school to conduct guidance?
8. After guidance and counselling sessions, do you see some changes in your daughters’ academic performance?

THANK YOU VERY MUCH FOR PARTICIPATION AND COOPERATION

APPENDIX 5: IN-DEPTH INTERVIEW GUIDE FOR COMMUNITY LEADERS/COUNSELLORS

Date of interview.....

Time of interview.....

Participating institution.....

1. What is your opinion about teachers’ activeness in guidance and counselling in schools?
2. Do you think career talk/guidance helps girls to perform well in PLE?
3. Do you see the female teachers acting as role models/mentors to girls in schools?
4. How do you see the school using parents in the guidance and counselling process?
5. In your opinion, do you think parents are guiding their daughters on education matters at home?
6. Do you see parents getting concern about the scores in marks and academic performance of their daughters?
7. How frequent do you go to schools to conduct guidance?
8. After guidance and counselling sessions, do you experience some changes in Girls’ academic performance?

THANK YOU VERY MUCH FOR PARTICIPATION AND COOPERATION

APPENDIX 6: THE TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

A sample size (S) required for a given population size (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	256	2,800	338
15	14	110	86	290	165	850	260	3,000	341
20	19	120	92	300	169	900	269	3,500	346
25	24	130	97	320	179	950	274	4,000	351
30	28	140	103	340	181	1000	278	4,500	354
35	32	150	108	360	186	1100	285	5,000	357
40	36	160	113	380	191	1200	291	6,000	361
45	40	170	118	400	196	1300	297	7,000	364
50	22	180	123	420	201	1400	302	8,000	367
55	48	190	127	440	205	1500	306	9,000	368
60	52	200	132	460	210	1600	310	10,000	370
65	56	210	136	480	214	1700	313	15,000	375
70	59	220	140	500	217	1800	317	20,000	377
75	63	230	144	550	226	1900	320	30,000	379
80	66	249	148	600	234	2000	322	40,000	380
85	70	250	152	650	242	2200	327	50,000	381
90	73	260	155	700	248	2400	331	75,000	382
95	76	270	159	750	254	2600	335	100,000	384

Note: From R.V. Krejcie and D.W. Morgan (1970), Determining sample size for research activities, Educational and Psychological Measurement, 30,608, Sage Publication

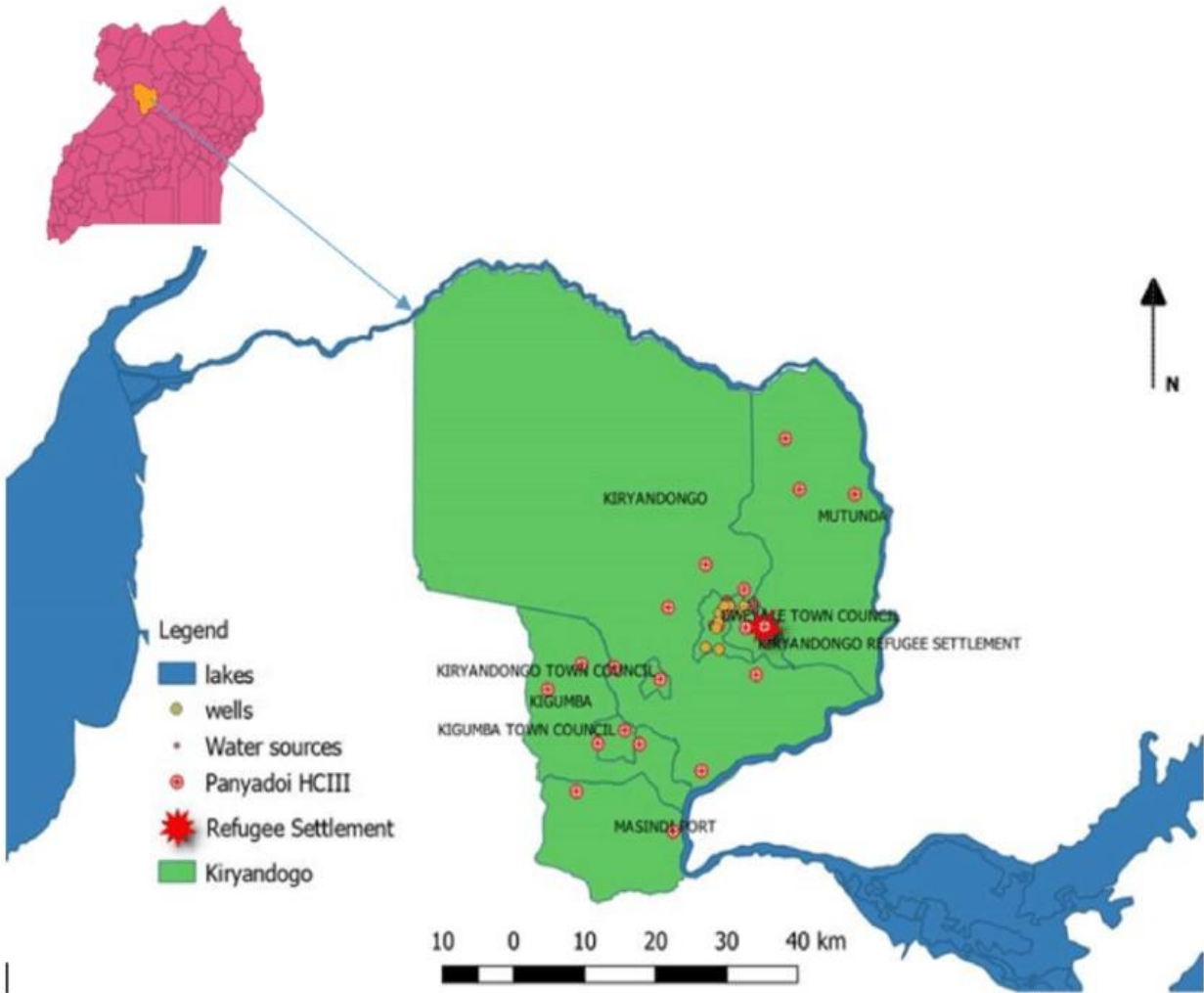
APPENDIX 7: TIME FRAME.

Activity	Jul 2019	Aug 2019	Sept 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020
Selection of Topic													
Literature Review													
Development of tool													
Final Proposal Writing													
Data collection													
Report Writing													
Final Report Submission													

APPENDIX 8: BUDGET.

No	Particulars/Item	Quality	Amount
1.	Reams of Duplicating papers	8	144,000=
2.	Reams of ruled papers	2	30,000=
3.	Black book (notes)	1	5,000=
4.	Flash (Cruzer blade – 16GB)	1	35,000=
5.	Pens, pencils and a ruler		10,000=
6.	Laptop (computer)	1	1,000,000=
7.	Files (folders)	4	10,000=
8.	Typing and Printing	4 books	160,000=
9.	Photocopying and Binding		120,000=
10.	Travel expenses		500,000=
11.	Contingencies		200,000=
TOTAL			2,214,000=

APPENDIX 9: MAP OF KIRYANDONGO DISTRICT



Source: *National Population and Housing Census 2014*

APPENDIX 10: INTRODUCTION LETTER



UNIVERSITY OF KISUBI

(Formerly known as Kisubi Brothers University College)
In Virtute We Educate

14th September 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: INTRODUCING ODYEK PATRICK

I wish to introduce to you **ODYEK PATRICK (18MAEL016H)** He is our student on the **Master of Arts in Education Leadership** programme that is being offered at the **University of Kisubi**.

He is carrying out a study on the topic: **“Guidance and Counseling and Girls’ Academic Performance in Selected Primary Schools in Kiryandongo District”**

The purpose of this letter is to kindly request you to accord him such assistance as may be necessary to enable him access and obtain the data he might need for his study.

It is my hope that his findings will not only be useful for academic purposes but will also be of much benefit to the general public.

Thank you in advance.

Yours faithfully,



Dr. Ongodia Simon Peter
Director, School of Graduate Studies and Research



UNIVERSITY OF KISUBI
(Formerly known as Kisubi Brothers University College)
In Virtue We Educate

14th September 2020

TO WHOM IT MAY CONCERN

No objection. Permission granted.

Dear Sir/Madam,

[Handwritten signature]



RE: INTRODUCING ODYEK PATRICK

I wish to introduce to you ODYEK PATRICK (18MAEL016H) He is our student on the Master of Arts in Education Leadership programme that is being offered at the University of Kisubi.

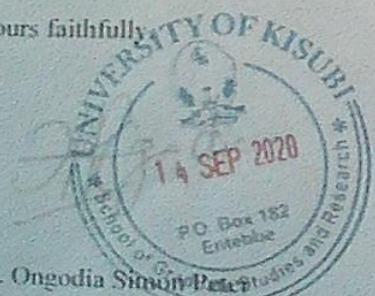
He is carrying out a study on the topic: "Guidance and Counseling and Girls' Academic Performance in Selected Primary Schools in Kiryandongo District"

The purpose of this letter is to kindly request you to accord him such assistance as may be necessary to enable him access and obtain the data he might need for his study.

It is my hope that his findings will not only be useful for academic purposes but will also be of much benefit to the general public.

Thank you in advance.

Yours faithfully,



Dr. Ongodia Simon Peter
Director, School of Graduate Studies and Research