

The Impact of Guidance and Counseling Services on Students' Academic Performance in Selected Secondary Schools in Uganda; a Case Study of Nakisunga Sub County Mukono District

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Abstract: *Students' academic performance is the center for which the whole education system resolves. The success and failure of any institution relies on its system, inputs and strategies. Guidance and counseling among senior secondary schools in Uganda is seen as a strategy to build a morally, God fearing, and a more strategic, skilled work force. The study adopted social learning theory of career decision making as learning is the interaction with environment and genetic endowment. The study had three goals: to investigate the effects of influencing students' behavior on their academic performance and career choices in the Nakisunga Sub-County Mukono District; to investigate the effects of advice and counseling on students' career problems in the Nakisunga Sub-County Mukono District; and to establish the connection among both secondary school advice and counseling training programmes and students' educational achievement. According to the study, consultation and assistance enhance the students' attitudes, choices, perseverance in the face, and attempts in learning as well as how they connect to the individuals in their school environment. It also establishes a setting that is suitable for learning, safe, and secure, help learners become attentive, collaborative, and encourages teachers to love, care, and enjoy teaching them. In Nakisunga Sub County, the study discovered a beneficial association between guidance and advice.*

Keywords: guidance, counseling services and academic performance

Background

In Uganda, there has been an increasingly consistent history of pupils failing both their internal and external exams. The educational attainment of pupils refers to their success rate, achievement, or accomplishments at school; in fact, academic achievement is the foundation of educational development (Aremu & Oluwole, 2001). Academic performance was defined by Jansen (2004) as the process of enhancing each student's capacities and potentials in order to position them for success in a particular community or culture. Academic achievement is typically assessed in terms of exam success, according to the Cambridge University Report from 2003. But, in this study, academic achievement was measured by how well students performed on test questions, end-of-term exams, and national exams in both the private and public sectors.

Academic achievement is defined as the accomplishment obtained, particularly in work-study, experimentation, and work completed in school, following extensive conscious effort (The International Observatory on Academic Achievement, IO AA, 2006 in Egbebi, 2016).

The phrase "intellectual ability" also refers to students' performance in their academic endeavors including among their peers. The results of schooling must be evaluated in the context of its planned goals and can also be expressed in terms of student achievement (some as achievement tests, but more frequently and widely expressed in the form of standardized tests). However, methods of evaluating inventive and psychological growth as well as changes in values, attitudes, and behavior have also been developed (Education for All: EFA Global Monitoring Report, 2005).

However, students' better performance cannot be achieved without defined procedures and methods. Guidance and counseling services, has been highlighted as an important weapon of attaining education goals since it is through the efforts of the counselors in a particular school, that goals can be achieved.

Problem statement

In order for pupils to develop their intellectual, social, and personal capabilities and make responsible decisions throughout their lives, effective guidance and counseling services are necessary (Nyaga, 2011). According to Braddock (2001), the goal of educational advising and counseling is to help students acclimatize to their studies by enhancing their study habits and resolving any content-related issues. In an attempt at streamlining the program, the current regime of Uganda's white paper on education from 1992 acknowledged the significance of counseling and direction and ended up going on to highly suggest that each school have at least one teacher who is responsible for these services through to the education ministry's educational and sports recommendations on guidance and counseling programs in schools (Opiro, 2005).

Specific objectives

1. To examine the impact of shaping students' behavior on students' academic performance and career choices.
2. To examine the impact of Guidance and Counseling on Career Issues among secondary schools' students.
3. To establish the relationship between guidance and counseling programs and students'

academic performance among secondary schools.

Research questions

1. What is the impact of shaping students' behavior on students' academic performance and career choices?
2. What is the impact of Guidance and Counseling on Career Issues among secondary schools' students?
3. What is the relationship between guidance and counseling programs and students' academic performance among secondary schools?

Methodology

Research Design

The research design used in the study was descriptive. It made use of qualitative data collection techniques. The importance of the qualitative approaches was highlighted because they revealed actual, practical experiences required to offer a deeper comprehension and evaluation of all associated areas. Focus group discussions employing the qualitative method were used to perform the study all at once. Weber (1996) endorses the method because it goes much beyond frequent words calculations. Examine the populace.

The study included Nakisunga sub county Mukono district teachers, head teachers, pupils, and sub county education officers. We spoke with the head teachers to get their opinions on counseling and advice in their individual schools and to get their thoughts on how it affects kids' academic achievement. There were 133 participants in the survey.

Study sample

Sample size.

Since the study population was quite big, part of it was examined so as to obtain enough information in terms of how different people perceive bullying. The study interviewed 10 secondary school head teachers, 10 deputy head teachers, 10 directors of studies, 41 teachers from all secondary schools in Nakisunga sub county, 30 students, 15 school counsellors, 10 school board members 2 sub county education officers and 5 sub county leaders. This sample size was selected because, Sutton and David (2004), state that a sample size should not be less than 30. Beyond basic description it would be difficult for the researcher to undertake more complex statistical analysis, as most of these analyses require a minimum sample of 30.

Sampling technique.

Purposive sampling was utilized in the study to select key informant interviews who were thought to be highly knowledgeable, including head teachers, their deputies, directors of studies, and sub county education officers. The key informants were purposefully chosen because they were educated and competent about the study topic and because it was anticipated that they would provide both a broader perspective on the subject of the investigation and an experienced point of view.

Data collection instruments

Interview guide

This approach was used with parents, kids, and school board members primarily to get their opinions on counseling and guidance. The technique is also advantageous for the participants and the investigator since it takes less time to get the information needed, thus according Mugenda (1999). This instrument provides the flexibility in answering questions as initially posed but crucial to the study are pushed forward.

Questionnaires

Parents, kids, and school board members all received a self-administered questionnaire. Information on the issue was only generally gathered through this way. This tool or apparatus was created with the intention of giving respondents the chance to

express their thoughts, experiences, and opinions about the study's topic in more detail.

This method involved giving out surveys to the responders, who may then fill them up with their own answers to the inquiries.

Data analysis

The data gathered from different fields was analyzed, computed and tabulated using SPSS 23.0

Results

Instrument return rate

The researcher administered 133 questionnaires to the respondents. During data collection, a researcher collected 99 (74.4%) questionnaires as a response rate. According to Mugenda and Mugenda (1999) a response rate of 50% and above is adequate for analysis and reporting, a response rate of 60% and above is good and a response rate of 70% and above is excellent.

Table 1 showing return response rate

Participants	Questionnaires administered	Questionnaire returned	
		Frequency	Percentage (%)
School head teachers	10	7	70
Deputy head teachers	10	8	80
Directors of studies	10	10	100
Teachers	41	29	70.7
Students	30	21	70
School counsellors	15	8	53.3
School board members	10	9	90
Sub county education officers	2	2	100
Sub county administrators	5	5	100
Total	133	99	74.4

Source: primary source 2022

From table 1, the study's response rate was excellent basing on (Mugenda and Mugenda 1999). This response rate was realized after the researcher personally visited and collected questionnaires himself from the respondent.

Respondent's demographic data

The researcher sought to get an insight on the respondents' characteristics. These characteristics include gender, age group, marital status and education back ground.

Gender distribution of respondents

The researcher sought to establish the gender of the respondents for effective understanding of the respondents and to avoid miss interpretation of the results by the single sex. This is represented in table 2 below.

Table 2: showing gender of respondents

Gender	Male		Female	
	Sub county administrators	3	60	2
Sub county education officers	2	100		
School board members	5	55.6	4	44.4
School counsellors	2	25	6	75
Secondary school head teachers	6	86	1	14
Deputy head teachers	3	37.5	5	62.5
Directors of studies	7	70	3	30
Teachers	10	34.5	19	65.5
Students	9	43	12	57

Source: primary source 2022

From table 2, male response was reported high among Sub county administrators, Sub county education officers, School board members, Directors of studies and Secondary school head teachers who participated in the study.

The male response from the sub county administrators was 3 (60), sub county education officer 2 (100%) ,5 (55.6%) schools board members, 6 (86%) secondary school head teachers and 7 (70%) director of studies.

Response on the age group

The researcher sought to establish the age group of the sub county administrators, school heads, school counselors, and teacher and sub county education officers. The results are shown table 3 below.

Table 3: showing age gap of respondents

Age group	Frequency	Percentage
18-24	3	4
25-34	14	18
35-44	27	35
45-54	18	23
55-64	9	11
65 and above	7	9
Total	78	100

Source: Primary Source 2022

Table 3's age breakdown of participants reveals that most sub county supervisors, sub county teaching staff, parents, teachers, and educational authorities are between the ages of 25 and 64, with the majority of 3 (4%) participants falling between the ages of 8 and 24. This suggests that participants were anticipated to have sufficient knowledge of the study topic and, depending on their age categories, to engage with it in a serious manner.

Responses on Marital Status

The marital status of the respondents was analyzed and findings presented in Table 6.

Table 4: presenting marital status of respondents

Marital status	Frequency	Percentage
Married	63	81
Single	11	14
Divorced	4	5
Total	78	100

Source: primary source 2022

The study found that majority of the respondents were married 63 (81%) followed by 11 (14%) singles while the number of divorced stood at 4 (5%) among sub county administrators, school heads, school counselors, teacher and sub county education officers.

Presentation of research findings.

Table 5: Distribution of respondents by their perspective on the impact of shaping students’ behavior in senior secondary schools in Nakisunga sub county Mukono district

No	Statement	Agree		Not Sure		Disagree	
		Freq.	%	Freq.	%	Freq.	%
1.	Demands respect from each other	95	96	4	4		
2.	Respectful behavior allows fellow students who really do want to learn and do well to do just that without the distraction	73	74	15	15	11	11
3.	It encourages care givers to continue providing to the student	99	100				
4.	It helps teachers and administrators who are in that school to help students through school activities positively	71	72	5	5	23	23
5.	It creates an appropriate environment for learning	99	100				
6.	Good behaviors provide valuable and speedy feedback among teachers and students	69	70	9	9	21	21
7.	Good behaviors create a safe secure environment	99	100				

Source: Primary source 2022

The information in table 6 unmistakably demonstrates how secondary schools in the Nakisunga sub county Mukono area influence the behavior of its students. Without a selected number having a different opinion, 99 (100%) of the participants replied that teaching excellent habits encourages caretakers to maintain caring for the student and creates a suitable setting for learning. Good behaviors also establish a secure and secure atmosphere.

Similarly, the vast majority of respondents—95 (96%)—agreed that modeling good conduct necessitates mutual respect in society or the environment, while only four respondents—6%—were unsure of the influence of behaviors. Regarding granting access to classmates who sincerely desire to

to excel at learning and doing so without being distracted by the overwhelming In regards to the conduct, 73 (74%) of the participants believe, 15 (15%) were unsure, and 11 (11%) disapproved.

And over half of respondents—71 (72%)—agreed that helping educators and administrators support children through pleasant school activities would have an impact, while 23 (23%) disagreed. Five percent of those polled were unsure of the impact.

A total of 69 respondents (70%) agreed, 9 (9%) were unsure, and 21 (21%) disagreed.

Conclusion

Schools are the only location that is specifically designed to be effective and safe for kids. It is considered that guidance and counseling, which is one of the programs emphasized by senior secondary school curricula, focuses on developing students' intellectual abilities with the aid of a skilled counselor.

It has been found that kids who use guidance and counseling services perform better academically as a result of their availability. It is concluded that counseling and guidance foster an atmosphere that is welcoming to students' achievement.

Recommendations

Basing on the study findings and observed that most of senior secondary schools in Nakisunga Sub County do not provide counseling services to the students. It is recommended that senior secondary schools should include guidance and counseling service in their schools if they are to improve on their students' academic performance.

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