

**GUIDANCE SERVICES AND STUDENT ACADEMIC PERFORMANCE IN  
GOVERNMENT AIDED SECONDARY SCHOOLS IN MBALE CITY, UGANDA**

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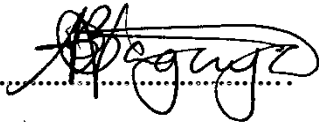
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**DECLARATION**

I Bagaya Victoria, hereby declare that this work is my original work, is not plagiarized and has not been submitted to any other institution for any award.

Bagaya Victoria

Signed.....


A handwritten signature in black ink, appearing to read 'Bagaya Victoria', written over a dotted line.

Date: 12th April, 2023.

## APPROVAL

This research report has been done under my supervision and is now submitted for examination.

Christine Margaret Okurut Ibore (PhD)

Signed.....  ..... Date... 13/4/2023.....

## DEDICATION

I dedicate this piece of work to my beloved family, my husband Mr. Isaac Lulaba and children Rachel, Leah, Robert and Norah Rozena.

## ACKNOWLEDGMENT

First and foremost, I give praise to the God Almighty for giving me life and wisdom to come up with this research report and accomplish it successfully and my entire course as well. I take the honour to extend my sincere and heartfelt appreciation to my supervisor Dr. Christine Margaret Okurut Ibore for the tireless effort she rendered to me; the guidance, the positive criticisms, and the encouragement given during the writing of this research report and my entire course that has made it a success.

Special thanks go to my family especially, my dear husband Mr. Isaac Lulaba thank you for all the support and encouragement you rendered to me, and also my children: Rachel, Leah, Robert and Norah Rozena, thanks for the prayers, endurance and for giving me time to study.

In a special way I also send my appreciation to all my lecturers who worked so hard to see that I understand the concepts and pass well my examinations.

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May the Almighty God reward and bless you all abundantly.

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## LIST OF ABBREVIATIONS

GPA	:	Grade Point Average
NCEOP	:	National Committee on Educational Objectives and Policies
SPSS	:	Statistical Package for the Social Sciences
USA	:	United States of America

## ABSTRACT

The study was focused on Guidance services and students' academic performance in government aided schools in Mbale City. The study had three objectives; to find out the effect of career guidance on students' academic performance, to establish the effect of psycho-social guidance on students' academic performance and to find out whether adaptation guidance has an effect on students' academic performance. A case study research design was used in the study. A sample of 100 respondents was selected, from the study population of 135 using Sloven's formula and simple random and purposive sampling techniques. Data was collected using questionnaires and interviews. Qualitative data was analyzed using descriptive and discursive content analysis. Statistical Package for Social Science (SPSS) version 2.0 was used in quantitative data analysis. Regression analysis was used to determine the effect of guidance on students' performance. The study found out that career guidance and psychological guidance services positively affect students' academic performance while adaption guidance plays a big role on students' comfortability in a new environment and guarantees students fair stay in a school. It was concluded that guidance services help students cope in a new school environment. The study recommends that secondary schools in Mbale City should hire and post enough qualified teachers in guidance to help the big numbers of students. In addition, schools should improve the level of continuous training offered to those who provide guidance and counselling in schools. The schools should take advantage of the positive attitude of the students to enhance psychological counselling.

## CHAPTER ONE INTRODUCTION

### 1.0. Background

In modern times the complexity of life has intensified the need for organized guidance services. Guidance is often seen as a kind of direction or leadership offered to an individual to assist him or her to make decisions about his or her present and future life (Weinten, 2017).

According to Okobiah and Okorodudu (2016), guidance is a programme of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technological development. Olayinka (2015) opines that obtaining good grades in examination to acquire certificates either for admission into higher institution or obtain good employment is the main goal of education to many people and not the acquisition of knowledge and skills through studying. Many students perform poorly because they lack the right attitude to study and do not have the right orientation from home and from the society (Essuman, 2017).

Okobiah & Okorodudu, (2016) says guidance and counselling are always used and applied very closely and this helps to create their viability and efficiency. According to Makinde (2015) “guidance” is an array of not only educational activities and services but also social life activities aimed at helping the individual students to understand themselves and adjust to school life and community life. In Kenya, the Ministry of Education (2016) assert that guidance is a process concerned with the provision and determining of development needs of learners. Mutie and Ndambuki (2018) says that “counselling” is a process of learning which take s place in a collaborating relationship with the aim of helping the client learn more about him/herself. In a school, the programme assists students in harmonizing their abilities, interests and values and enables them to develop their full potential (Okobiah & Okorodudu (2016). Gorardo, (2015) asserts that guidance and counselling directs students on appropriate career and subject choices; solving discipline, education, social and psychological problems; and general adjustment to school life.

The development of guidance and counselling originated from Europe and the United States of America in 1900's. Borrow, (2019) prepared an extensive guidance plan in USA that catered for students. The emphasis was on vocational information, awareness of the world of work, location of employment and reduction of examination anxiety (Makinde, 2015). He noted that since 1950's, popular views of guidance and counselling have changed rapidly and that understanding youth's problems are among the functions of school guidance and counselling. Guidance falls in three different categories that is vocational, educational and psychosocial guidance.

In Africa, modern guidance is said to have started some time back in the early 1960s Oketch & Ngumba, (2018). Makinde (2015) observes that the first organized formal careers guidance service for the students in Nigeria was held in Ibadan. The service resolved to expand guidance activities in the country by the end of 1970, and form a larger association to embrace career masters and counsellors.

According to Karega, M. (2018) the goal of every school is academic excellence which is measure by examination results. Bean and Eaton, (2015) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this; is the idea of enhancing good academic performance. Brigman & Campbell (2019). Asserts that academic performance is the result of education, the extent to which a learner, teacher or institution has achieved their educational goals. Academic performance is commonly measured by tests, examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Bean, 2015).

In Kenya, guidance services was introduced in 1963 (Kilonzo, 2015). (Oketch & Ngumba, 2018) asserts guidance and counselling includes all services aimed at helping a student understand himself/herself, his/her attitude, interests, abilities, physical, mental and social maturity for optimum development, and general adjustment to school life (Mutie & Ndambuki, 2018).

Borrow, (2019), asserts that guidance programme is to bring about maximum development and self-realization of human potential for the benefit of the individual and society. Makinde (2015) observes that the school counsellor is concerned with facilitating the optimum development of students. This is supported by Mutie and Ndambuki (2018) who argued that the programme is supposed to develop the students' intellectual abilities and develop a balanced personality. Guidance programme is therefore aimed at assisting students to harmonize their abilities, interests and values, thereby enabling them to develop their potential fully. Self-knowledge helps one to formulate life goals and plans which are realistic. In secondary schools, there is need for students to make proper subject choices that will lead to career choices after the four year course.

Borrow (2019) asserts that guidance programme provides the students with the necessary information about the courses availability and the qualifications required for each course. Such information will assist students develop realistic self-concept according to their academic capabilities. According to Robert and Elizabeth (2019), during this time, adolescents experience alienation which is a syndrome comprising of distrust, anxiety, pessimism, egocentrism, meaninglessness, normlessness and powerlessness. They observe that guidance is therefore needed during this adolescence stage to assist them understand their developmental stage and adjust to school life. Guidance programmes also help students choose and pursue achievable careers.

According to Borrow (2019) the world is highly complex and dynamic which makes career choice very difficult. He reckons that time changes, people change, technology progresses and this challenge everyone to change to new ways of living and working. The students need guidance programmes to inform them about various jobs and openings available, the qualification required plus the responsibilities involved and the nature of the work so that they can decide and have clear occupational goals.

In a school setting, the programme assists students in harmonizing their abilities, interests and values and enables them to develop their full potential. It directs

students on appropriate career and subject choices; solving discipline, education, social and psychological problems; and general adjustment to school life (Gorardo, 2015).

Kochhar (2015) argues that guidance is necessary to help the learners with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits, and defective methods of learning and poor motivation. Kochhar (2015) is of the opinion that for better student achievement, it is necessary to aid pupils make progress in their education by removing their difficulties and developing good study skills. Hence guidance programmes must include this aspect of student aid. Guidance plays a vital role in removing the educational, personal, social, mental, emotional and other similar problems of the students.

The main purpose of instruction is to enable the child to learn, whereas the teacher's task is to facilitate the learning process and develop study habits and right attitude toward learning. A teacher who has the guidance point of view in teaching will keep all this in mind (Mutie and Ndambuki, 2018).

According to Oketch and Ngumba, (2018) the purposes of guidance and counseling services for school children are to; improve academic achievement, foster positive attitudes towards school, learning, and work, increase acquisitions and application of conflict resolution skills and decrease dropouts.

According to Nziramasanga (2018), Guidance also helps to facilitate development of effective study habits, motivation, identifying learning or subject related problems, helping students to see the relevance of school years in life and for the future, developing skills, right attitude and interests to help making a choice in career. Thus, guidance promotes holistic development of every student. This shows the need for every teacher to become a "guidance minded" teacher in the course of carrying out his / her duties with the aim of making impact in the student's life.

### **Career guidance services**

One of the important aims of education as well as life of man is to earn bread and butter to survive in the world. To satisfy the same aim one has to find out a suitable place in the world of work. So that to have a better choice in occupational world one needs several information regarding a job, nature of job, emoluments and other financial benefits, working conditions, promotion facilities, qualifications and other aspects, etc (Kochhar, 2015).

After getting all the available related information's about job, a student thinks to choose better one for his own sake and choose the subjects to study to lead them to the jobs in future. Otherwise, the entire efforts will go in vain if a student does not get relevant and up-to-date information regarding various occupations (Oketch & Ngumba, 2018).

### **Adaptation guidance service**

The adaptation guidance service is provided to the students who are new comers and those who go to new classes or new courses in the school set up. It is a well-known fact that the students who join for the first time in the school or get promotion for higher classes are heterogeneous in nature as they are from different family backgrounds, from different socio-economic status, from different areas, and from different abilities, interests, aptitudes and skills (Nziramasanga, 2018).

So that the adaptation guidance service is normally meant for students to enable them to know school courses, rules, regulations, different facilities given to the students by the school and to know the clear image of the school. On the same line school also keeps record of the students about their bio-data including identification, socio- economic background, capacities and abilities, interest for courses etc (Oketch & Ngumba, 2018).

This guidance service gives scope to make the students familiar with the unfamiliar situation of the school. The orientation service is also meant to develop students' abilities and scholarships, a sense of responsibility and integrity, abilities for citizenship, social and vocational skills etc. The orientation service is such a service which develops relationship between school and students and vice versa and it is organised systematically at the beginning of the new sessions (Indira, 2015).

### **Psycho-Social guidance services**

Psycho-socio guidance service is meant to improve personal and social relations of an individual in the society. According to Norris and her other colleagues “personal-social information is valid and usable data about the opportunities and influences of the human and physical environment which bear on personal and inter-personal relations” (Gichinga (2016).

Psycho-social guidance services enable a student to understand himself better and his place in the home, school and community as far as social and personal relations are concerned. It also helps students or individuals to improve their relation with other members of the society.

Psycho-social guidance service includes several personal and social information of an individual or student such as dealings with other social members, manners and customs, relationship with siblings, peers and other boy and girl friends, personal appearance, social skills, participation in different social organisations, adjustment capacities in different social situations, family relations, leisure time activities, financial planning and arrangement and successful and sound living (Magnuson and Katherine, 2019).

The teachers and guidance workers should provide booklets, mental health material, personal hygiene material and different illustrative materials such as films, film strips, poster charts regarding personal-social adjustment to the students to make them a successful member of family as well as society for leading a happy life (Oketch & Ngumba, 2018).

Academic performance involves factors such as the intellectual level, personality, motivation, skills, interests, study habits, self-esteem or the teacher-student relationship. When a gap between the academic performance and the student's expected performance occurs, it refers to a diverging performance. It is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests (Magnuson & Katherine, 2019).

Academic performance is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Now, schools are receiving money based on its students' academic performance. A school with more academic performance would receive more money than a school with less achievements (Magnuson & Katherine, 2019).

There are many factors influencing students' academic performance to ensure they are graduated on time. From past research, good performance of students might be from teaching and learning process, infrastructure of secondary schools, family and peer influence, and students' financial capacity. Academic performance of students will lead to increasing the employment. If the students perform well in their examination, then they will graduate on time. By getting the graduation on time they still have a lot of time to further their study for the next stage. That is why the students need to perform well (Fam, and Yaacob, 2016). Students might be tired and bored of study because they feel their study period is too long. It can be concluded that, a person who studies well or shows interest in their study and can make it on time will have more time to find the job since the rate of employment in Malaysia will be increased (Bossaert, et al., 2017).

In Uganda, the Government White Paper of (1992) on education recognizes the importance of guidance movement in Uganda. It recommends among other things that schools ranging from primary to tertiary should have at least one teacher responsible for guidance programs (Ali, 2014).Adelman (2015) says that in Uganda, major emphasis has been vocational and educational guidance aimed at fostering personal and social development. Guidance programmes for secondary school students are designed to address the physical, emotional, social, vocational and academic difficulties of adolescent students. There is great effort made by the MOES to offer guidance services to schools in Uganda but still poor academic performance, poor career choices and inadequate guidance are reported and Mbale City is not exceptional. It is against this background that the researcher is compelled to carry out a study on the effect of Guidance services on students’ academic performance in selected government aided schools in Mbale City in Uganda.

**The table showing the failure rate of schools in UCE from 2016 to 2019.**

SCHOOL	FAILURE RATE			
	2016	2017	2018	2019
School A	20.5%	24.5%	23%	23.5%
School B.	17.7%	21%	22%	23%
School C.	0.85 %	0.9 %	10%	10%

Source: Schools Records (2019).

The failure rate of students in 2016 UCE, Secondary school A 20.5%, Secondary School B, 17.7% and Secondary School C 0.85%. In 2017, the failure rate stood as 24.5%, 21%and 0.9% respectively, in 2018 the failure rate was 23%, 22% and 10% respectively and in 2019 the failure rate was 23.5%, 23% and 10% respectively.

### **1.1. Problem Statement**

Student’s performance in government aided secondary schools in Mbale City has been declining over time (Karega, 2018). This has a negative reflection on the various programmes put in place to promote academic performance in the area. The main concern is the declining academic performance despite the efforts put

in by schools to offer guidance services to the students, still many students continue to perform poorly because they lack the right attitude to study and do not have the right orientation from school and home. The failure rate of students in 2016 UCE, School A 20.5%, School B, 17.7% and School C 0.85%. Students' performance has kept on declining; there also exists bad behaviors among students that have resulted into suspension and expulsion from schools hence school drop outs. Students are also highly engaged in premarital sex that has led to unwanted pregnancies leading to school dropouts, abortion which has led to loss of lives of many school girls, more so there is also wrong choosing of the subject combinations in advanced level and this has resulted into poor performance and affecting the career goal of the learners. (Essuman, 2017). The above issues have resulted into poor performance of students in schools and if nothing is done it's expected that the situation will even worsen. Therefore, it's from the above observation that the researcher was prompted to investigate the effects of guidance services on students' academic performance of learners.

## **1.2. Purpose of the Study**

To determine whether guidance services have an effect on academic performance of students in government aided schools in Mbale City.

## **1.3. Specific Objectives**

- 1) To find out whether career guidance has an effect on students' academic performance in government aided secondary schools in Mbale City.
- 2). To establish how psycho-social guidance affects students' academic performance in government aided schools in Mbale City.
3. To find out whether adaptation guidance has an effect on students' academic performance in government aided secondary schools Mbale city.

## **1.4. Research Questions**

- 1). Does career guidance service affect students' academic performance in government aided secondary schools?

- 2). How does psycho-social guidance affect students' academic performance in government aided schools?
- 3). Does adaptation guidance affect students' academic performance in government aided schools?.

### **1.5. Justification of the Study**

Though there are many studies that have been carried out on this particular topic, the studies did not look at the government aided schools in Mbale city. Hence giving room for this research to be conducted in this geographical area and basically bringing out lighter on career guidance, psycho-social guidance and adaption guidance and their influence on academic performance.

### **1.6. Significance of the Study**

The Ministry of Education Science Technology and Sports may use this study in evaluating whether guidance programmes are an effective measure in addressing the challenges facing secondary school students in the country.

The study will assist school administrators in assessing their contribution to guidance programmes and its influence on academic performance of students in their schools.

When the guidance programme is well conceptualized by the Ministry of Education, Science, Technology and Sports and implemented by the teachers with the support of the school administrators, the students will benefit by improving their academic achievements and self-actualization.

The study findings will benefit other researchers in universities and colleges to enrich their knowledge and research work, as it will act as a reference material in future.

## **1.7 Scope of the Study**

The study comprised of the time scope, content scope and geographical scope.

### **1.7.1 Time Scope**

Students' performance in government aided secondary schools in Mbale City kept declining between 2016 to 2019. This study focused on this period.

### **1.7.2. Content Scope**

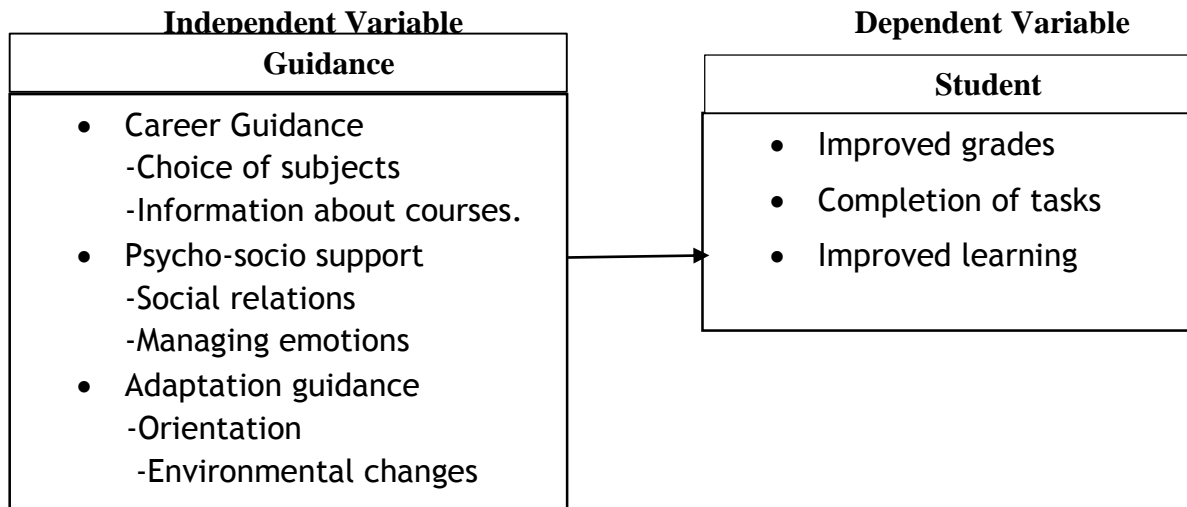
The study was on guidance services and academic performance of students, however it concentrated on the effect of career guidance services on students' academic performance, the effect of psycho-social guidance services on students' academic performance and the effect of adaptation guidance on students' academic performance in government aided schools.

### **1.7.3. Geographical Scope**

The study was conducted in Mbale City. Mbale City is located in the eastern region of Uganda, and boarded by the following Districts, Manafwa, and Bududa in the East, Sironko in the North, Bukedea in the North West, Budaka and Pallisa in the West, Tororo and Butaleja in the South West. It lies between the longitudes of 34E and 35 E and latitudes 00 45 N with land area of 534.4 square km and population density of about 620 persons per square km. The area is chosen because of its accessibility to the researcher, more so all the government schools are found within the area thus it will enable the researcher to collect in-depth valid data from the valid respondents.

## 1.8. Conceptual Framework

The conceptual framework shows the relationship between the study variables



Source: Adopted from Essuman, (2017) and modified by the researcher

Figure 1.1 above shows the relationship between independent variable guidance services and the dependent variable-academic performance. The independent variable comprises of the career guidance, psychosocial guidance, adaptation guidance and dependent variable comprises of improved grades, completion of tasks and improved learning.

Career guidance is meant to enable students choose a right career path right from school of what they wish to become in the future. This has enabled the students to realize their abilities, interests and values and thereby develop their full potential, this will enable students enforce daily attendance so as to perform well and hence improved grades.

With the Psychosocial guidance that is aimed at enabling students develop social values this is aimed at all those activities and services aimed at building the image of the students and thereby enable them achieve success in their education as this is essential in enabling students gain more knowledge and skills which results in better academic performance.

## **CHAPTER TWO LITERATURE REVIEW**

### **2.0. Introduction**

This chapter presented the review of related literature of the study on the effect of guidance services in government (aided) secondary schools in Mbale City. In relation to the above, the literature was guided according to the following themes, Career guidance services on students' academic performance, psychosocial guidance, and teacher qualifications and skills and their effect on academic performance. It is the basis upon which research gaps are identified and research studies designed.

### **2.1. Theoretical Review**

The study was guided by person- centered theory and social learning theory as discussed below.

#### **2.1.1. Person-Centered Theory**

The theory was advanced by Carl Rogers in the early (1940'). This theory focuses on the human interaction between the counselor and the client (Dondo, 2016). Robert and Elizabeth (2019) asserts that the current person-centered theory is understood as a process of helping clients discover new and more satisfying personal meanings about themselves and the world they inhabit. The student will drive towards growth, health and adjustment (Conger & Patterson, 2016). In the case of guidance and, these conditions should prevail in the counselor's demonstration in the counselor-client orientation. According to Sindabi and Omulema (2015), these conditions include counselor's demonstration of empathy, unconditional positive regard and warmth to the client. He notes that growth occurs in an acceptance, warm, empathetic, non-judgmental environment that allows students the freedom to explore their thoughts and feelings and to solve their own problems. Guidance programme that lacks these characteristics culminate into poor performance of students in school. When a counselor communicates the above conditions, those being helped will become less defensive and more open to themselves and their world and they will behave

in more social and constructive ways. Many students harbor feelings of failure in academics and thus have low self-esteem, but a counselor is able to counter the feelings by working towards fostering the students, capacity to hope and believe that they are capable of overcoming academic failures they are experiencing and even end up performing their best potentialities.

A conducive environment for the student should be provided and teachers should provide room for self-actualization by being friendly, loving, competent and responsible. Teacher counselor should also help the student set goals and allow positive self-recognition after attaining set goals and aspirations that will boost success in academic performance. Therefore, a good environment should be created by the teacher counselor.

### **2.1.2. Social Learning Theory**

Learning is a process where behaviors are learnt or acquired from the environment. One way of learning is through social observation and imitation. This theory is advanced by Essuman, (2017). This theory explains delinquency as a behaviour learnt through the complex process of socialization. The theory postulates that the behaviour is reflective of people observing and imitating others and imagining the consequence of their own behaviour. The theory advocates that human behaviour is modified using learning principles to change behaviour (Sindabi and Omulema, 2015). The behavioural approach emphasizes that the client defines goals in behavioural terms, provide resources and encouragement in helping clients more towards goals and helps clients with different problems (Conger & Patterson, 2016). Teacher counselors can therefore apply this in students concerning their academic performance. Makinde (2015) notes that effectiveness of this is assessed by changes in the specific student's behaviour. This implies that one can use behavioral practices to create a conducive environment for the students to modify their behaviours in order to solve their academic problems through creation of learning conditions. Teacher counselors can use behavioural techniques like self-management programmes and self-directed behaviours which may deal with learning, studying and time

management skills in schools. This will foster the students' academic performance.

The student will drive towards growth, health and adjustment (Makinde, 2015). Therefore, a good environment created by the teacher counselor can provide room for good self-concept that will boost success in academic performance.

## **2.2. Career guidance services on students' academic performance**

Career guidance affects career decision making process based on theories of traditional counseling. Career is based on student's education, goals, values, interests, vision and skills. Sometime a student is not sure about what strength he has. He does not know what career pathway and his aptitude might support. There are also other factors that might impact their career choices (Robertson, 2019).

Many countries globally are in agreement on the importance of career guidance to all age groups (Dondo, 2016). Literature reviewed shows that career guidance has had a positive impact on students particularly when the career guidance is comprehensive (Borrow, 2019). It can increase the efficiency of education programs by identifying learning needs, and helping students in identifying appropriate courses, expand their career choices and challenge them to break personal limits (Harold, 2016). Additionally career guidance is linked to increased readiness of students to make career choices by increasing their ability to plan their careers and make successful transition into the labour market (Ali, 2014).

While Kenya has made progress in provision of career guidance, according to Irafasha, (2017) the direction of movement has been to give secondary school students information on the courses offered in tertiary institutions with little support on how to match their skills, interests and values to the courses and a specific career path. Therefore, they get to university without a clear career development plan.

Together with the urgent need to develop relevant career guidance programs in higher education, government policy and legislation should be developed to allow for the progression of career guidance as a major force in development of human resource Borrow (2019) as is being done elsewhere. Without this, it can be expected that career guidance programs in higher education will be structured in accordance to the priorities of each institution

(Irafasha, 2017). There is need also to contextualize these services to the African education setting; thus, the need to study the varying significance of the effects of various interventions used in career guidance (Mghweno et al, 2019).

Effective career guidance gives students a deeper insight into the questions they have, to help them better plan their future and to actually use their attributes well. It supports students to face career related challenges. Through their expertise in career development and labour market, career counselors can put a person's qualifications, experience, strengths and weaknesses in a broad perspective considering their desired salary, personal hobbies, interest, location, job market and educational possibilities. Career counselors support students in gaining a better understanding of what really matters for them personally, how they can plan their careers autonomously, help them in making tough decisions. They are capable of supporting students in finding suitable placements or jobs (Mwangi, 2014).

According to Mwangi, (2014) a good and effective guidance programme is essential in every school. Brigman & Campbell (2019) asserts that an organized guidance programme will offer right environment for the growth and development of the student and offer quality education. Gichinga (2016) say that guidance programme in the secondary schools in Kenya has been rapidly growing though the major emphasis has been on vocational and educational guidance aimed at fostering personal or social development.

Essuman, (2017) asserts that the main objectives of guidance programmes are to bring about the maximum development and self-realization of human potential

for the benefit of the individual and society. Makinde (2015) asserts that the role of the school counselor is to the optimum development of students. This is supported by Mutie and Ndambuki (2018), who argue that the programme is supposed to develop the learner's intellectual abilities, develop a balanced personality and to have a complete person intellectually, spiritually, morally and socially. Gichinga, (2016) says that guidance programme is therefore aimed at assisting students to harmonize their abilities, interests and values, thereby enabling them to develop their potential fully. Self-knowledge helps one to formulate life goals and plans which are realistic (Essuman, 2017).

In secondary schools students need to make proper subject and career choices after their ordinary level (Brigman & Campbell, 2019). Borrow (2019), observes that it is the role of guidance programme to provide the students with the necessary information about the courses available and the qualifications required for each course. Such information will assist students develop realistic self-concept according to their academic capabilities.

Guidance programme also helps students choose and pursue achievable careers. According to Okobiah & Okorodudu, (2016) the world is highly complex and dynamic which makes career choice very difficult. He reckons that times change, people change, technology progresses and this challenge everyone to change to new ways of living and working. The students need guidance programmes to inform them about various jobs and openings available, the qualification required plus the responsibilities involved and the nature of the work so that they can decide and have clear occupations.

### **2.3. Effect of Psycho-Social Guidance on Academic Performance**

According to Mutie and Ndambuki (2018), school psycho-social counselors play a vital and immense role in holistic growth and development of students. Indira, (2015), confirms that students typically do not learn or exist alone, but rather in close collaboration with their school counselors, peer counselors and with encouragement from significant others. Corroborative and systematic

psychosocial guidance services are mandatory for excellence in academic, personal competencies, social and emotional adjustment.

Conger and Peterson (2015), articulate that psycho-social guidance through teachers, contributes to students' behaviour modification through imparting and sustaining interpersonal values. Such values include showing mutual respect to all people, and tolerance especially in times of crisis. In addition, Theodore (2018) contends that school teachers apply individual or group counseling techniques to help students acquire social values such as love, acceptance, humility and integrity.

As noted by Stewart (2019), school guidance counselors provide social values which tend to propagate students' healthy interactions amongst themselves and other persons in their surroundings. These values include courtesy, responsibility, integrity, honesty, humility, perseverance and team spirit. Gichinga, (2016) says that most secondary school students are in the adolescent stage.

According to Robert and Elizabeth (2019), during this time, adolescent experience alienation which is a syndrome comprising of distrust, anxiety, pessimism, egocentrism, meaninglessness, normlessness and powerlessness. Robert and Elizabeth (2019), observed that guidance is therefore needed during this adolescence stage to assist them understand their developmental stage and adjust to school life.

Brigman and Campbell (2019) say that school counselors help students acquire effective mastery of social and emotional competency for easy adjustment which is associated with greater-well-being, better academic achievement and desired behavior. Horgan (2019), describes the role of guidance as equipping students with competence in areas of social and emotional adjustment who obtain abilities to generate and coordinate flexible, adaptive response to daily needs, demands and pressures in a more profitable and constructive manner. Magnuson and Katherine (2019), states that a hallmark of students' behaviour modification rests on the guidance services.

Boutwell and Myrisk (2016), contend that psycho-social guidance plays a major role of promoting students' success through a focus on social and emotional adjustment by means of prevention and intervention services, advocacy and treatment of emotional turbulence. In addition, guidance services provide students with the opportunity to learn more about themselves and others before they have problems resulting from fear, anger and grieving.

Horgan (2019), describes the role of psycho-social guidance as equipping students with competence in the area of social and emotional adjustment, who obtain abilities to generate and coordinate flexible, adaptive response to daily needs, demands and pressures in a more profitable and constructive manner.

Robert and Elizabeth, (2019) argue that such students may experience difficulty in adjustment with peers, teachers and the environment thus psychosocial guidance programme helps such students to adjust and utilize the guidance facilities available fully. Majority of the disadvantaged students later acquire low qualifications for the world of work. This poor achievement may even marginalize them more if guidance programme does not intervene; some may even drop out of school, thus the guidance programme is well suited for assisting the students.

Boutwell and Myrisk (2016), articulate that most students express a basic need of social and emotional adjustment which is grounded on foundations of comprehensive guidance services. These services integrate competence promotion and foster students' social and emotional development framework for reduction of risk and detrimental behaviours such as substance use, promiscuous sex, violence, depression and attempted suicide that deter success in life.

Sindabi and Omulema, (2015) say, that psycho-social guidance is important because it provides an insight on working knowledge, skills and attitudes. It is necessary to assist young people to be disciplined and be able to deal with challenges and realities they face in their ever-changing environment, understand themselves, their academic, social and physical environment, realize their potentials, as well as identify opportunities in a world where chances for further

training, employment and advancement continue to dwindle. Learners are guided to alter any maladjusted behaviour. Since most citizens are involved in education process directly or indirectly, the impact of guidance is real to them.

According to Wanjohi, (2015) learning occurs as the interplay between an individual's cognitive capacity to learn and their social interactions with others such as teachers, family, or peers. In essence, this context-based theory is based on two principles: 1. that the possibility of development is defined by genetics; and 2. social interactions are necessary for genetic potentials to achieve optimal development (Karega, 2018). Learning and human development is conceptualised, therefore, as a cultural process (Dondo, 2016). Such a social learning perspective has an important role to play in the present study as it is seen that the formation and construction of an individual's new knowledge first occurs in social settings before being assimilated and applied to new contexts (Weinten, 2017).

Attachment theory is one of the preeminent theories when exploring the friendship patterns of adolescents (Lindsay, 2019). It offers a developmental perspective which is useful and appropriate. Attachment theory focuses on the significant relationships that students develop over a period of time, initially with their parents, before moving on to more complex relationships with their peers and teachers in more formal school settings (Irafasha, 2017). Previous research has demonstrated that bonding with teachers and other significant adults (such as sport coaches) is an important extension of attachment relationships (Mutie and Ndambuki, 2018). Similar to adult attachments, during adolescence, peer relationships take on much greater importance such that friends offer an important avenue for support and reassurance beyond family arrangements (Lindsay, 2019). Despite the evidence supporting the importance of friendship attachment and socially constructed learning in adolescence, limited research exists, particularly in the Australian context, exploring the relationship between friendship and academic achievement (Lindsay, 2019).

#### **2.4. Effect of adaptation guidance services on student's academic performance**

ACT, Inc (2016) says that adaptation an important factor of human behaviour, as it escalates human motivation and in satisfying human needs, However, (Barefoot and Gardner, 2016) proposed that successfully adapting to the school environment and meeting new expectations and demands is marked by a variety of competencies. As they elaborated, three main competency domains of adaptive performance can be applied to high school students academically, socially, and behaviourally. For each domain, different indicators should be considered. In academic competency, students are expected to possess the meta-cognitive skills for learning in the social domain, students should be capable of building up harmonious relationships with their peers and teachers and in the behavioral domain and emotional self-regulation is highlighted.

Barefoot, Griffin and Koch, (2019) elaborated on three domains of functioning in school adaptation and highlight three important indicators from the taxonomy put forward by Bean, (2015). Learning adaptability for most high school students, their goal is to obtain the knowledge and skills needed to successfully enrol in college, therefore, the capability to acquire the basic knowledge and skills for learning is crucial, stress management: After attending high school, students will experience a heightened amount of pressure and a diverse range of difficulties. Therefore, students who can successfully control their frustration, manage their stress, and mitigate their psychological discomfort can facilitate their adjustment to a new environment in a relatively short period of time and Personal communication: Secondary students are in the stages of middle and late adolescence; thus, school is one of the most important factors in their social life. The ability to successfully adjust to a new learning environment and to get along with new classmates and teachers will benefit students by providing them with new perspectives (Adelman 2015).

In accordance with this explanation and conceptualization attempts, more and more researchers have explored the construct of adaptation from an “outcome” view (Bean and Eaton 2015). For example, Lindsay, (2019) regarded school

adaptation as a kind of school acculturation with the aim being to maximize the fit between a student's characteristics and the expectations of the learning environment. Successful adaptation can only be achieved when students respond appropriately to the environment and thus benefit from it Bean, (2015). American college Testing, (2017) also defined adaptation as human beings' active modification of their own behaviors, so as to adjust themselves to meet the requirements of a new environment. Building on this definition, they constructed the taxonomy of different types of adaptive performance. Adaptation to high school puts higher demands on adolescents to change their own behaviors in three highly related aspects of this taxonomy, including learning adaptability, stress-handling and interpersonal adaptability.

Previous investigations focusing on the adjustment during the first year of high school have shown that successful adaptation to school has a positive correlation with accomplishment in high school and eventual educational attainment, Horgan, (2019). For example, Kaminer (2016), investigated a group of ninth grade inner-city adolescents and discovered that better adjustment in school learning and interpersonal relationships predicted a higher high school completion rate. Such a finding was also confirmed in a sample of suburban and non-metropolitan youth in a study conducted by (Weinten, 2017).

Kaminer, (2016) examined African-American adolescents from two rural counties and discovered that individuals who experienced a successful transition from middle school to high school had lower rates of substance use and higher grades. Collectively, these studies suggest that students' improved adaptability to school can be very beneficial in allowing them to maintain positive social relationships, to study efficiently, and to take a positive attitude toward the difficulties and challenges that arise in new learning environments. Eventually, their improved capacity to adjust to new contexts would contribute to better academic performance; for example, they are more likely to engage in their studies (Karega, 2018).

## **2.5. Summary of the Literature**

The study reviewed literature on career guidance, adaptation guidance and psychosocial guidance. The study found out that guidance services are important in improving oneself in better choice making and decision making as well as how to live and cope in different environments.

In conclusion therefore, prior studies that have been reviewed by the researcher indicate that effective guidance services led to improvement of the academic performance, though other studies did not put emphasis on career, adaptation and psychosocial guidance.

## **CHAPTER THREE METHODOLOGY**

### **3.0. Introduction**

This chapter presented the Research Design, Study Population, Sample Size, Selection of the schools, Sampling Techniques, Data Collection Methods and Instruments, Quality Control Methods, Data Management, processing and analysis and Ethical Consideration

### **3.1. Research Design**

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose within the procedure (Kothari, 2016), the researcher adopted a cross-sectional survey design that is descriptive in nature, employing both qualitative and quantitative approaches. The design was chosen because it would help generate descriptive responses over the study phenomena in a short period of time and comparison easy. Quantitative approach was used on numerical data that was collected from the various respondents. Qualitative data was collected to explore the experiences of the respondents.

### **3.2. Study Population**

According to Amin, (2015) population refers to the entire group of people, events or things of interest that the researcher wishes to investigate. The study population for this study constituted of 135 respondents among whom will be (3) head teachers, (36) teachers, and (96) students from the selected secondary schools within Mbale City.

### **3.3. Sample Size**

A sample constitutes a population that is representative of the entire population. Sampling is a way of gathering statistical information using a few elements chosen out of the study population to represent the whole population.

The sample size of 100 respondents was selected from the target population of 135 respondents. The 100 respondents were distributed to the number of respondents in each category, the sample size was got using sloven’s formula illustrated below.

$$n = \frac{N}{1 + N(e)^2} = \frac{135}{1 + 135(0.05)^2} = \frac{135}{1.3375} = 100$$

n- Sample Size

N-Total population

e- is a constant which is (0.05)<sup>2</sup>

n= 100

### 3.4. Selection of the Schools

The schools were purposively selected. Since there are only three government aided schools in the former Mbale Municipality now Mbale city, the researcher purposively selected all of them for the study.

### 3.5. Sampling Techniques

Mugenda and Mugenda, (2018) asserts that, sampling technique is the procedure a researcher uses to gather people, places or things to study. It is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group.

The study employed probabilistic and non-probabilistic sampling techniques. Probabilistic sampling involved simple random sampling this was used to select respondents from the different categories like teachers and students, this involved giving numbers to every member of the population by placing the numbers in a container and allowing them to pick the number at random till the required sample is reached. Simple random sampling was used on the student respondents to ensure that each element has an equal probability to be selected

as a sample. It was also used because it is bias free and as such an element cannot come twice as sample.

Purposive sampling was used to select the sample arbitrarily. It is considered important for the researcher as the sample is typical and representative of the population. It enabled the researcher to get the sample of respondents from the given schools under study so as to include subjects with specific needed information in the sample. Purposive sampling was carried out on the Head Teachers. This is supported by Kossek & Brown (2015) who argued that specific information is obtained through employing purposive sampling in any study.

**Table 3.1 shows the study population, Sample Size and Sampling Techniques**

Departments	Population	Sample Size	Sampling techniques
Head teachers	3	3	Purposive sampling
Teachers	36	26	Simple random sampling
Students	96	71	Simple random sampling
<b>Total</b>	<b>135</b>	<b>100</b>	

Source: Primary data, (2022).

### 3.6. Data Collection Methods and Instruments

Primary data was collected. Primary data refers to the first-hand information got from respondents from the field. Primary data was collected by the use of interview guides, questionnaires and observation. The following instruments were used in collecting data; the questionnaire, interview guide and observation check list.

#### i) Questionnaire

Kothari, (2016) defines a questionnaire as a device used to gather information about peoples' opinions often by asking respondents to give their views about the subject. The study employed closed ended questionnaires. Closed ended

questionnaire had structured answers for the respondents to choose from. The questionnaire was constructed and given to the supervisor in order to get expertise judgment on validity and thereafter selected research assistants, trained them and gave them the questionnaires to distribute to the respondents with introduction letters. The questionnaire was administered to teachers and students. The questionnaire was accompanied by a response option ranging from, strongly disagree, disagree, Neutral, agree and strongly agree.

### **ii) Interview Guide**

The researcher carried out a face-to-face dialogue with some of the respondents. Personal interviews were carried out hand in hand with the questionnaire to increase the response rate. Interview was used because of its flexibility in enabling probing especially where specific answers are needed and where the respondent is unable to understand the questions. The interview guide was semi-structured, that is, with a list of fixed questions to be asked to respondents. It was used to collect data from head teachers. The researcher arranged for a meeting with the interviewee and the researcher was the interviewer, the researcher carried on the interview process by asking questions and noting down the responses from the interviewee.

### **iii) Observation**

Observation is the process in which one or more persons observe what is occurring in some real-life situation, and they classify and record pertinent happenings according to some planned scheme (Kothari, (2016). The researcher used the observation method, too, as it is one of the oldest and most important informal technique of collecting information about human behaviour and it continues to characterize all the major types of educational research, historical, descriptive and experimental. It provided a more direct or first-hand and detailed account of phenomena under study as it occurs wherever it occurs. Observation also is an instrument of data collection. The researcher observed whether directing labels are placed in the compound to make a talking compound, in class rooms and in offices. The researcher observed the above to help in justifying whether the

schools provide adaptation guidance. The method is used because it enables the researcher to make a personal judgment from the observed phenomena.

### 3.7. Quality Control Methods

This was ensured by conducting validity and reliability tests

#### **Validity**

In order to ensure validity for this study purpose the instruments were given to the supervisor to comment on ambiguity, difficulty and relevancy of questions to ensure construct content and face validity. Validity was justified by looking at the number of valid items over the total number of items per objective to get the validity index.

CVI = no. of valid items

$$\frac{\quad}{\text{Total no. of items}}$$

Says that if the Content Validity Level is greater than 0.7 is justifiable enough for study.

#### **Reliability**

Data collection instruments for this study were pilot-tested to determine their appropriateness before actual data collection. A pilot study was conducted to ascertain the reliability of the research instrument. A sample of 10 respondents for the questionnaires were selected for the pilot study. The instruments were administered to the same pilot sample twice in an interval of two weeks. The researcher's decision of the two weeks interval is to avoid the impact of repetition by respondents. The reliability index of the tools were calculated using Pearson's product moment correlation coefficient from the test-retest scores. The acceptable coefficient (r) was 0.7 and above. To determine dependability and suitability of the interview guide the researcher used the supervisors and experts in the field of study.

### Reliability Statistics

Cronbach's Alpha	No. of Items
.855	43

Source: Field Data (2022)

The alpha of the variables were all above .80 and thus the questionnaire were considered suitable for data collection.

### 3.8. Data Management, processing and analysis

The responses to the questionnaires, interviews and the information that was got from the documents were grouped according to themes basing on the views of the respondents. The data was cleaned, coded and entered into the computer. Data analysis was done using Statistical Package for the Social Sciences (SPSS). Descriptive statistics was used by calculating the percentages, mean and standard deviations. This type of analysis was useful in providing a description of various characteristics of the data gathered. Pearson's product moment correlation ( $r$ ) was used to establish the relationship between the independent variable (guidance services) and dependent variable (academic performance). Also, regression analysis was conducted on guidance services and academic performance to determine the predictive value of dependent variable. Results were presented using frequency tables and percentages.

### 3.9. Ethical Consideration

The researcher got an introductory letter from the university, introducing her to the field of the study. Permission to carry on the study was also got from the top management of the schools. The researcher also got the consent of the respondents to the study and they were assured that their participation is voluntary, the researcher assured the respondents of confidentiality and anonymity. Permission was sought from respondents before recording the interviews. After the interviews, the information was quickly transcribed, and the recording deleted. The researcher as well explained to the respondents the aim of the study, stressing that it's for

academic purposes. Honesty was also maintained throughout the research process by letting the respondents know the purpose of the study and compiling of the report basing on information got from the field. All sources that were contacted for information were acknowledged by means of citation and reference.

**CHAPTER FOUR**  
**DATA PRESENTATION, INTERPRETATION AND ANALYSIS**

**4.1. Introduction**

This chapter presents the findings of the study in accordance with the study objectives beginning with the demographic data of the respondents. The following were the specific objectives of the study, to find out whether career guidance has effect on students' academic performance in government aided secondary schools in Mbale City, to establish how psycho-social guidance affects students' academic performance in government aided schools in Mbale City and to find out whether adaptation guidance has an effect on students' academic performance in government aided secondary schools Mbale city.

**4.2. Demographic Data of Respondents**

**4.2.1 Gender of Respondents**

Table 1 presents the gender distribution of respondents of the study.

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Male</b>	45	<b>45</b>
<b>Female</b>	55	<b>55</b>
<b>Total</b>	100	100

Source: Primary data (2022)

From Table 1 above it can be observed that 45 (45%) of the respondents were male, while 55 (55%) of them were female. It can be seen that there were more female 55 (55%) than men who were only 45 (45%) however since the respondents comprised of both sexes of the results, having both gender in the study is important as it helps to avoid getting biased information, thus since this study respondents comprised of both sexes the findings can therefore be dependable.

#### 4.2.2: Age Distribution of the Respondents

The respondents were of various ages and table 4.2.2 below presents their age distribution inform of age brackets.

**Table 2: Age Distribution of the Respondents**

Age brackets (years)	Frequency	Percentage (%)
20 years below	35	35
21-25 years	12	12
26-30 years	25	25
31 years above	28	28
Total	100	100

Source: Primary data (2022)

From Table 2, it can be observed that 35 (35%) of the respondents were 20 years below and 12 (12%) of them in the age bracket of 21-25 years of age and 25 (25%) were between 26-30 years and 28 (28%) were 31 years and above. From the findings it can be observed that majority of the respondents were mature and this implies that they were responsible people in the community and thus are capable of giving valid information for this research. Age is paramount on grounds of reasoning.

#### 4.2.3. Qualifications

**Table 3: Presents the Academic Qualifications of the Respondents**

Qualification	Frequency	Percentage (%)
O level	40	40
A level	15	15
Certificate	0	0
Diploma	8	8
Degree	33	33
Master's degree	3	3
Others	1	1
Total	100	100

Source: Primary data (2022)

From table 3, it can be observed that 40 (40%) of the respondents were in O level, 15 (15%) were in A level, 8 (8%) of them were diploma holders 33 (33%) of them were degree holders and 3 (3%) were master degree holders. Majority of the respondents had at least gone to school and this may imply that the respondents had the capacity of providing relevant information for this research.

### 4.3: Academic Performance

Students' academic performance was ascertained by asking a number of questions to the teachers, students and had teachers as to whether the school has guidance services. In a school, guidance services assists students in harmonizing their abilities, interests and values and enables them to develop their full potential. It directs students on appropriate career and subject choices; solving discipline, education, social and psychological problems and general adjustment to school life.

**Table 4: shows descriptive statistics on academic performance.**

Items	SD	D	U	A	SA	M	SD
There is increment in the number of students who complete form four	15 (15%)	4 (4%)	5 (5%)	30 (30%)	46 (46%)	3.88	1.14
There is increment in students' performance in UCE	11 (11%)	22 (22%)	8 (8%)	30 (30%)	29 (29%)	3.44	1.01
Students often complete their tasks on time.	13 (13%)	34 (34%)	11 (11%)	23 (23%)	19 (19%)	3.01	0.89
Students have developed skills that help them know how to study.	15 (15%)	23 (23%)	09 (9%)	33 (33%)	20 (20%)	3.20	0.94
<b>OVERALL MEAN</b>						<b>3.38</b>	

Source: filed data, (2022).

## Mean Score

Mean Range	Response Mode	Interpretation
1.00-1.49	Strongly disagree	Ineffective
1.50-2.49	Disagree	Least effective
2.50-3.49	Neutral	Null
3.50- 4.49	Agree	Effective
4.50-5.00	Strongly Agree	Very effective

Adopted from Kossek & Brown, (2015).

For purpose of analysing the findings, all strongly disagree and disagree were added and presented as disagree, and strongly agree and agree were reported as agree.

On whether there is increment in the number of students who complete form four, the study found that 19% of the respondents disagreed, 5% were undecided, 76% of them agreed. The findings indicate that the majority of the respondents were in agreement, implying that there is increment in the number of students who complete form four. This could be seen as a result of guidance service rendered to the students.

In an interview with a head teacher he said, *“that guidance service has helped students cope with the new environment and hence avoidance of characters that would affect their stay in school. He further said that guidance service has enabled to equip students with knowledge of how to live and survive in a new environment and this has enabled various students stay in school till they complete their level”*. (Head teacher interview, November, 2022).

On whether there is increment in students' performance in UCE, the responses indicates that 33% of the respondents disagreed, while 59% of them agreed and 8% were unsure. From the responses, it could be observed that most of the

respondents were of the agreement that there is increment in students' performance in UCE. Since majority agreed, this could imply that student's performance in UCE has increased over time because of improved guidance services. Guidance services have helped improve student's behavior while in school and this has resulted into increment in academic performance in UCE.

In an interview with one of the Head teachers, he said,. *“there was steady improvement especially in division one, he further states that, generally the number had kept increasing”* (Head teacher interview November, 2022).

Responses as to whether students often complete their tasks on time, indicates that 47% of the respondents disagreed, 11% were undecided, 42% of the respondents agreed with the statement that students often completed their tasks on time. Since majority of the respondents were in disagreement, this implies that students rarely completed their tasks on time. However, those who agreed were also close to those disagreeing which could mean that some students completed their tasks on time while some did not. Failure to complete tasks on time could be because of lack of seriousness and commitment by the students. If learners are well guided on tasks assigned to them, they might complete on time. Yet still, completion of task may be as a result of other factors.

Responses as to whether students have developed some skills that help them know how to learn, 38% of the respondents strongly disagreed, 9% were undecided, 53% of them agreed. It was observed that majority of the respondents agreed that students had developed some skills that helped them know how to learn. Knowing how to learn could lead to better performance. In addition, during guidance, students are equipped with information and skills to guide them in their learning at school.

From the descriptive statistics on academic performance the study found an average mean on the responses on academic performance as 3.38 interpreted as

effective and this implies that academic performance of students is also influenced by the guidance services offered to them.

#### 4.4. Career Guidance services

Questions were asked to teachers, students and head teachers to ascertain the situation of career guidance services on students' academic performance. Career guidance affects career decision making process based on theories of traditional counseling. Career is based on student's education, goals, values, interests, vision and skills. Sometime a student is not sure about what strength he has. He does not know what career pathway and his aptitude might support. There are also other factors that might impact their career choices.

**Table 5: Descriptive statistics on Career Guidance services**

ITEMS	SD	D	U	A	SA	M	SD
There is career guidance in our school	31 (31%)	14 (14%)	11 (11%)	10 (10%)	45 (45%)	3.39	0.96
Career guidance helps our students choose subjects that will enable them perform well.	15 (15%)	18 (18%)	13 (13%)	15 (15%)	39 (39%)	3.45	0.98
Career guidance motivates students to work harder in their studies	07 (07%)	28 (28%)	8 (8%)	17 (17%)	40 (40%)	3.55	1.00
Career guidance helps students to gain skills in how to learn	12 (12%)	12 (12%)	10 (10%)	30 (30%)	36 (36%)	3.66	1.03
It provides information about courses being offered at tertiary institutions	14 (14%)	14 (14%)	9 (9%)	28 (28%)	35 (35%)	3.56	1.01
<b>OVERALL MEAN</b>						<b>3.52</b>	

Source: filed data, (2022)

Mean Score		
Mean Range	Response Mode	Interpretation
1.00-1.49	Strongly disagree	Ineffective
1.50-2.49	Disagree	Least effective
2.50-3.49	Neutral	Null
3.50- 4.49	Agree	Effective
4.50-5.00	Strongly Agree	Very effective

Adopted from Kossek& Brown, (2015).

For purpose of analysing the findings, all strongly disagree and disagree were added and presented as disagree, and strongly agree and agree were reported as agree.

On whether career guidance is provided in schools it was observed that 45% of the respondents disagreed, 11 (11%) of them were undecided, 55% agreed. Since the majority of the respondents agreed this implies that career guidance is provided in schools. Career guidance is an aspect to enable students make rightful choices in what they will become in future basing on their capabilities and this enables them concentrate in their education hence performing well. Essuman, (2017) says that career guidance is done to enable student’s choice rightful subjects and courses that will enable them meet their rightful professions in the future time.

In an interview, with another head teacher, he said that, *“they have career guidance in their school and it focuses on career path of the students, future jobs, issues of gender and sexuality, sexual health and empowering students with knowledge. He further said the school had a teacher in charge of career guidance who carries on the career guidance sessions”* (Head teacher interview November, 2022).

On whether career guidance helps students choose subjects that will enable them succeed professionally, it was found out that that 15 (15%) of the respondents strongly disagreed, 18 (18%) of them disagree, 13 (13%) were undecided, 15 (15%) agreed and 39 (39%) of the respondents strongly agreed. Majority of respondents being of the agreement indicates that career guidance services help students chose subjects that will enable them succeed professionally. In that if a child wants to become a doctor in future, then the student is helped to know the subjects that will enable him or her to become a doctor in future.

In an interview with one head teacher, he said, *career guidance has given students' knowledge of the programmes in tertiary institutions through inviting specialists like the Academic Registrar of Makerere University who shed light on the courses they offer and the relevant combinations, and this has helped the students to choose subjects that make them succeed in their career line in the future*" (Head teacher, November, 2022).

Responses as to whether career guidance motivates students to work harder in their studies indicated that 35% of the respondents disagreed, only 8% were undecided, 57% agreed. The majority of the respondents being in agreement implies that career guidance motivates students to work harder in their studies.

Effective career guidance gives students a deeper insight into the questions they have, to help them better plan their future and to actually use their attributes well. It supports students to face career related challenges. Through their expertise in career development and labor market, career counselors can put a person's qualifications, experience, strengths and weaknesses in a broad perspective considering their desired salary, personal hobbies, interest, location, job market and educational possibilities. In secondary schools, there is need for students to make proper subject and career choices after the four year course. Borrow (2019), observes that it is the role of guidance programme to provide the students with the necessary information about the courses available and the qualifications required for each course. Such information will assist students develop realistic self-concept according to their academic capabilities.

Responses as to whether career guidance helps student's to plan for the future indicated that 24% disagreed, 10 (10%) of them were undecided, 66% agreed. Since the majority of the respondents were in the agreement this may imply that career guidance helps students to plan for the future. Career guidance helps students to make choices of what they want to become in the future and thereby choose what will enable them to achieve that line.

Career counselors support students in gaining a better understanding of what really matters for them personally, how they can plan their careers autonomously, help making tough decisions. They are capable of supporting students in finding suitable placements, jobs (Mwangi, 2014).

Responses as to whether career guidance provides information about courses being offered at tertiary institutions responses indicated that 23% of the respondents disagreed, 9 (9%) of them were undecided, 63% agreed. This may be an indication that career guidance provides information about courses being offered at tertiary institutions and this enables students to make rightful choices on which course to make and there for select subjects that can enable them attain the goal and this also motivates them to work harder and there for attain higher grades.

From the descriptive statistics on the effect of career guidance the study found an overall mean on the responses on effect of career guidance services on students' academic performance as 3.52 and was interpreted as very effective and this implies that career guidance influences students' academic performance.

From the study findings regression analysis was run to find out the significance of career guidance services on students' academic performance.

Table 6 below shows the model Summary of career guidance services and student academic performance.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
				1.022
1	.696 <sup>a</sup>	.485	.474	

a. Predictors: (Constant). Career guidance

From the table 6 the most important value for the test is R square value. This is the proportion of the variance in the dependent variable (Students performance) which can be explained by the independent variable (Guidance services). This is an overall measure of the strength of association and does not reflect to the extent to which the independent variable is associated with the dependent variable. From the table R-square value indicates coefficient of determination which was found to be .485 which is 48.5%. This implies that career guidance services accounted for 48.5% of the students' performance in secondary schools in Mbale City, other factors contributed 61.5%. The overall effect of career guidance on student performance in secondary schools in Mbale City was based on the results in Table 7.

Table 7 shows the regression analysis on career guidance and students' academic performance.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant) 1	-.009	.490		-	.98
Career Guidance	.774	.121	.679	.018 6.400	.000

Dependent Variable: Student performance

It is also important to compare the significance (sig) value with the P-value (the standard) which is 0.05. If the sig value is greater than the P-value there is an insignificant effect. The table shows sig value  $0.000 < 0.005$  making it a significant effect. The findings show that career guidance has a significant effect on students' academic performance.

#### **4.5: Effect of psycho-social guidance services on students' academic performance**

The second objective of the study sought to find out how psycho-social guidance services influence student academic performance.

School psycho-social counselors play a vital and immense role in holistic growth and development of students. Students typically do not learn or exist alone, but rather in close collaboration with their school counselors, peer counselors and with encouragement from significant others. Corroborative and systematic psycho-social guidance services are mandatory for excellence in academic, personal competencies, social and emotional adjustment.

A number of questions were asked to the teachers, students and head teachers and the responses are presented in the following tables.

**Table 8 shows the descriptive statistics on psycho-social guidance services**

ITEMS	SA	A	U	D	SD	M	SD
There are measures put in place to check on students' behavior in school.	21 (21%)	12 (12%)	7 (7%)	39 (39%)	21 (21%)	3.27	0.94
Students are taught how to relate well with each other while in school and out of school.	10 (10%)	15 (15%)	8 (8%)	29 (29%)	38 (38%)	3.70	1.07
Students are helped to understand their development stages	13 (13%)	17 (17%)	33 (33%)	10 (10%)	27 (27%)	3.54	1.02
Students are guided on how to manage their emotions	27 (27%)	12 (12%)	10 (10%)	21 (21%)	30 (30%)	3.15	0.91
Students are taught how to alter unstable behavior.	10 (10%)	23 (23%)	15 (15%)	25 (25%)	27 (27%)	3.6	1.04
<b>OVERALL MEAN</b>						<b>3.45</b>	

Source: filed data, (2022)

**Mean Score**

**Mean Range**

1.00-1.49

1.50-2.49

2.50-3.49

3.50- 4.49

4.50-5.00

**Response Mode**

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

**Interpretation**

Ineffective

Least effective

Null

Effective

Very effective

Adopted from Kossek& Brown, (2015).

For purpose of analyzing the findings, all strongly disagree and disagree were added and presented as disagree, and strongly agree and agree were reported as agree. On whether there were measures in place to check student's behavior, the findings indicate that, 33% of the respondents disagreed, 7% were undecided, 60% of them agreed. Since majority agreed this implies that there are measures put in place to check on student's behaviour in school. Checking on student's behavior is a responsibility of the school management and they do this by putting in places measures and policies to help them check on student's behavior. Checking on student's behavior enables students concentrate in learning and thereby improve on their grades.

In an interview with one of the head teachers, he said, "*we talk to the students about their behaviour:*

*... we involve their parents, students are also subjected to disciplinary committee and at times they are suspended from school for a period of two weeks or indefinitely suspended. This is done to instil discipline in students and to avoid the occurrences of the same incidences (Head teacher, November 2022).*

The responses as to whether students are taught how to relate well with each other while in school and out of school indicated 25% of the respondents disagreed with the statement, 8% were undecided, while 67% agreed. From the findings it can be observed majority of the respondents were in agreement that students are taught how to relate well with each other while in school and out of school, thus this implies that good manners and characters are instilled in the learners and this has enabled them to know how to live and behave in the school environment and outside the school, this has in one way enabled students to relate well with people around them hence improving on their academic performance as a saying goes that knowledge with discipline is useless.

On whether students were helped to understand their development stages, the findings indicated that 30% of the respondents disagreed, 33% were undecided, and 37% agreed. The findings show that majority of the respondents agreed with the statement that students were helped to understand their development

stages. This implies that students got support to discover and know their body changes. There existed over 33% of the respondents who were undecided this implies that developmental stages in a human are not all that physical observation and when talking to people one is not certain of the changes taking place in the other person. Students experience different stages of development depending on their sex and this does affect their sociability levels while in school and out of school, thus helping them to discover their development stages helps them learn how to manage them and also feel comfortable with the change and also be able to concentrate on their academics hence better performance.

On whether students were guided on how to manage their emotions, the findings indicated that 29% of them disagreed, 10% were undecided, 51% agreed. From the findings it was observed that majority of the respondents were in agreement that students are guided on how to manage their emotions. As students grow they start developing high levels of emotion depending on their psychological state, more so as they join together with different other people from different social backgrounds with different behaviors this affects the way they act and react towards each other, thus the need to help them understand their emotional weaknesses and learn how to manage their emotions helps them live better with their colleagues and this is important in ensuring that students feel comfortable in the school environment and hence better performance.

In the interview with another head teacher, he said “*we have teachers who talk to the hot- or short-tempered students, and also to those from unstable homes where these students come from*”. This implies that students' behavior is at times dependent on their family background and thus in order to effectively guide a student the family history becomes necessary.

On whether students are taught how to alter unstable behavior, the responses indicated that 42 % of the respondents disagreed, 15% were undecided, 52% of them agreed. Since the majority of the respondents were in agreement this implies that students are taught how to alter unstable behaviour, thus this enables them to acquire better behavioural attitude that better their academic

performance. Change of behaviour helps students to change behaviour and therefore adopt better behaviour that is acceptable in the school environment. From the descriptive statistics on the effect of psycho-social guidance services on students' academic performance the study found an average mean from the responses as 3.45 and was interpreted as effective and this implies that psychosocial guidance services influences academic performance of students.

From the study findings regression analysis was run to find out the significance of psycho-social guidance services on students' academic performance.

**Table 9 below shows the model Summary of psycho-social guidance services and student academic performance.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimated	Change Statistics				Sig. F Change
					R Square Change	F Change	df1	df2	
1	.874 <sup>a</sup>	.764	.752	.682	.764	66.305	2	41	.000

a. Predictors: (Constant). Psychosocial guidance services

From the table 9 the most important value for the test is R square value. This is the proportion of the variance in the dependent variable (Students performance) which can be explained by the independent variable (Guidance services). This is an overall measure of the strength of association and does not reflect to the extent to which the independent variable is associated with the dependent variable. From the table R-square value indicates coefficient of determination which was found to be .764 which is 76.4%. This implies that psycho-social guidance services affect students' academic performance by 76.4% and other factors beyond the scope of this study represent 23.6%.

Table 10 shows the regression of coefficient of psycho-social guidance services and student academic performance.

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-.007	.180		-.039	.969
1 psycho-social guidance	1.064	.055	.641	19.316	.000

Dependent Variable: Academic performance

It is also important to compare the significance (sig) value with the P-value (the standard) which is 0.05. If the sig value is greater than the P-value there is an insignificant effect. The table shows sig value  $0.000 < 0.005$  making it a significant effect.

#### 4.6: Adaptation guidance services and academic performance

The second objective of the study was aimed to establish the effect of adaptation guidance on students' academic performance. Adaptation is considered one of the most important capacities of human behaviour, and it is also a factor in human motivation and in satisfying human needs.

A number of questions were used to ascertain the objective and questions which included: Students are always oriented when they come to the school, adaptation guidance helps the students to become comfortable in the new environment, It helps students to adjust to new environment in a relatively short period of time, helps learners to change their bad behaviors, it also helps students to stay in a school for a longer time and complete studies, helps to improve on students' academic performance and achievement and adaptation guidance helps students

to maintain a positive social-relationship, the responses are presented in the tables below.

**Table 11 Descriptive statistics on adaptation guidance services**

ITEMS	SD	D	U	A	SA	M	SD
Students are always oriented when they come to school	19 (19%)	15 (15%)	9(9 %)	23 (23%)	34(34%)	3.38	0.96
Adaptation guidance helps the students to become comfortable in the new environment.	10 (10%)	20 (20%)	7(7 %)	34 (34%)	29(29%)	3.86	1.10
It also helps students to stay in a school for a longer time and complete studies	07(07%)	16 (16%)	12(12%)	29 (29%)	35(35%)	3.66	1.04
Adaptation guidance helps students to maintain a positive social-relationship	20(20%)	14 (14%)	6(6 %)	31 (31%)	29(29%)	3.35	0.95
It helps students to adjust to new environment in a relatively short period of time	25(25%)	11 (11%)	7(7 %)	30 (30%)	27(27%)	3.23	0.92
<b>TOTAL MEAN</b>						<b>3.49</b>	

Source: Primary data, (2022)

**Mean Score**

**Mean Range**

1.00-1.49

1.50-2.49

2.50-3.49

3.50- 4.49

4.50-5.00

**Response Mode**

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

**Interpretation**

Ineffective

Least effective

Null

Effective

Very effective

Adopted from Kossek& Brown, (2015).

For purpose of analysing the findings, all strongly disagree and disagree were added and presented as disagree, and strongly agree and agree were reported as agree.

Responses as to whether students are always oriented when they come to school indicates that 34% of the respondents disagreed, 9 % of them were undecided, 57 % agreed. Majority of the respondents being of the agreement implies that students are always oriented when they come to school. Orientation enables the students to understand the new environment, its policies, procedures and wants and don'ts, more so orientation helps the students to feel comfortable and valued in a new environment thus it enables the students to find ease in accessing the key places / offices in the school hence making their study a progress hence better a cadmic performance.

In the interview with another head teacher, he said *“we always induct their students into the new traditions and culture, academics and social aspects and expectations. This enables the students know the dos and don'ts in the new environment”*. (Head teacher Interview November, 2022).

This is in line with Barefoot and Gardner, (2016) who proposed that successfully adapting to the school environment and meeting new expectations and demands is marked by a variety of competencies. As they elaborated, three main competency domains of adaptive performance can be applied to high school students' academic, social, and behavioral life. For each domain, different indicators should be considered. In academic competency, students are expected to possess the meta-cognitive skills for learning in the social domain, students should be capable of building up harmonious relationships with their peers and teachers and in the behavioral domain and emotional self-regulation is highlighted.

On whether adaptation guidance helps the students to become comfortable in the new environment it was discovered that 30% of the respondents disagreed, 7% were undecided, 63% of them agreed. Since majority of the respondents were in

agreement, this implies that adaptation guidance helps the students to become comfortable in the new environment. When students are introduced to the new environment this makes them feel free and comfortable. Comfort ability of new students and all students in a school makes them study freely and concentrate on their academic hence improving on their academic performance by scoring high grades.

In an interview with a head teacher, he said,

*We have guiding labels in the compound and on the walls to enable students know where they want to go and where they are not supposed to go. This is important as it helps students avoid getting stranded in a new environment.* (Head teacher Interview, November 2022).

On whether adaptation guidance also helps students to stay in a school for a longer time and complete studies, the responses indicates that shows that 23% of the respondents disagreed, 12% were undecided, however 64% agreed. The study findings indicates that majority of the respondents in agreement and thus since majority of the respondents were in agreement, this implies that adaption guidance foster a student's over stay in a school for a longer time and complete studies. Though it plays a big role in ensuring a student's comfort ability in the new environment as the number of agreeing respondents but it does not guarantee a student's stay in school for long. Previous investigations focusing on the adjustment during the first year of high school have shown that successful adaptation to school has a positive correlation with accomplishment in high school and eventual educational attainment Horgan, (2003). For example, Durojaiye, (1980) investigated a group of ninth grade inner-city adolescents and discovered that better adjustment in school learning and interpersonal relationships predicted a higher high school completion rate.

On whether adaptation guidance helps students to maintain a positive social relationship, the responses indicated that, 34% of them agreed, 6% undecided, 60% of them were agreed. From the study findings it can be observed that majority of the respondents were in agreement, thus this implies that adaptation guidance helps students to maintain a positive social-relationship.

During adaptation guidance students are brought together during the adaption process thus this coming together of students promotes social-relationship among them as they interact amongst themselves. Students' improved adaptability to school can be very beneficial in allowing them to maintain positive social relationships, to study efficiently, and to take a positive attitude toward the difficulties and challenges that arise in new learning environments. Eventually, their improved capacity to adjust to new contexts would contribute to better academic performance for example, they are more likely to engage in their studies.

On whether adaption guidance helps students to adjust to new environment in a relatively short period of time the responses indicated 36 % of the respondents disagreed, 7% were undecided, 57% agreed. The findings show that majority of the respondents were in agreement that adaptation guidance helps students to adjust to new environment in a relatively short period of time. When students are oriented, they are enlightened on the new environment, its policies, procedures, rules and regulations and more so the management structure of the school and the location of offices in that school thus this enables the students to adjust accordingly since they are aware of what is expected from them.

The study found out an average mean from the responses on the effect of adaptation guidance services and academic performance as 3.49 which was interpreted as effective implying that adaption guidance influences academic performance.

From the study findings regression analysis was run to find out the significance of psycho-social guidance services on students' academic performance.

Table 12 below shows the model summary of adaptation guidance services and academic performance.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.946 <sup>a</sup>	.895	.889	.418	.895	173.877	2	41	.000

a. Predictors: (Constant), Adaptation Guidance Services

From the table 12 the most important value for the test is R-square value. This is the proportion of the variance in the dependent variable (Students performance) which can be explained by the independent variable (Guidance services). This is an overall measure of the strength of association and does not reflect to the extent to which the independent variable is associated with the dependent variable. From the table R-square value indicates coefficient of determination which was found to be .895 which is 89.5%. This implies that adaption guidance influences students' academic performance by 89.5% and other factors beyond the scope of this study represent 10.5%.

Table 13 below shows the regression analysis on the effect adaptation guidance services and academic performance.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.029	.690		-.019	.896
Career Guidance	.874	.221	.769	5.800	.000

Source: Primary Data, (2022).

It is also important to compare the significance (sig) value with the P-value (the standard) which is 0.05. If the sig value is greater than the P-value there is an insignificant effect. The table shows sig value 0.000 < 0.005 making it a significant effect. Thus, adaptation has a significant effect on students' academic performance.

## CHAPTER FIVE DISCUSSION OF FINDINGS

### 5.0. Introduction

The chapter presents the discussion of the study findings concerning guidance services and academic performance. The discussion was presented objective by objective.

### 5.1. Effect of career guidance on students' academic performance in government Aided Secondary schools in Mbale City.

The objective of the study was to examine the effect of career guidance on students' academic performance. From the findings, career guidance influences students' academic performance by 48.5%. This implies that there were other factors that influenced student's academic performance.

The findings are in line with Borrow (2019) who asserts that career guidance has had a positive impact on students particularly when the career guidance is comprehensive. It can increase the efficiency of education programs by identifying learning needs, and helping students in identifying appropriate courses, expand their career choices and challenge them to break personal limits (Harold, 2016). Additionally, career guidance is linked to increased readiness of students to make career choices by increasing their ability to plan their careers and make successful transition into the labour market (Ali, 2014). In secondary schools A-level students choose combination according to the course they plan to do in the future, for example those who sciences plan to become doctor and engineers.

Effective career guidance gives students a deeper insight into the questions they have, to help them better plan their future and to actually use their attributes well. It supports students to face career related challenges. Through their expertise in career development and labour market, career counselors can put a person's qualifications, experience, strengths and weaknesses in a broad perspective considering their desired salary, personal hobbies, interests, location, job market and educational possibilities. Career counselors support

students in gaining a better understanding of what really matters to them personally, how they can plan their careers autonomously and help making tough decisions. They are capable of supporting students in finding suitable placements or jobs (Mwangi, 2014). There is fair career guidance in secondary schools that is aimed at enabling the students make better choices of the subjects to concentrate on if they are to meet their future dreams.

Kochhar, (2015) asserts that for one to have a better choice in occupational world one needs several information regarding job, nature of job, emoluments and other financial benefits, working condition, promotion facilities, qualifications and other aspects.

Mutie & Ndambuki, (2018) says that career guidance includes all services aimed at helping a student understand himself / herself, his/her attitude, interests, abilities, physical, mental and social maturity for optimum development, and general adjustment to school life. The programme was introduced in the country in 1963 during the first Guidance and Career Conference held to discuss career choices among students in learning institutions (Oketch & Ngumba, 2018).

## **5.2. Psycho-social guidance and students' academic performance in government aided schools in Mbale City.**

This objective sought to ascertain the effect of psycho-social guidance and students' academic performance. The study found out that psycho-social guidance influences students' academic performance by over 76.4%. This implies that there are other factors that explain variations in student academic performance other than psychological guidance services and they account for 23.6%.

The findings agree with Stewart (2003), who stated that school guidance counselors provide social values which tend to propagate students' healthy interactions amongst themselves and other persons in their surroundings. These values include courtesy, responsibility, integrity, honesty, humility, perseverance

and team spirit. Most secondary school students are in the adolescent stage. According to Robert and Elizabeth (2019), during this time, adolescent experience alienation is a syndrome comprising of distrust, anxiety, pessimism, egocentrism, meaninglessness, normlessness and powerlessness. They observe that guidance is therefore needed during this adolescence stage to assist students understand their developmental stage and adjust to school life.

Brigman and Campbell (2019) say that school counselors help students acquire effective mastery of social and emotional competency for easy adjustment which is associated with greater-well-being, better academic achievement and desired behaviour. Horgan (2019), describes the role of guidance as equipping students with competence in areas of social and emotional adjustment who obtain abilities to generate and coordinate flexible, adaptive response to daily needs, demands and pressures in a more profitable and constructive manner.

Boutwell and Myrisk (2016) contend that psycho-social guidance plays a major role of promoting students' success through a focus on social and emotional adjustment by means of prevention and intervention services, advocacy and treatment of emotional turbulence. In addition, guidance services provide students with the opportunity to learn more about themselves and others before they have problems resulting from fear, anger and grieving.

As noted by Stewart (2019), school guidance counselors provide social values which tend to propagate students' healthy interactions amongst themselves and other persons in their surroundings. These values include courtesy, responsibility, integrity, honesty, humility, perseverance and team spirit. Most secondary school students are in the adolescent stage.

Conger and Peterson (2016), articulate that psycho-social guidance through teachers, contributes to students' behaviour modification through imparting and sustaining interpersonal values. Such values include showing mutual respect to all people, and tolerance especially in times of crisis.

Sindabi and Omulema, (2015) say that psycho-social guidance is important because it provides an insight into working knowledge, skills and attitudes. It is necessary to assist young people to be disciplined and be able to deal with challenges and realities they face in their ever-changing environment, understand themselves, their academic, social and physical environment, realize their potentials, as well as identify opportunities in a world where chances for further training, employment and advancement continue to dwindle. Learners are guided to alter any maladjusted behaviour. Since most citizens are involved in education process directly or indirectly, the impact of guidance is real to them.

### **5.3. Adaptation guidance and students' academic performance in government aided Secondary Schools Mbale city.**

This objective aimed at establishing how adaptation guidance influences students' academic performance. From the linear regression analysis, it was found out that adaptation guidance services influence student academic performance by 89.5% of the observed variances in government aided secondary schools. This implies that there are other factors that explain variations in students' academic performance other than adaptation guidance and they account for 10.5%. Orientation enables the students to understand the new environment, its policies, procedures and wants and don'ts, more so orientation helps the students to feel comfortable and valued in a new environment thus it enables the students to find ease in accessing the key places / offices in the school hence making their study a progress hence better academic performance.

This is in line with Barefoot and Gardner, (2016) who proposed that successfully adapting to the school environment and meeting new expectations and demands is marked by a variety of competencies. As they elaborated, three main competency domains of adaptive performance can be applied to high school students academic, social, and behavioral. For each domain, different indicators should be considered. In academic competency, students are expected to possess the meta-cognitive skills for learning in the social domain, students should be

capable of building up harmonious relationships with their peers and teachers and in the behavioral domain and emotional self-regulation is highlighted.

When the students are introduced to the new environment, they get acquainted to it and learn its procedures, policies, rules and regulations are thereby becoming comfortable in the new environment. Sindabi & Omulema (2015) regarded school adaptation as a kind of school acculturation with the aim being to ensure that is suitable relationship between a student's characteristics and the expectations of the learning environment. Successful adaptation can only be achieved when students respond appropriately to the environment and thus benefit from it, (Bean, 2015).

During adaptation guidance students are brought together during the adaption process thus this coming together of students promotes social-relationship among them as they interact amongst themselves. Students' improved adaptability to school can be very beneficial in allowing them to maintain positive social relationships, to study efficiently, and to take a positive attitude towards the difficulties and challenges that arise in new learning environments. Eventually, their improved capacity to adjust to new contexts would contribute to better academic performance for example, they are more likely to engage in their studies (Karega, 2018).

**CHAPTER SIX**  
**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

**6.0. Introduction**

The purpose of the study was to determine whether guidance services have an effect on academic performance of students in government aided schools in Mbale City.

This chapter presents the summary, conclusions and recommendations on the study topic: Guidance services and student academic performance. The research questions of the study included:

- 1). Does career guidance service affect students' academic performance in government aided secondary schools?
- 2). How does psycho-social guidance affect students' academic performance in government aided schools?
- 3). Does adaptation guidance affect students' academic performance in government aided schools?

**6.1. Career guidance and students' academic performance in government aided Schools in Mbale City.**

From the first objective as to whether career guidance service affects students' academic performance in government aided secondary schools in Mbale City, it was found out that career guidance influences students' academic performance because a student chooses the subjects that will enable them achieve what they want to become in the future and thereby concentrate and perform well in them.

**6.2. Psycho-social guidance and students' academic performance in government aided Schools in Mbale City.**

How does psycho-social guidance affect students' academic performance in government aided schools?

The study found out that psychosocial guidance services affect students by enabling students cope with the environment around them like the social life, peers, mental health. Corroborative and systematic psycho-social guidance services are mandatory for excellence in academic, personal competencies, social and emotional adjustment.

### **6.3. Adaptation guidance and students' academic performance in government aided Secondary Schools Mbale City.**

Does adaptation guidance affect students' academic performance in government aided schools?.

From the findings, it was found out that adaptation guidance services affected students' academic performance in government aided secondary schools in Mbale City. Adaption was found to play a big role in student's comfortability in a new environment by enabling students have a fair stay in a school and mix in the school environment freely.

### **6.3 Conclusion**

In Ugandan educational frame work, guidance is a necessary step. Its influence on academic achievement and performance shows its importance. Guidance includes many aspects of a person's life then provides options of career with priorities. If a student goes along a guided way, he gets success and life satisfaction. Decisions taken without guidance may produce dissatisfaction.

Career guidance is important in enabling learners make better decisions for their future time. This is because a student chooses the subjects that will enable them achieve what they want to become in the future and thereby concentrated on them. Thus, it is therefore important for the schools to carry on career guidance in their schools so as to enable their students make right decisions as early as possible.

Psychosocial guidance is important in helping students work with the environment around them say their social life, their peers, and their mental health and this enables them concentrate on their academics.

Adaption guidance plays a big role in student's comfort ability in a new environment, adaptability guidance is important as it guarantees students fair stay in a school and long stay in the school.

#### **6.4. Recommendations**

From the study findings the following recommendations were made:

1. Schools should place enough expertise teachers to help in providing career guidance to students and thereby implement all the services required for a guidance and counseling programme.
2. The head teachers should improve the level of continuous trainings offered to those who provide guidance and counseling in schools so as to ensure that they acquire skills to properly guide the students.
3. The schools should take advantage of the positive attitude of the students to enhance psychological counseling.
4. Guidance and counseling programme should be strengthened in schools to better the academic performance of secondary schools in the area.
5. The schools should provide and put in place directions and labels on offices and other facilities to help in directing the students hence promoting adaptation guidance.
6. Schools need to carry out extensive adaptation guidance in all areas of interest that are sought to be very important other than citing and selecting a few specific areas.

#### **6.5. Areas for Further Research**

This study suggests the following areas for further research:

1. The role of peer counselling in the academic performance of secondary school students.
2. Academic performance of students in subjects taught by teacher counsellors.
3. Another area could be on the influence of professional training of head teachers in guidance and counselling and academic performance in schools.

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**APPENDIX A:  
QUESTIONNAIRE FOR STUDENTS  
UGANDA CHRISTIAN UNIVERSITY**

**REQUEST TO COMPLETE THE RESEARCH QUESTIONNAIRE**

**Dear respondent,**

I am a student at Uganda Christian University undertaking a Master's degree in Educational Administration and Planning. As part of the requirements of the course, I am required to undertake a research project in my area of study. My research topic is on Guidance Services and Academic Performance. You have been selected as one of the respondents in this project. Your sincere and correct answers will be important in attaining this goal. All information will be treated with utmost confidentiality and for academic purpose only.

Thank you for your time and responses.

Yours sincerely,

.....

**VICTORIA BAGAYA**

## SECTION A: BACKGROUND INFORMATION OF THE RESPONDENTS

Tick (✓) where appropriate

### 1. Level of Education Qualifications

1) O' Level

2) A level

### 2. Age

1) 20 years below

2) 21years above

## SECTIONS: B to E

In these sections you are required to tick (✓) on a response option ranging from Strongly Disagree = 1, Disagree = 2, Undecided = 3, Agree = 4, Strongly Agree = 5 on the study topic: Effect of guidance Services and academic Performance.

## INDEPENDENT VARIABLE

### Section B: Effect of career guidance services

No.	ITEMS	1	2	3	4	5
1	Is there career guidance in your school?					
2	It helps you choose subjects that will enable you succeed professionally					
3	Career guidance motivates you to work harder in your studies					
4	Career guidance helps you to plan for the future time					
5	It provides you with information about courses being offered at tertiary institutions					
6	Career guidance helps you to choose what you can do best in life					
7	Career guidance helps you to become focused towards what you want to be in life					

**Section: C: Effect of Psychosocial guidance services**

No.	ITEMS	1	2	3	4	5
1	There are measures put in place to check your behaviour in school					
2	You are taught how to relate well with each other at school					
3	You are helped to understand your development stages					
4	You are guided how to manage your emotions					
5	It provides you with knowledge					
6	You are taught how to alter unstable behaviour					
7	You are helped to adjust to school life					

**Section D: Effect of adaptation guidance services**

No.	ITEMS	1	2	3	4	5
1	You are always oriented when you come to school for the first time					
2	Adaptation guidance helps you to become comfortable in the new environment					
3	It helps you to adjust to the new environment in a relatively short period of time					
4	Helps you to change your bad behaviour					
5	It also helps you to stay in a school for a longer time and complete studies.					
6	Helps you to improve on your academic performance and achievement					
7	Adaptation guidance helps you to maintain a positive social relationship					

**APPENDIX B:  
QUESTIONNAIRE FOR TEACHERS  
UGANDA CHRISTIAN UNIVERSITY**

**REQUEST TO COMPLETE THE RESEARCH QUESTIONNAIRE**

**Dear respondent,**

I am a student at Uganda Christian University undertaking a Master's degree in Educational Administration and Planning. As part of the requirements of the course, I am required to undertake a research project in my area of study. My research topic is on Guidance Services and Academic Performance. You have been selected as one of the respondents in this project. Your sincere and correct answers will be important in attaining this goal. All information will be treated with utmost confidentiality and for academic purpose only.

Thank you for your time and responses.

Yours Sincerely,

.....

**VICTORIA BAGAYA**

## SECTION A: BACKGROUND INFORMATION OF THE RESPONDENTS

Tick (✓) where appropriate

### 1. GENDER

1) Male

2). Female

### 2. Level of Education Qualifications

1) Certificate  2). Diploma  3) Degree

6) Master's Degree  7) others

### 3. Age

1) 20 years below  2) 21-25 years  3) 26 years- 30 years

4) 30 years above

### 4. Number of years spent in teaching

1). Less than a year,  2) 1-5 years  3) 6-10 years

4) 11 years above.

### SECTIONS: B to D

In these sections you are required to tick (✓) on a response option ranging from Strongly Disagree = 1, Disagree = 2, Undecided = 3, Agree = 4, Strongly Agree = 5 on the study topic: Effect of guidance Services and academic Performance.

#### Section B: Career Guidance and Students' Academic Performance

No.	ITEMS	1	2	3	4	5
1	I offer career guidance to my students					
2	Help my students to choose what will enable them succeed professionally.					
3	Career guidance helps me to motivate my students to work harder					
4	Provides students with the courses offered at tertiary institutions					
5	Career guidance enables me help my students to discover their abilities					

#### Section C: Psycho-Social guidance services and students' academic performance

No.	ITEMS	1	2	3	4	5
1	I always check on student's behaviour while at school					
2	Teach my students how to relate well with each other while at school					
3	Help students to understand their development stages					
4	Students are guided on how to manage their emotions					
5	Teach my students how to alter their un-stable behaviour					

**Section D: Adaptation guidance services and students' academic performance**

No.	ITEMS	1	2	3	4	5
1	Always give guidance to my new students about the new environment					
2	Adaptation guidance enables my students to feel comfortable in the school					
3	Orienting my students has enabled their long stay at your school					
4	It has helped my students to maintain a positive social relationship					
5	It helps my students to understand the system of new environment					

**DEPENDENT VARIABLE**

**SECTION E: ACADEMIC PERFORMANCE**

No.	Items	1	2	3	4	5
1	There is increment in the number of students who complete form four and form six					
2	There is increment in students' performance in UCE and UACE					
3	Student often complete their tasks on time					
4	Students have developed a number of skills					
5	There is improvement in students grades					
6	There is improved learning among students					
7	Those who perform well are recognised					

Thank you for being a cooperative respondent. Your contribution to this study is highly appreciated.

**APPENDIX C:  
INTERVIEW GUIDE FOR HEAD TEACHERS**

1. Is there a session for career guidance in your school? Who is responsible for career guidance? What does it focus on? Or emphasis on?
2. How has this helped the students in selecting of subject combinations at advanced level?
3. From the start, what do you encourage your students to focus on? Why?
4. Do you give advice to your students basing on their capabilities?
5. Do you give advice to your students coupled with their personal choices?
6. How has career guidance enabled you discover the interests of your learners? If yes, how? And what measure have you put in place to help them?
7. How do you help your students to deal with?
  - i) Emotions    ii)
  - Behavioural change
  - iii) Attitude
8. Talk to me about how you help your students discover themselves?
9. How do you handle the bad behavior amongst your students?
10. Talk to me about how you orient your students. Has it benefited students?
11. Does your school have guiding posters, labels for directing new students? How have your students benefited?
12. Have students' grades improved in your school in UCE?.
13. Has the number of students who complete form Four from 2016-2019 increased in your school?.

#### **APPENDIX D: OBSERVATION CHECK LIST**

1. Compound labels directing the students
2. Compound labels advising the students
3. Classroom labels indicting the class and stream
4. Office labels
5. Study area labels (Laboratory, Library, Reading room, Main Hall)
6. Labels showing male and female washrooms

APPENDIX E: DATA COLLECTION LETTER FROM MBALE SECONDARY SCHOOL



UGANDA CHRISTIAN UNIVERSITY  
MBALE UNIVERSITY COLLEGE

A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

To: THE HEADTEACHER  
MBALE S.S.

Dear Sir/Madam,

Re: Academic Research

Christian greetings!!

We are honored to introduce to you MC. BAGAYA VICTORIA  
of Registration Number; JIG/BUW/MED/003 pursuing a  
Masters' Degree/ Postgraduate Diploma/ Bachelor's Degree  
EDUCATIONAL PLANNING AND ADMINISTRATION

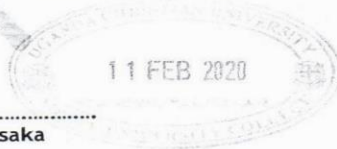
He is required to carry out academic research on the topic;  
GUIDANCE SERVICES AND STUDENT ACADEMIC  
PERFORMANCE IN GOVERNMENT AIDED SCHOOLS  
IN MBALE CITY, UGANDA.

And thereafter produce a well bound hard cover research report (**MAROON**) in color, four undergraduate and three (**BLACK**) copies for postgraduate students as a University as a requirement for the award of Masters in the academic discipline that he/she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Yours Faithfully,

  
Dr. Ovia Kyatuha Mwisaka  
Academic Registrar



*Accepted and allowed to carry out research in Mbalale S.S.*



APPENDIX F: DATA COLLECTION LETTER FROM MBALE HIHG SECONDARY SCHOOL



UGANDA CHRISTIAN UNIVERSITY  
MBALE UNIVERSITY COLLEGE

A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

To: THE HEADTEACHER  
MBALE HIGH SCHOOL

Dear Sir/Madam,

Re: Academic Research

Christian greetings!!

We are honored to introduce to you MS. BAGAYA VICTORIA  
of Registration Number; JIG/BWL/MED/003, pursuing a

Masters' Degree/ Postgraduate Diploma/ Bachelor's Degree  
EDUCATIONAL ADMINISTRATION AND PLANNING

He is required to carry out academic research on the topic;

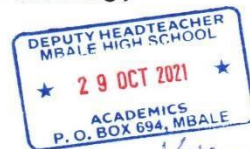
GUIDANCE SERVICES AND STUDENT ACADEMIC  
PERFORMANCE IN GOVERNMENT AIDED  
SCHOOLS IN MBALE CITY, UGANDA.

And thereafter produce a well bound hard cover research report (MAROON) in color, four undergraduate and three (BLACK) copies for postgraduate students as a University as a requirement for the award of Masters in the academic discipline that he/she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Yours Faithfully,

Dr. Ovia Kyatuha Mwisaka  
Academic Registrar



*Request -  
Permission  
granted.*

APPENDIX G: DATA COLLECTION LETTER FROM NKOMA SECONDARY SCHOOL.



UGANDA CHRISTIAN UNIVERSITY  
MBALE UNIVERSITY COLLEGE

A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

To: THE HEADTEACHER  
NKOMA S.S

Dear Sir/Madam,

Re: Academic Research

Christian greetings!!

We are honored to introduce to you MS. BAGAYA VICTORIA  
of Registration Number; JIG/BUK/MED/003 pursuing a


Masters' Degree/ Postgraduate Diploma/ Bachelor's Degree  
EDUCATIONAL ADMINISTRATION AND PLANNING

He is required to carry out academic research on the topic;  
GUIDANCE SERVICES AND STUDENT ACADEMIC  
PERFORMANCE IN GOVERNMENT AIDED SCHOOLS  
IN MBALE CITY, UGANDA.

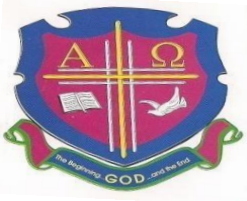
And thereafter produce a well bound hard cover research report (MAROON) in color, four  
un-graduate and three (BLACK) copies for postgraduate students as a University as a  
requirement for the award of Masters in the academic discipline that he/she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Yours Faithfully,

  
Dr. Ovia Kyatuha Mwisaka  
Academic Registrar





# UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa  
 **MBALE UNIVERSITY COLLEGE.**

## Department of Research and Post Graduate Studies

### Viva Correction Compliance form

Date: 17<sup>TH</sup> JULY, 2024

Name of Candidate: **BAGAYA VICTORIA** Reg. No: **J16/BUW/MED/003**

Title of Dissertation: **GUIDANCE SERVICES AND STUDENT ACADEMIC PERFORMANCE**

**IN GOVERNMENT AIDED SECONDARY SCHOOLS IN MBALE CITY, UGANDA.**

COMMENTS BY THE PANEL	ACTION TAKEN	INDICATOR
Include results from qualitative analysis Improve on your research design i.e. it is a cross-sectional survey design	Descriptive analysis was included	Pg. 31- 52
Questions in the questionnaire are not the ones in the in the conceptual frame work	Improved on design to a cross sectional survey design	Pg. 24
Change the design of the items in the questionnaire, use you instead of students Have two sets of questionnaires i.e. one for students and another one for teachers	This was done by including the parameters under the conceptual framework	Pg.12, pg.65-72
You are asking opinion questions yet you would have asked whether, there counselling services or not. Combine the model summary into a multivariate table to show the effect of IV on DV instead of breaking them they become inflated.	The deigns for items was changed	Pg. 65- 72
Conclusions should be based on results	Opinion questions were all changed	Pg. 65- 72
Recommendations should be based on conclusions.	The tables were combined	Pg. 40, 45, 51
	Conclusion was made according to results	Pg. 59
	This was done based on conclusion	Pg.60

Candidate's Name: **BAGAYA VICTORIA**

Signature:.....

Supervisor's Name: **DR. CRISTINE M. OKURUT IBORE** Signature: .....

