THE IMPACT OF GUIDANCE AND COUNSELING ON THE BEHAVIOUR OF GIRLS IN PRIMARY SCHOOLS IN KIGUMBA SUB COUNTY KIRYANDONGO DISTRICT

BY

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DECLARATION

I, Akech Margaret Okoth, affirm that the work contained in this research is by my hard work, it has never been submitted for any award here in or any other institution of higher education.

Signature: _____

Akech Margaret Okoth

Student

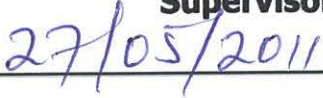Date of Submission: _25th. 05. 2011_____

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APPROVAL

This is to certify that this research work was supervised and is now ready for submission to the academic board for consideration and approval.

Signature:_____

Mr. Oketcho Pius

Supervisor

Date: __27/05/2011_____

DEDICATION

This piece of my work is dedicated to my father Okoth Terence and my husband Otim Paul for the financial support they rendered to me.

I also dedicate this work to Mr. Robert Muhwezi who provided technical advice and provided me with scholastic materials.

ACKNOWLEDGEMENTS

I would like to acknowledge my supervisor Mr. Oketcho Pius for the guidance, and time spared to me during the carrying out of this research.

May God reward you abundantly.

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ABSTRACT

The study of this report is about the effects of counselling and guidance on behaviours of girls in primary schools in Kigumba Sub County, Kiryandongo district. It is directed by the following specific objectives; to identify the problems facing girls in primary schools, to investigate whether there is guidance and counsellinig in primary schools, and identify effects of guidance and counselling in primary schools.

The study was descriptive where stratified sampling was used to select population. It employed a total sample of 50 respondents as indicated in chapter four. Data were analyzed and presented using statistical methods of data presentation where percentages were integrated into tables.

It was found out that the problems were lack of self confidence, external barriers, parental influences, issues relating to teachers, personality factor, loss of relief and isolation. Among the recommendation given are: provision of scholastic materials, increase in teachers' remuneration, provision of lunch by schools, complete and clear curriculum, and need to sensitize the community.

CHAPTER ONE

Introduction

1. 1 Background to the study

Counselling, according to Brammer and Shostrom is defined as a way of relating and responding to another person so that he/she is helped to explore his thoughts, feelings and behaviour to reach a clear self-understanding. Also, the person is helped to find and use his/her strengths to be able to cope more effectively with making appropriate decisions, or taking appropriate action.

Makinde (1983) also looks at counselling and defines it as an integrative process between a client, who is vulnerable and who needs assistance, and a counsellor who is trained and educated to give this assistance. The goal of the interaction is to help the client learn to deal more effectively with him/herself and the reality of his environment.

People who are in a position to counsel in their work place could be co-workers who would function as peer counsellors, supervisors and managers who would counsel their own staff and staff members like the human resources manager and the training manager who could counsel any staff member because of the uniqueness of their positions. In addition, directors or senior managers are well placed to counsel members of the management staff.

Teachers have been found to believe and reinforce one of the most prevalent sex stereotypes-that males have more innate ability, while females must work harder. Fennema (1990), commenting on the role of teacher beliefs on mathematics performance, reported that, in a study she conducted with Peterson, Carpenter, and Lubinski, "teachers selected ability as the cause of their most capable males' success 58% of the time, and the cause of their best

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females' success only 33% of the time." They also concluded that even though teachers did not tend to engage in sex-role stereotyping in general, they did stereotype their best pupils in the area of mathematics, attributing characteristics such as volunteering answers, enjoyment of mathematics, and independence to males. Recent research has indicated that some teachers seem to expect less from females than they do from males, especially in regard to achievement in mathematics and science. Girls may internalize these lowered expectations very early in life.

1.2 Statement of the Problem

The behaviours of girls in primary schools has been in most cases making people wonder how the next generation will be like given the fact that some girls drop out of school at an early age especially during adolescence. This trend could be changed if there is an intervention of instituting guidance and counseling. Therefore the researcher will investigate whether the problems are facing girls in primary schools as well as finding out the effect of guidance and counseling on girls' behaviour.

1.3 Purpose of the study

To find out the girls' problems while still in primary schools and to determine the impact of guidance and counseling on girls' behaviour.

1.4 Objectives of the Study

(i) To find out the problems facing girls in primary schools in Kigumba Sub County, Kiryandongo district

(ii) To investigate whether there is guidance and counseling services in primary schools in Kigumba Sub County, Kiryandongo district

(iii) To investigate the impact of guidance and counseling on girls' behaviour in Kigumba Sub County, Kiryandongo district

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1.5 Research Questions

(i) What problems do girls face while in primary schools in Kigumba Sub County, Kiryandongo district?

(ii) What are the guidance and counselling services in primary schools in Kigumba Sub County, Kiryandongo district?

(iii) What are the effects of guidance and counselling on the behaviour of girls in primary schools in Kigumba Sub County, Kiryandongo district?

1.6 Scope of the Study

This was carried out within both geographical and theoretical scope.

1.6.1 Conceptual Scope

The study emphasized on problems girls face, counselling and guidance services and effects of guidance and counselling in primary schools in Kigumba Sub County, Kiryandongo district.

1.6.2 Geographical scope

The research was conducted in Kigumba Sub County, Kiryandongo district, taking five primary schools as the case study.

1.6.3 Time Scope

The study was carried out from January 2011 to July 2011 since the researcher was in her final year.

1.7 Significance of the Study

1.7.1 NGOs

The study will be useful to the policy makers, management in that it will provide useful policy guideline for appropriate policy formulation and programmes for introduction of counselling and guidance services in primary schools in Kigumba Sub County, Kiryandongo district.

1.7.2. Government

Information on impact of counseling and guidance will be useful to policy makers like Ministry of Education and Sports on how they can empower girls and create gender equality.

The research findings will be of great value to the Uganda Government and other institutions whose goal is to improve girls' status.

1.7.3 Academicians

The study is expected to help the researcher in the fulfillment of the requirements of a diploma in education of Kampala International University.

The finding will provide up-to-date literature and open the field for further research to academician and researchers who may be interested in area of the impact of guidance and counselling on the behaviour of girls.

1.6.5 Stakeholders in Development

The findings of the study will contribute information about introducing counselling and guidance in primary schools which is of a great help in improving the behaviour of pupils.

It will provide useful policy guideline for appropriate policy formulation and programmes for improving girls focused projects.

It will better provide a solid knowledge base to enable these institutions to design intervention programs that will address girls' role in development in Uganda.

CHAPTER TWO

Review of Related Literature

2.0 Introduction

This chapter makes some reflection on what other researchers have written in matters pertaining to helping girls to make adjustments in relation to the problems and challenges. Emphasis was put on the problems that affect girls in their life time especially while in primary schools and what is being done to help these girls to overcome such challenges and solve problems.

Guidance is a way to make an individual understand himself or herself in the world (Olu Makinde, 1984). Counselling is a series of direct contact with the individual which aims to offer assistance in changing attitudes and behaviour. It is an active process co-joining the counselee. According to the researcher counselling is one of the fundamentals services an individual makes appropriate choices and realistic decisions on how to deal with the problem situation being faced with.

Monitor 2/8/2001 No. 312, Jonathan Akweteireho reported a young girl who was in primary six who left home over forced marriage in Masaka. As she was reaching home from school, she found "the so called bride" waiting for her, declining to marry her. Her father lost dignity and respect in the village.

2.1 Importance of Guidance and Counselling

According to Special Needs Education Module19 (2002), there are three aims of counseling and guidance and these are;
- Understand and accept oneself
- Manage oneself

- Equip individuals with skills and attitudes that will enable them face different life situations

In accepting oneself, an individual develops a positive self image and a sense of identity as well as establishing a set of beliefs and a value system that will guide his/her behaviour and action. As one understands and accepts oneself he will be able to use his own abilities, interests, beliefs and so on to overcome certain challenges.

Managing oneself helps an individual to make appropriate choices and realistic decisions such that he/she can be able to adjust to the existing environment and solve problems.

Equipping an individual with skills and attitudes will enable him/her face different life situations. He/she will consider his/her ability to explore and understand life better so as to make wise decisions and cope with situations. The individual will be made to tolerate living with others and cope with the difficult circumstances one may encounter later on in life.

Guidance and counselling should be integrated with the usual teaching and learning so that children, in this case, girls, should be better placed to cope with the life situations while in school.

Many authors have had different perspectives in guidance and counselling depending on the way they look at people relating with each other in their society. British Kirby (2000) asserts that many adolescents try all sorts of adjustment mechanism to get their needs fulfilled. He goes on to say that as teachers need counselors were always confronted with adjustment mechanisms like aggression, repression, egocentrism, withdraw, drugs and alcohol. Unless

proper guidance is given to our adolescents when their needs arise, they may become frustrated unruly or unwilling to cooperate.

Gross R (2005) contends that guidance will help give directions to the achievement of development tasks of infants and adolescents, counselling will prevent frustration, restore self understanding and educate on tasks necessary for adolescents growth. He further says that the disturbed adolescents who are ignored need help from counsellors.

Unesco (200), making people aware of the necessity if life long learning and making a flexible life long learning system available are important. However, life long career guidance and counselling will be essential in order to make the system work.

2.2 Problems facing Girls in Life

During growth and development, there are various challenges that individuals encounter at their different age groups. To the adolescents, they are usually faced with special needs and problems that they never had before.

According to Abiri J.O (1977) adolescents have certain needs which are in our primary schools. Therefore teachers and parents alike should understand the nature of the unique problems of adolescents especially those in primary schools if they are to help them make a smooth transition to adulthood.

Sexual harassment and abuse are the most common problems affecting girls in schools. Racheal Z. (2006) argues that intra family child sexual abuse usually occurs under a cloak of secrecy. Reason for maintaining the secrecy include concern about presenting the family unit and avoiding recrimination, guilty and shame. As a consequence the victim is faced with social, emotional, isolation without profit of much needed support and reassurance.

Research with talented girls and women has revealed a number of personality factors, personal priorities, and social emotional issues that have consistently emerged as contributing reasons that many either cannot or do not realize their potential. Not all gifted females experience the same issues, but trends have been found in research about girls that identify a combination of the following contributing reasons: dilemmas about abilities and talents, personal decisions about family, ambivalence of parents and teachers toward developing high levels of potential, and decisions about duty and caring (putting the needs of others first) as opposed to nurturing personal, religious, and social issues (Racheal Z. 2006).

Some research has suggested that belief in ability and self-confidence of talented females is undermined or diminished during childhood or adolescence. In a recent qualitative study of five talented adolescents, not one participant attributed her success in school to extraordinary ability (Callahan, Cunningham, & Plucker, 1994). Other recent research has indicated that despite a degree of "feminine modesty," some gifted pupils acknowledged their abilities despite admitting to having fears about the future (Reis, Hébert, Diaz, Maxfield, & Ratley, 1995). What factors help some smart young girls become self-fulfilled, talented adults who can achieve at high levels and enjoy personal happiness? Studies of gifted women provide essential information about experiences of smart girls during childhood and adolescence. Some of these experiences cause confusion about future career and personal goals. The following review of research focuses on the social and emotional issues faced by gifted females, and includes issues related to external barriers and internal barriers experienced by gifted and talented girls and women.

External Barriers: The importance of environmental variables on the development of gifted and talented females cannot be overstated. Almost from birth, females find themselves in a world of limiting stereotypes and barriers to

achievement. Research has identified external barriers that seem to negatively influence the development of talents and gifts in some girls and women. These barriers include the role of parents, school, and the environment in general, as well as the need to develop a set of philosophical beliefs that is essential to the development of creative and academic potential. In a society in which the majority of our leaders, politicians, artists, musicians, and inventors are male, a young female may not develop a philosophical belief about her own creative potential. A brief discussion of some external barriers follows.

Parental Influences on Girls: Recent research has established the importance of parents' attitudes and beliefs about the academic self-perceptions and achievement of their children (Hess, Holloway, Dickson, & Price, 1984; McGillicuddy-De Lisi, 1985; Parsons, Adler, & Kaczala, 1982; Stevenson & Newman, 1986). In some studies, parents' beliefs about children's abilities had an even greater effect on children's self-perceptions than previous performance (Parsons, Adler, & Kaczala, 1982). Phillips (1987) confirmed this finding in her study of high ability pupils, and a recent study of parental influence on math self-concept with gifted female adolescents as subjects found consistently significant correlations between parent expectations and student math self-concept (Dickens, 1990). Reis found that memories of negative parental comments haunt gifted and girlsdecades after they left home (Reis, 1995; 1998). This research provides compelling evidence of the difficulty of addressing this problem. Parental opinions matter greatly to young girls, and the messages sent by subtle and not-so-subtle verbal and nonverbal interactions may encourage or discourage girls for life.

Issues Relating to Teachers: Kramer (1985) found that teachers were usually able to identify gifted boys, but were often surprised to learn that a girl was considered smart. The girls in her study were very successful at hiding their intelligence and in silencing their voices. In another analysis of research about

adult perceptions of girls' intelligence, Myra and David Sadker (1994) stated that "study after study has shown that adults, both teachers and parents, underestimate the intelligence of girls" (p. 95).

Kissane (1986) found that teachers are less accurate in nominating girls who are likely to do well on the quantitative subtest of the SAT than they were in naming boys who were likely to achieve a high score. Research also indicates that teachers like smart girls less than other pupils. Similar findings emerged in a study by Cooley, Chauvin, and Karnes (1984). Both male and female teachers regarded smart boys as more competent than girls in critical and logical thinking skills and in creative problem-solving abilities, while they thought smart girls were more competent in creative writing. Male teachers viewed female pupils in a more traditional manner than did female teachers, perceiving bright girls to be more emotional, more high strung, more gullible, less imaginative, less curious, less inventive, less individualistic, and less impulsive than males.

Internal Barriers (Personality Factors, Personal Choices and Decisions):
Research studies with talented females have revealed a number of personality factors, personal priorities, and decisions which have emerged as the reasons that many of them either can not or do not realize their potential in academic areas and their professions. The factors include: dilemmas about abilities and talents; personal choices about family; choices about duty and caring and nurturing the talents in oneself as opposed to putting the needs of others first; religious and social issues which consistently affect women across their lifespans; poor planning; hiding abilities and differences; perfectionism; attributing success to luck rather to ability; poor choice of partners; and confusing messages from home about politeness (Reis, 1998).

Loss of Belief in Abilities and Self-Confidence: Previous research has found that some girls lose, to varying degrees, their enthusiasm for learning and their courage to speak out and display their abilities. Some research and reviews of research (Arnold, 1995; Bell, 1989; Cramer, 1989; Hany, 1994; Kramer, 1991; Leroux, 1988; Perleth & Heller, 1994; Reis & Callahan, 1989; Subotnik, 1988) have indicated that some gifted females begin to lose self-confidence in elementary school and continue this loss through college and graduate school. These girls may grow to increasingly doubt their intellectual competence, perceive themselves as less capable than they actually are, and believe that boys can rely on innate ability while they must work harder to succeed. Some of this research also indicates that girls try to avoid competition in order to preserve relationships, even if that means that they don't take the opportunity to use their skills.

Kline and Short (1991) found, in a review of the literature, that the self-confidence and self-perceived abilities of girls steadily decreased from elementary grades through high school. Buescher, Olszewski, and Higham (1987) found gifted boys and girls were more alike than peers not identified as gifted except in one critical area-the recognition and acceptance of their own level of ability. Interviews with middle school gifted females revealed that girls avoid displays of outstanding intellectual ability and search for ways to better conform to the norm of the peer group (Callahan, Cunningham, & Plucker, 1994).

Social Problems and Isolation: Being identified as being bright or talented may create social problems for females (Bell, 1989; Buescher, Olszewski, & Higham, 1987; Eccles, Midgley, & Adler, 1984; Kerr, Colangelo, & Gaeth, 1988; Kramer, 1991; Reis, 1987, 1995; Reis, Callahan, & Goldsmith, 1996). Some research indicates that girls believe it is a social disadvantage to be smart because of the negative reactions of peers. Fearing their peers' disapproval,

bright young women may deliberately understate their abilities in order to avoid being seen as physically unattractive or lacking in social competence. In other words, they may "play dumb." Parents may also send negative messages about how girls should act, how polite they should be, how they should dress, and how often they should speak out and in what situations.

Perfectionism: Perfectionism can cause girlsto set unreasonable goals for themselves and strive to achieve at increasingly higher levels. It also can cause women to strive to achieve impossible goals and spend their lives trying to achieve perfection in work, home, body, children, wardrobe, and other areas. Hamachek (1978) viewed perfectionism as a manner of thinking about behavior and described two different types of perfectionism, normal and neurotic, forming a continuum of perfectionist behaviors. Normal perfectionists derive pleasure from the labors of effort and feel free to be less precise as the situation permits. Neurotic perfectionists are unable to feel satisfaction because they never seem to do things well enough.

In a recent study on perfectionism in gifted adolescents in a middle school, Schuler (1997) found that perfectionism is a continuum with behaviors ranging from healthy/normal to unhealthy/dysfunctional. Order and organization, support systems, and personal effort were the factors that affected the healthy perfectionists who received encouragement to do their "personal best" academically, and were told that mistakes were acceptable parts of learning. On the other hand, concern over mistakes, perceived parental expectations, and perceived parental criticisms were the salient factors for the gifted unhealthy/dysfunctional female perfectionists.

They possessed a fixation about making mistakes, resulting in a high state of anxiety. Their definitions of perfectionism focused on not making any errors. Unlike the healthy female perfectionists, the unhealthy females' earliest

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memories of being perfectionistic centered on making mistakes. These unhealthy female perfectionists were concerned about making errors both because of their own high standards and those of their parents, and they worked to please others-teachers, peers, or parents. Unlike the healthy female perfectionists, they viewed their parents' perfectionism negatively, and perceived parental expectations as demands to be perfect in everything they did.

2.3 Effects of Counselling

Girls with problems may take more time off school for sicknesses that are either real or imagined. Many may suffer from stress related illnesses. This is expensive for the schools both from the viewpoint of the cost of the treatment and the cost of the time away from the job. Remaining staff members also suffer since they will have to do additional work to cover for the member who is away. This impacts on their productivity and lowers their morale.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methods that were used during this study. These included target population, sample size, methods of data collection, data editing and data analysis. It addresses the area of study, the population covered and the problems encountered

3.2 Research Design

This study used qualitative methods to investigate the factors affecting performance in English. It was basically gender focused where females are to be studied in order to get a clear view on rates of school dropouts among children.

3.3 Study Area and Population of Study

The study was conducted in Kigumba Sub County, Kiryandongo district. Kiryandongo is located on the main Gulu-Masindi Highway, approximately 50 kilometres (31 mi), by road, northeast of Masindi, the largest town in the sub region. This location is approximately 225 kilometres (140 mi), by road, northwest of Kampala, Uganda's capital and largest city.

The exact population of Kiryandongo is not known. However, it is estimated that for a radius of 7 kilometres (4.3 mi), from the center of the town, the total population is approximately 13,400, as of January 2011

The study population consisted of the children, parents, teachers, education officer, Local community chairman.

3.4 Sample Frame work

3.4.1 Sample Size

From the proposed study a sample size of 50 respondents was interviewed.

3.4.2 Sample Technique

A stratified sampling technique was used in order to increase the precision of estimates.

3.4.3 Sample procedure

Teachers, and children were taken as strata. Stratified sampling is to arrange or divide (society) into a hierarchy of graded status levels.

3.5 Methods

3.5.1 Instruments Used for Data Collection

In order to achieve the objective of this study, the researcher used the following methods of data collection to get information on the effect of guidance and counselling on the behaviours of girls. The methods enabled the researcher to generate enough information so as to make conclusions and draw conclusion appropriately to these issues.

Questionnaire

The questionnaires were administered on some children, parents and teachers in the rural and urban areas of Kiryandongo district so that the researcher can compare and contrast data given on guidance and counselling on the behaviours of girls in the two regions. Questionnaires were given to local government and local leaders.

Interview

The researcher conducted face-to-face interviews with some women, girls both illiterates and literates on issues pertaining to the respondents background, the school enrollment, Local government leaders and education officer.

3.5.2 Sources of data

Primary source of data

This was got through the use of self administered questionnaires and interviews.

Secondary data

Text books and other related works of outstanding scholars whether Published, Magazines, Written data sources included published and unpublished documents, agency reports, newspaper articles, internet sources and so forth were referred to so as to give more light on issues of the effects of guidance and counselling on the behaviours of girls.

3.6 Data Analysis

Data was analysed qualitatively and quantitatively. Different data sets were used in analyzing data collected. Bar graphs were used to give a clearer outlook about the effects of guidance and counselling on the behaviours of girls and they were done in Microsoft Excel. Recommendations were made using the outcome of the result of the analysis.

3.7 Ethical Consideration

Bearing in mind the ethical issues, the researcher provided the respondents with the necessary information as regards the main purpose of the research, expected duration, procedures followed, and were in position to keep privacy and not disclose the confidentiality of respondents and researchers responsibility.

3.8 Limitations

The research study was faced by a number of problems and constraints and hence may not adequately meet the intended objectives to the required level.

Again data collection and processing was done in bits because the researcher could not raise the required fund in lump some as she had to fund herself.

Financial constraints have limited the researcher from having a thorough research process for instance; undertaking pretexts and piloting studies had to be foregone.

Problem of distance between the researcher and his supervisor while in the field did impede proper continuous assessment of research, thus research process could only be dictated when it's already late.

The researcher faced a problem of time constraints. The time allocated for the study was not enough for a thorough investigation because the research was conducted with academic urgency in the two years while also the researcher was required to attend to her academic work.

The unwillingness of the respondent's also posed a problem to the research study,

However, the researcher tried her level best using various research skills and tactics to avoid the problems or at least to reduce their impact on the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

In this section, a core of the study is presented. Data collected from the respondents is analysed. The discussion is presented in accordance with research question and objectives of the study.

4.2 Demographic Background of the Respondents

This presents the sex, age, marital status, educational level and occupation of the respondents. These are discussed below:-

4.2.1 Sex

Table 1: Sex of the respondents

Sex	Frequency	Percentage
Males	22	36.67
Females	38	63.33
Total	**60**	**100.00**

Source: Primary data 2011

From the study it was established that females were more than males with 63.33% because the area of study has more females than males.

4.2.2 Age

Table 2: Age of the respondents

Age	Frequency	Percentages
Below 25	38	63.33
25 -34	12	20.00
35 – 44	8	13.33
45 – 60	2	3.33
Total	**60**	**100.00**

Source: Primary data 2011

From the study, three quarters of the respondents are below 45 years of age. Most of the respondents were below 25 years with 63.33%, followed by 25 - 34 years of age with 20.00%, followed by 35 – 44 with 13.33% and lastly 45 – 60 with 3.33%.

Below 25 years of age many as these constituted the children still in school and out of school children and some teachers. 45 – 60 included the head teacher.

4.2.3 Marital status

Table 3: Marital status of the respondents

Marital status	Frequency	Percentages
Single	38	63.33
Married	18	30.00
Separated	4	6.67
Total	**60**	**100.00**

Source: Primary data 2011

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From table 3, it can be established that single status were more than others as they constituted 63.33% of the total respondents followed by married with 30.00% and separated with 6.67%.

Single were many as they include the children, teachers who fear commitments. Married included parents of the children interviewed.

4.2.4 Educational

Table 4: Education level of the respondents

Education level	Frequency	Percentages
still in primary	30	50.00
Secondary	15	25.00
tertiary	8	13.33
graduate	6	10.00
Masters	1	1.67
Total	**60**	**100.00**

Source: Primary data 2011

From the study it was identified that still in primary respondents were many with half of the responses (50.00%) followed by secondary, graduate, tertiary and masters with 25.00%, 13.33%, 10.0% and 1.67% respectively.

Secondary level respondents included parents, some teachers, tertiary included teachers and graduates included headteachers and masters were the inspector of schools.

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4.2.5 Occupation

Table 5: Occupation of the respondents

Occupation	Frequency	Percentages
Farmer	35	58.33
Civil servant	5	8.33
Others	20	33.33
Total	**60**	**100.00**

Source: Primary data 2011

Table 5 shows that most of the respondents were farmers with 58.33%, followed by others and civil servants with 33.33% and 8.33% respectively.

Respondents who were farmers included parents and those who were in others category included children who are still in school.

4.3 Problems faced by girls in Primary Schools

Table 6:Problems faced by girls in primary schools

Problems	Frequencies	Percentages
Lack of self confidence	12	24.00
External Barriers	3	6.00
Parental Influence	14	28.00
Issues relating to teachers	5	10.00
Personality factor	9	18.00
Loss of belief	6	12.00
Isolation	1	2.00
Total	**50**	**100.00**

Source: Primary data 2011

From the study it was found out that most of the respondents gave parental influence as the major problem facing girls in primary school with 28%, followed by lack of confidence, personality factor, loss of belief, external barriers and isolation with 24%, 18%, 12%, 10%, 6%, and 2% respectively.

4.4 Effects of Counselling and Guidance

Table 7: Effects of counselling and guidance

Effects	Frequencies	percentages
improved performance	25	50.00
improved enrollment	9	18.00
self esteem	11	22.00
Others	5	10.00
Total	**50**	**100.00**

Source: Primary data 2011

From the study it was established that most of the respondents gave improved performance as the most positive effect of counselling and guidance with 50% followed by self esteem, improved enrolment and others with 55%, 18% and 10% respectively.

CHAPTER FIVE

SUMMARY OF THE MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter consists of the summary of the major findings, conclusion and recommendations.

5.1 Summary

From the study it was established that females were more than males with 63.33% because the study was basically about females.

From the study, three quarters of the respondents are below 45 years of age. Most of the respondents were below 25 years with 63.33%, followed by 25 - 34 years of age with 20.00%, followed by 35 – 44 with 13.33% and lastly 45 – 60 with 3.33%. and most of the were single status were more than others as they constituted 63.33% of the total respondents followed by married with 30.00% and separated with 6.67%.

From the study it was identified that still in primary respondents were many with half of the responses (50.00%) followed by secondary, graduate, tertiary and masters with 25.00%, 13.33%, 10.0% and 1.67% respectively.

Most of the respondents were farmers with 58.33%, followed by others and civil servants with 33.33% and 8.33% respectively, and most of parents have between 2 and 4 children as this is represented by 62.86% of the total respondents followed by 4 and above with 22.86% and between 1 and 2 with 14.29%.

From the study it was found out that most of the respondents gave parental influence as the major problem facing girls in primary school with 28%, followed by lack of confidence, personality factor, loss of belief, external barriers and isolation with 24%, 18%, 12%, 10%, 6%, and 2% respectively.

From the study it was established that most of the respondents gave improved performance as the most positive effect of counselling and guidance with 50% followed by self esteem, improved enrolment and others with 55%, 18% and 10% respectively.

5.2 Conclusions

From the research findings, it's evident that there is a effect of counselling and guidance on behaviours of girls in primary schools. There is a multiplicity of effects hat lead to improved behaviours of girls in schools. However, the effects differ in proportions.

Among the effects discovered were improved enrollment, performance and self esteem.

There is need for further research about the effects of counselling and guidance on behaviours of girls in primary school in other areas outside Kigumba Sub County and on a large scale. This information will likely help the government to formulate policies aiming at improving counselling and guidance services in primary schools.

There is need for improving school infrastructure, provide all necessities in schools, teachers a need to teach effectively.

5.3. Recommendations

The government should provide all scholastic materials to all schools and should even cross bridges and give a hand to private schools which are also helping a country's future. This can be done by employing and paying teachers, providing books, pens and the rest as it was before.

The government should increase on teacher's remuneration. Teachers' remuneration should be greatly improved if the teaching/learning is to greatly improve. They should be given bonuses, housing allowance and tours once in a while to improve on their solidarity. This increased remuneration, would boost morale, commitment, interest and concentration that would motivate them to handle pupils as their own children such pupils would perhaps reduce going away.

There is need to provide lunch to pupils and students as well as teachers. The government should at least allow or enforce parents to start paying for meals at schools. The meals should be uniform.

The community should socialize its members to the beliefs, values, knowledge, customs and norms in education. This would help to reduce school drop out.

The pupils should not commit crimes that may lead them to be heavily punished in order to curb heavy punishments.

The pupils should form discussions groups in order to get or share knowledge among themselves so as to perform well.

There should be set and enforced laws protecting the rights (rights to education) and freedom of children in the community. These should be done through the

parliament where democratic means should be done by fail political representative.

Research should be made and coordinated about the causes and effects of school drop out. The findings should be nationally published and broadcasted through various national and private media channels to sensitize the public about the importance of education.

There is need to sensitize the community about the urgency of education in the developing Uganda. All the stakeholders focus in promoting adult education should be established in the area and other rural areas where drop out is still a problem.

5.4 Area for Further Research

The study investigated the effects of counselling and guidance on behaviours of girls in primary school in Kigumba Sub County. Though this study examined the roles of various stakeholders there are so many areas that deem relevant to this study that were not dealt with to establish the magnitude of the study. The researcher therefore recommends other researcher to also take further studies about this topic to make the subject more colorful.

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APPENDICES

APPENDIX A: WORK PLAN

January	1st week	Development of proposal
	2nd week	approval
	3rd & 4th week	Collection of data
June	1st & 2nd week	Presentation, analysis of data collected
	3rd & 4th weeks	Submission

APPENDIX B: PROPOSED BUDGET

ITEMS	COSTS IN UGX
Stationary	50,000/-
Printing / binding	50,000/-
Facilitation /meals	70,000/-
Transport	10,000/-
Miscellaneous	20,000/-
Total	**250,000/-**

APPENDIX C: QUESTIONNAIRE FOR PARENTS

Dear respondent,

I am a student of Kampala International University, final year. I am carrying out a research study on the topic: effects of counselling and guidance on behaviours of girls in primary schools in Kigumba Sub county, Kiryandongo district.

The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes.

The information given below will be treated with confidence

SECTION A: DEMOGRAPHIC BACKGROUND
(Tick where applicable)

1) Sex of the respondent

        Male

        Female

2) Marital status of the respondent...

        Single

        Divorced

        Married

        Never married

3) Education level of the respondent...

        Primary level

        Secondary level

        Tertiary level

        University level

4) Occupation of the respondent

Farmer

Business man/woman

Civil servant

Others

2. How many children do you have?

Boys   ☐

Girls   ☐

3. Are they all in school?

Yes   ☐

No   ☐

4. How is their behaviour here and at school?

....

....

....

....

....

5. What should the government and NGOs do about improving their behaviours?

....

....

....

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....

APPENDIX D: QUESTIONNAIRE TO THE STUDENTS

Dear respondent,

I am a student of Kampala International University, final year. I am carrying out a research study on the topic: effects of counselling and guidance on behaviours of girls in primary schools in Kigumba Sub county, Kiryandongo district.

The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes.

SECTION A: DEMOGRAPHIC BACKGROUND
1) Sex: ....
2) Age :..
3) Marital Status ....
4) Education background : ....

SECTION B: EDUCATION
5. (i): Are you still a student?

     Yes   ☐   No   ☐

(ii) If yes what are your interests in being to school?

     i.   ....

     ii.   ....

     iii.   ....

(iii) What are the problems that you face at school?

     i.   ....

     ii.   ....

     iii.   ....

6. How do you address them?

   ....

   ....

   ....

   ....

   ....

7. Have you ever heard of counselling and guidance? Yes   No

8. If yes how has it helped you?

   i.   ....

   ii.   ....

   iii. ....

   iv.   ....

THANK YOU FOR YOUR COOPERATION