

**THE IMPACT OF GUIDANCE AND COUNSELING ON STUDENTS' CONDUCT IN
SELECTED SECONDARY SCHOOLS OF NANSANA TOWN COUNCIL
WAKISO DISTRICT**

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APPROVAL

This research report has been submitted with the approval of the under signed as a university supervisor.

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DECLARATION

I, Nalukwago Prosy of registration No. BED/4217/121/DU declares that this research report is my original work and has never been presented for any award in any other learning institution.

Signature: Nalukwago Prosy.....

Date: 16/04/2013.....

NALUKWAGO PROSY

DEDICATION

This research report is dedicated to my dear parents Mr. and Ms Musoke for their moral, financial and spiritual support throughout my entire academic life you are so much acknowledged.

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My sincere thanks and appreciation go to the staff of Kampala International University, special thanks however goes to Ms Gwokyala Edith who has been my mentor and great inspirer.

I would also extend my thanks to sister Evelyne, Jackline and Alice not forgetting brother Katta and the rest of the family, for their financial, spiritual and physical support and sacrifice which in most cases inconvenienced them.

LIST OF ABBREVIATIONS

In this study the following abbreviations were commonly used, and below stand to be their interpretations.

1. **G&C** - Guidance and counseling.
2. **Sec.** - Secondary
3. **BUNASO**- Wakiso Net work Aids Service Organization.
4. **S.S** - Secondary school
5. **STDs** - Sexually Transmitted Diseases.

DEFINITION OF TERMS

The following terms as used in this research especially in the title, methodology and objectives will mean as below;

1. **Guidance:** In this study means the process of helping the learners to understand them selves and the world around them through the presentation of knowledge, information and advice.
2. **Counseling** means a process of giving professional advice on students to enable him or her do away with the entangling and hampering personal problems.
3. **Respondents** mean the teachers and students to whom the questionnaires were given during the study.
4. **Conduct**, this means the mode of behavior of students in schools.
5. **Secondary school**, as used in this research refers to a post primary educational institution offering educational services to pupils after primary seven.
6. **Teachers** are educational instructors offering knowledge and guidance and counseling to the pupils.

CHAPTER ONE

1.0 Introduction

This chapter shows the back ground of the study, problem statement, purpose of the study, specific objectives, research questions or Null hypothesis, scope of the study and significance of the study.

1.1 Back ground of the Study

Educational, occupational and behavioral styles are rapidly changing here, there and everywhere. Curriculum and co-curriculum offerings have haphazardly expanded in the past few years. Equally, occupations have escalated man's demands and interests. Surprisingly, it is extremely becoming complex for the educational experts to equip the youth for education, occupation and life in this catastrophic world.

A large number of students in both primary and secondary schools find themselves in the grip of several adjustment problems like, loneliness and feeling of insecurity, conflict with peers and teachers; low academic achievements; bad companies and sexual problems. All these create emotional tensions and anxieties in the students. Following the demand for quality education claimed to be in towns, there has been an influx of students in urban places who miss guidance and counseling from parents and relatives as to how to conduct themselves in schools.

Drug addiction and suicide practices are mushrooming common practices in most of our secondary schools in Wakiso district as a whole. However, there have been no remedies to such problems like low academic achievement, drug addiction, peer pressure, sexual problems among others. So, the researcher given his knowledge and concerns wishes to discover or find out the influence of G.C to the general students' conduct in secondary schools in Wakiso; and thus provide possible solutions to such problems.

The researcher feels that every stake holder in secondary education should fully get involved and committed in providing G&C services to improve on not only the academic performance of students but also their general conducts in schools. The researcher was

stimulated by the inadequate literature to help and guide the secondary school teachers and other stake holders as well as school administrators on the relevance, and ways of conducting G&C services in schools.

This research there fore, aims at filling up this vacuum and provide a concretized report on how absence of Guidance and counseling in selected secondary schools in Wakiso town council, Wakiso district has affected the students' general conducts.

In Uganda, Guidance and counseling services began far back in 1960s following the education report's emphasis on the need for vocational G&C in secondary schools. However, despite this, due to lack of skills and man power in Wakiso, many secondary schools in Wakiso town council, accommodate a number of students with poor conducts not because they are naturally indiscipline but because they lack guided direction from their teachers. This has not only contributed to poor conducts but equally affected their academic performance.

The post of career teachers in most secondary schools in Wakiso town council, Wakiso district is in formality because; It is given to a "lack of know how" and un interested teachers, of lack of cooperation between head teachers and teachers, of misunderstanding between head teachers and teacher , of lack of job description to career teachers, and of financial problems. This results in making uninformed decisions which greatly has ruined students' future in terms of conducts (behaviors) and consequently their academic performance in Wakiso town council due to lack of sense of direction and information on choosing courses.

Studies carried out in Wakiso district on students in secondary schools in term1 2008 found out that in schools where there were some guidance and counseling services, students' conducts and aspirations tended to be realistic and the reverse was true for those schools where G&C services were lacking.

The report from the 2nd head teachers' educational guidance and counseling seminar 2008 pointed out that; students in Wakiso district are majorly exposed to sex education (HIV/AIDS) as the only guidance and counseling services and they only think of how to avoid catching STDs, and pre-marital pregnancies which end up pushing them into poor moral conducts and poor social behaviors. And also it was discovered that the District Education Office mistakes Special needs Education to Guidance and counseling.

The school's responsibility is not only guiding the students to avoid STDs but it should also make them appreciate all the types of information concerning his/her own attitudes, aptitudes, skills, potentials (talents) as they bear upon the expectation of society.

It was therefore, this misconception and poor conduct of Guidance and counseling that the researcher was stimulated to conduct a research on the effect of G&C to the general conduct of students in Wakiso town council, Wakiso district.

1.2 Problem statement

Poor students' conducts, which is attributed to lack of Guidance and Counseling services in schools seem to be a challenging problem since 1960s in Uganda as a whole and in Wakiso town council, Wakiso district in particular. Most students today are faced with diverse social, emotional, psychological, economic, educational problems, and also lack knowledge about vocational education that has to be addressed.

This challenge has forced various school stakeholders like the government through the ministry of education and sports to train and recruit the capable persons to conduct Guidance and counseling activities. In my school where I teach, in Wakiso district and other secondary schools, the administrators in liaison with the ministry of education and sports have always organized refresher courses, seminars and workshops to equip teachers with skills and techniques of conducting guidance and counseling, and improving on vocational education in schools alongside teaching theoretical work.

Further still, in response to this problem, the ministry of education and sports in 1964, appointed the first education officer to carry on the duties of career guidance in secondary schools. However, major constraints to the above efforts have been; lack of commitment and implementation by the ministry of education and sports. lack of resources for publishing the necessary literature and for organizing seminars on G&C, lack of education by various educational stakeholders, and lack of know how (knowledge) by the teachers as implementers.

These constraints have rendered the guidance and counseling services ineffective which negatively affects the general students' conducts.

It is against this background, that the researcher is triggered to determine the effect of G&C to the general conduct of students in the selected secondary schools in Wakiso town council, of Wakiso district.

1.3 Purpose of the Study

The purpose of this study is to investigate the effect of G&C on the general conduct of students in the selected secondary schools in Wakiso town council Wakiso district.

1.4 Specific Objectives

1. To determine the role of G.C in the general conduct of students in selected secondary schools of Wakiso town council, Wakiso district.
2. To find out the guidance and counseling services in secondary schools of Wakiso town council.
3. To investigate the various types of Guidance and counseling carried out in selected schools of Wakiso town council.

1.5 Research Questions

1. What role does G/C play in the General conduct of students?
2. What are the different Guidance and counseling services offered in the selected secondary schools of Wakiso town council, Wakiso district?
3. What are the various types of Guidance and counseling carried out in selected secondary schools Wakiso town counsel, Wakiso district?

1.6 Scope of the study

The study was conducted in two selected secondary schools of Wakiso town council, Wakiso district. These included Nansana high school and London college school among others. The two schools are with in Wakiso town council and nearing one another which prompted the researcher to select these two for easy movement and compulsions

1.7 Significance of the study

The findings of this research may be of great importance to the following:-

- Policy makers, thus, the ministry of education and sports in attempting to integrate the education system by adding on the curriculum G&C other than special needs education only. And also in facilitating the development of vocational education.
- The school administrators (teachers) in transforming themselves fully, society and to make the world a better place to live in. Also through this research, teachers will come to know the effects of lack of Guidance and counseling on the general conduct of their children in schools, as well as knowing the various services and types of G&C in selected secondary schools of Wakiso town council.
- To the students of the research environment, the study will help them to discover the role of G&C in understanding themselves so as to know how to relate to others. The students will too, from this study discover the various services to be received from their school administrator other than mere academic knowledge.
- The future researchers in using it as a reference for their future research with related literature.
- The research will further the researcher in getting deep insight knowledge about the topic and also to fulfill the requirement of his award of bachelors degree in secondary education with guidance and counseling of Kampala international University.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter shows the theoretical frame work, the role of G&C on the general students' conduct, the different Guidance and counseling services offered in secondary schools, and the various types of G&C carried out in the selected secondary schools of Wakiso town council, Wakiso district.

Literature review was based on three main subtitles namely;

1. The role of role of Guidance and counseling on the general conduct of students.
2. The different services of G&C offered in schools.
3. The various types of guidance and counseling conducted in schools.

2.1 Theoretical frame work/ Review

This study was based on the model theory of developmental stages in career choice of 'Super (1981)', who noted that this model suggests the period of childhood that goes respectively with each stage, but some individuals pass through these stages much later than others, and it is quite possible for someone even in adolescence to be still primarily in the fantasy stage usually associated with early childhood.

A summary of one version of Super's model insists usually at least into the lower junior school. Children imagine them-selves as being anything that appeals to the imagination. Little thought is given to the realities surrounding the jobs concerned.

In his second stage of developmental stages in career choice, (later childhood), by the time children reach the later junior school years, interest is beginning to take over from fantasy. Children are now drawn towards those jobs that seem to embody the things which they find interesting. Thus, where as in the fantasy stage they might have wanted to be astronauts, this ambition might now be rejected as they find they are not really interested in astronomy or in rocket propulsion.

Super's third stage, he called capacity stage (middle teens), by the age of 14 or 15, capacity is becoming important to children, and they develop attendance to reject possible careers and instructions that appear to fall above or below their ability level. At this stage a lot of Guidance and counseling is required according to Super.

In his fourth stage referred to as the Tentative choice stage (later teens, children) make tentative choices as they begin the process of putting the first job applications and finding out more about the realities of working life and good conducts.

These four stages are the ones with which the teacher is primarily concerned with, but Super's model covers the whole of life. The early twenties are seen as the trial stage, in which the individual is trying things out and may frequently change.

Super's model therefore, serves as a useful guide for the teacher when thinking about vocational and educational guidance. And also in helping the adolescents who, with little chance of good results in the school-leaving examinations, confidently see themselves as air line pilots or as medical doctors and capable in everything. Therefore the researcher saw it relevant to base his study on Super's model of 1981 since it is related to the topic under discussion.

2.2 The role of G.C on the general conduct of students;

In his experiences with a specific therapeutic method for helping troubled individuals, Rogers (1961, in his), in his "non directive or client-centered" therapist's task is simply to facilitate progress towards this change.

Moser and Moser (1963), identifies the general problems of personal nature as found in schools and colleges or universities that require G&C besides academic problems as being social aptitudes romantic involvements, financial problems, undesirable habits and lack of self-sufficiency.

According to Freud (1961), people differ in abilities and personalities, therefore, individuals differences is one of the corner stones of modern Guidance and counseling. Since no people

are exactly alike they each have different tribes and abilities which the counselor needs to know.

Humphreys, Tackler and North (1960), described Guidance as a broad term which embraces a cluster of activities and experiences which assist the learner to grow into self understanding, accept himself, make wiser decisions, and do effective planning to achieve learning goals.

Makinde (1990), believes that counseling involves services to help an individual understand one self such capacity, interest, career potentials among others.

According to Karl Rogers (1961), Counseling consist of a series of direct contacts with an individual with a view of assisting that individual to change his or her attitudes and behavior. Counseling aims at assisting an individual who is vulnerable and who requires assistance. The counselor offering this assistance should be trained to offer good services. Counseling also aims at assisting an individual to effect a positive change through self understanding.

According to ministry of education and sports (2006), the role of Guidance and counseling in schools are categorized into developmental guidance, Individual students academic planning and performance, responsive services and system support.

Gysbers, Norman C., and Henderson, Patricia (2001) mentions that guidance plays a role on students behaving in gang behavior. Students as early as third grade are being taught gang-type activities. Students are more likely to end up in a gang if family members and peers are already involved in gang activity. It is difficult for children to leave a gang once they have been actively involved. Antigang resources are often focused on fourth and fifth graders - an age before most students join a gang. Counselors are in a position to ascertain whether a child is "at risk" of gang-type activity. The counselor can also be influential in working with the family to help the child avoid gang activity.

Gysbers, Norman (2001) further asserts that guidance and counseling helps to eliminate on Dropouts. In many large metropolitan school districts, over 25 percent of students do not complete their high school education. Premature school termination is becoming an increasingly more difficult problem as more careers require education well beyond the high

school level. Counselors are in a unique position to assist students with career guidance and help them establish meaningful goals including the completion of a basic education.

Hui, Eadaoin K. P. (2000) it plays a big role on Teen pregnancy. Teen pregnancy continues to be a societal concern. Precipitating factors are visible prior to middle school. Counselors are often the liaison with community agencies that work to prevent student pregnancy and assist with students who do become pregnant.

He further says that Drugs, including alcohol and tobacco, continue to be a serious problem for youth. Despite national efforts to eradicate these problems, many students still find their way to these mind altering chemicals. Counselors are trained to understand the effects of different drugs and can assist with interventions or community referrals. The counselor is also essential in developing substance abuse prevention programs in a school

Richard T.; and Jones, Bruce Anthony. (2000) says School violence can range from bullying to gunfire. Counselors have training to assist teachers and students in cases of violence and to establish violence prevention programs. Counselor leadership in making teasing and bullying unacceptable school behaviors is a powerful way to provide a safer and more inclusive environment for students

2.3 Guidance and counseling services offered in schools

According to Howe (1959), suggested that “Values do influence what we do but are not to be imposed”. He suggested important values orientations in counseling which include nationalism, culturalism (a rise from social needs groups). Theism (loyalty to God/ Supreme Being), and Humanism.

Lewin (1890- 1947), one of the founding fathers of social psychology, wrote that “The behavior of a person or of a group is due to the distribution of social forces in the situation as a whole rather than to intrinsic properties of individuals”. This means that children, for example with a particular kind of temperament or with a tendency towards aggression are not bound to become problems. They will only develop into problems if placed in a particular kind of relationship with a particular kind of social environment.

Robinson (1950) suggested the three major problems of grouping that require Guidance and counseling as being adjustment, skill and maturity problems.

A number of psychological problems have been listed by P. Chaudhary (1963) in her study. They are difficulty in concentration, tension and or anxiety, emotional involvement with the opposite sex, feelings of sadness, depression, and feelings of inferiority, indulgence in masturbation, feelings of guilt, and getting easily up set, loneliness, home sickness and problems of socialization poor achievements, examination anxiety, tobacco smoking, feelings of concern over meaning and purpose of personal uselessness. He categorized these problems as; Adjustment problems, Emotional problems, educational problems, sexual problems and physical problems.

The study done by Verma, Gosh and Wig(1975), reveals that age, marital status, religion, back ground, educational level of the fathers , family history of drugs abuse and scholastic performance since matriculation does not contribute in any way to drug abuse.

2.4 Types of Guidance and counseling offered in secondary schools

Sternberg (1985) proposed three types of components thus mental, performance and knowledge acquisition components. Mental components are the mental abilities individuals in solving their problems or completing a task. Knowledge acquisition components are mental abilities individual uses in gaining new knowledge.

According to Otyek Moses Cyprian (2003), Vocational guidance which is one of the types of G&C offered in secondary schools, is the help given to the young individual to choose an occupation, prepare for it, acquire it, maintain it and progress and be successful in it. In our secondary schools this is what is usually referred to as career guidance and careers master/mistress is usually the title given to the head of the department. It is a very important aspect of guidance and in order to do it effectively two things are necessary, and these are; knowing the child and knowing the job that

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The research was carried out analyzing the students' general conduct in relation to Guidance and Counseling in two selected secondary schools of Wakiso town council, Wakiso district. It also points out the following; research design used area and the population of the study, sample selection and size, tools / instruments of data collection, procedures of data collection and data analysis.

3.1 Research design.

The descriptive correlative survey was applied. It included random or probability collection of data through open and close ended questionnaires. The reason of these questionnaires was to focus on the effect of G.C in relation to the general conduct of students in two selected secondary schools of Wakiso town council, Wakiso district.

3.2 Area and Population of the Study

The study was conducted among senior one student, senior two students, senior three students, senior four students, senior five students and senior six students including the teachers in the two selected secondary schools of Wakiso town council, Wakiso district. The selected schools were London college Nansana, Nateete high school.

3.3 Sample Size

The two selected secondary schools of Wakiso town council were chosen on the basis of their foundation bodies, location, state of being day, boarding or mixed day and boarding, and their state of being government or private founded. From each of these selected secondary schools, the school administrators that is to say, the teachers were used and the entire students body picking few from each class. For example S.6-04, S.5-04, S.4-04, S.3-04, S.2-02 and S.1-02 were used and the process was made randomly.

3.4 Instruments of data collection

The tools for collecting data were both open and close-ended questionnaires. Validity of instruments was ensured through close scrutiny by the researcher. Open-ended questionnaires were used to find out respondents' own option or views, while the close ended questionnaires required the respondents to tick the alternative representing their own satisfaction.

3.5 Research procedures

Permission to collect the information was obtained from the university and the respective school administrators were requested to accept the researcher to conduct the research in their schools. The targeted school authorities were visited and permission was sought. On getting go ahead, the questionnaires were given to the respondents and collected after one week.

3.6 Method of Data Analysis

Responses received from questionnaires were analyzed and described qualitatively using frequencies, percentages and tables. Code categories were identified and assembled for qualitative data, the person correlation coefficient was used to analyze the levels of significances between different in dependable variables against the dependable variables.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter presents, interprets and analyzes the findings in relation to the objectives of the study and the research questions that are in the questions. A sample of 50 respondents was considered and it comprised of both students and teachers in the respective schools where research was carried out. The method of finding the valid percentages was by the use of the following formula:

$$P = \frac{\text{Number of frequency}}{\text{Total number of respondent's}} \times 100 \quad \text{OR} \quad \frac{\sum f}{\sum fx} \times 100$$

However the information obtained from the two schools, Bukooli College and Green Hill s.s was compiled using frequencies and percentages presented in same tables representing a total population of forty respondents respectively.

4.1 Personal Data

Findings were considered on individual or personal data of respondents noted there in.

Table 1: Schools where data was got from

| NO. | SCHOOL | NO. OF STUDENTS | NO. OF ADMINISTRATORS |
|-----|----------------|-----------------|-----------------------|
| 1. | London college | 20 | 05 |
| 4 | Nateete high | 20 | 05 |
| | Total | 40 | 10 |

Source: Primary source.

From the above table, two schools were selected and 20 students were selected from each school basing on mixed abilities from mixed schools.

Also schools administrators were involved in the respons

Bio data of respondents

Table 2: sex of a student

| Response | frequency | Valid (%) |
|--------------|-----------|-------------|
| Female | 20 | 50 |
| Male | 20 | 50 |
| Total | 40 | 100% |

Source: Primary data.

From the above table, 50% of the respondents were male (boys) and 50% were female (girls).

This shows that there was no gender imbalance or bias.

Table 3: Age of the teachers

| Responses | Male | Female | frequencies | Valid %ges |
|--------------|-----------|-----------|-------------|-------------|
| 25-30 years | 03 | 02 | 05 | 50% |
| 31- 35 years | 02 | 01 | 03 | 30% |
| 36- 40 years | 01 | 00 | 01 | 10% |
| 41- 45 years | 01 | 00 | 01 | 10% |
| 46- 50 years | 00 | 00 | 00 | 00% |
| Total | 07 | 03 | 10 | 100% |

Source: Primary data.

From the above table, it was discovered that 50% of the teachers from the two selected secondary schools, were between the ages of 36- 40 years. Of these, 60% were male teachers and 40% were female teachers. 30% of these teachers were discovered to be those teachers between the ages of 25- 30 years. This implies that the large number of teachers has enough experience in the teaching profession as most of them left their college's long age. Thus, given their experience, they would be able to provide G&C services to their students but research found out that they lack 'know how'.

Table 4: Education qualifications of the respondents

| Responses | Male | Female | Total frequencies | Valid %ges |
|---------------------------|------|--------|-------------------|------------|
| A 'level certificate | 01 | 00 | 01 | 10% |
| Diploma in sec. education | 03 | 02 | 05 | 50% |
| Degree in sec. education | 02 | 01 | 03 | 30% |
| Others | 01 | 00 | 01 | 10% |
| Total | 07 | 03 | 10 | 100% |

Source: Primary Source.

From the above table, it was discovered that most schools in Wakiso town council have many male teachers indicated by 70% and few female teachers with 30%. However, gender balance was observed during the research. It was also discovered that 50% of the teachers in the selected secondary schools were diploma holders, and 10% of the respondents qualified in other fields and levels.

Table 5: Teaching experience of the respondents.

| Response | Male | Female | Total frequencies | Valid %ges |
|--------------|-----------|-----------|-------------------|-------------|
| 1- 5 years | 01 | 00 | 01 | 10% |
| 6-10 years | 02 | 00 | 02 | 20% |
| 11- 15 years | 03 | 02 | 05 | 50% |
| 16- 20 years | 00 | 01 | 01 | 10% |
| 21- 25 years | 01 | 00 | 01 | 10% |
| Total | 07 | 03 | 10 | 100% |

Source: Primary data.

It was discovered from the above table that the teachers who had stayed in the school for 11-15 years were the majority with valid percentage of 50%. The researcher therefore, relied on their responses to analyze the data provided and the data was therefore valid given, the fact that they knew their students' discipline and behaviors for a long time and the various types of Guidance and counseling services offered in their schools too.

Table 6 below shows students who agreed and who dis- agreed that poor conducts by students in the two selected secondary schools of Wakiso town council, Wakiso district, result from lack of Guidance and Counseling in their schools.

Table 6: Poor students general conduct.

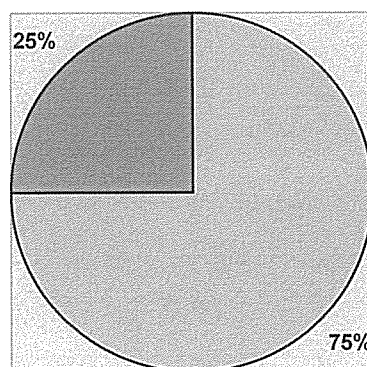
| Response | Frequency | Valid percentages |
|----------|-----------|-------------------|
| Agree | 30 | 75% |
| Disagree | 10 | 25% |
| Total | 40 | 100% |

Source: Primary Data.

From the above table, 75% equivalent to 30, of the respondents agreed that poor students' general conduct results from lack of G&C services in the selected secondary schools of Wakiso town council, Wakiso district. 25% of the respondents disagreed with the questionnaires. This therefore shows that the data was valid to conclude that poor students' general conducts results from absence of Guidance and Counseling in the selected secondary schools of Wakiso town council.

Findings where further presented on the chart below

Apie chart showing poor students'general conduct



From the findings, the researcher revealed that, the common area in which students receive G&C services is Education with 30%. It was followed by Sex education (HIV/AIDS) with 20%, 12.5% of the respondents mentioned vocation as the common area in which they receive Guidance and counseling services. Other areas in which G&C services are received by the students include; moral with 10%, Drug abuse and addiction with 7.5%, Avocation with 5%, Personal area of G&C with 5%, Social with 2.5%, Health and physical well being and marital area of G&C with 2.5%. This therefore indicated to the researcher that the

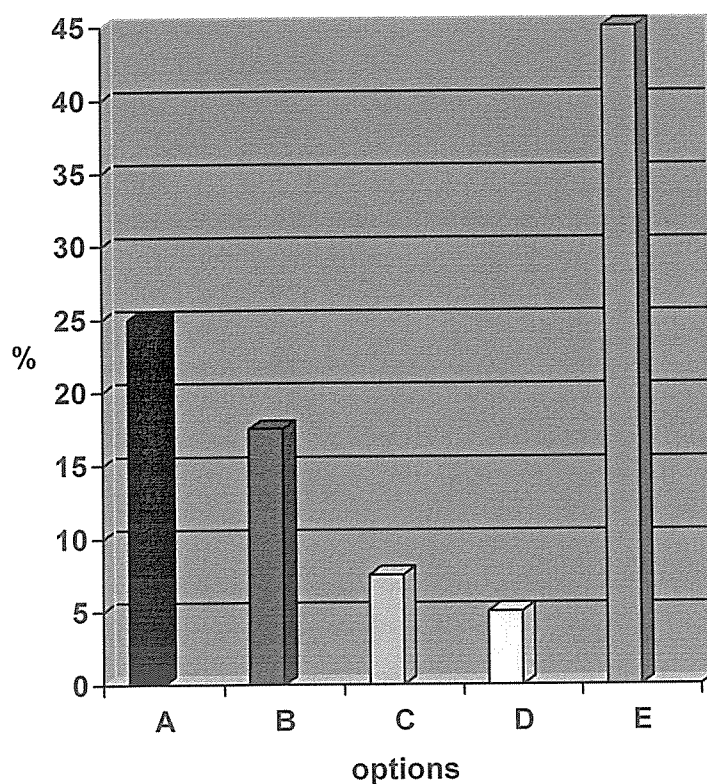
essential areas for shaping the students general conducts like moral, social, personal among others are neglected and G&C services in selected secondary schools in Wakiso town council are only aimed at keeping the child more in Educational struggles than improving their general conducts in schools. Hence poor students' conducts attributed to lack of Guidance and counseling services in schools.

Table 8: Schedules of conduct of Guidance and counseling services

| Response | Frequency | Valid %age |
|--|------------------|-------------------|
| Once in a term | 10 | 25 |
| Twice in a term | 07 | 17.5 |
| Three time a term | 03 | 7.5 |
| Every week in the term | 02 | 05 |
| Not conducted at all throughout the term | 18 | 45 |
| Total | 40 | 100% |

Source: Primary data

shedules of G/C services



Key

A Once in a term

B Twice in a term

C Three time a term

D Every week in the term

According to the graph above, the researcher discovered that G&C services are rarely received by students in the selected two secondary schools in Wakiso town council. This was observed from the percentages of the respondents for example 25% revealed that Guidance and counseling services are received once in the whole term, 17.5% stated that they receive Guidance and counseling services twice a term, 7.5% said that G&C services are received three times a term while 5% of the respondents confirmed that they receive G&C services every week of the term. However, 45% of the respondents showed complete absence of

Guidance and counseling services in their school. This made the researcher to conclude that Guidance and counseling services are lacking in most schools in Wakiso town council, Wakiso district. The data was therefore valid.

Table 9: Effects of lack of G&C on the Students in schools

| Respondents | Frequency | Valid %ge |
|--|------------------|------------------|
| Students' school drop out | 03 | 7.5 % |
| Low academic performance | 05 | 12.5% |
| Indiscipline behaviors(poor conducts) | 20 | 50% |
| Immorality among students | 10 | 25% |
| Health complications and sudden death of students. | 02 | 05% |
| Total | 40 | 100% |

Source: Primary data

According to the above table, the researcher observed and analyzed that lack of G&C services contributes greatly to indiscipline behaviors among the students in the selected secondary schools of Wakiso town council, Wakiso district with a valid percentage of 50%. It was followed immorality among students with 25%, Low academic performance with 12.5%, Students school drop up and health complications with 7.5% and 5% respectively. This implies that lack of Guidance and counseling contributes negatively to the students' discipline hence causing poor general students conducts. Thus the data was valid and reliable.

Table10: Causes of indiscipline behaviors

| Responses | Frequency | Valid% age |
|--|------------------|-------------------|
| School environment | 05 | 12.5% |
| Lack of proper meals at school | 10 | 25% |
| Lack of G&C services | 18 | 45% |
| Poor and strict school rules and regulations | 04 | 10% |
| Rude teachers | 02 | 5% |
| Poor teaching methods | 01 | 2.5% |
| Total | 40 | 100% |

Source: Primary data

From the above table, it was observed and revealed by the researcher that lack of G&C services in selected secondary schools of Wakiso town council, Wakiso district is the greatest cause of indiscipline behaviors, hence poor conducts among the students with 45% as the valid percentage. Next to it was lack of proper meals at school with 25%, school environment with 12.5%, poor and strict school rules and regulations with 10%, rude teachers and poor teaching methods respectively with 5% and 2.5%. This to the researcher implied that as absence of Guidance and counseling, continues to be experienced by students, also their way of behaviors negatively change hence, resulting into poor conducts, and thus the data was valid and reliable.

Table 11: School stake holders who provide G&C services in schools

| Response | Frequency | Valid % age |
|-------------------------------|------------------|--------------------|
| Teachers | 20 | 50% |
| School proprietors (Director) | 05 | 12.5% |
| None government organizations | 11 | 27.5% |
| Parents | 03 | 7.5 % |
| Trained school counselors | 01 | 2.5% |
| Total | 40 | 100% |

Source: Primary data

The researcher from the table above revealed that teachers are the major providers of Guidance and counseling services in selected secondary schools of Wakiso town council, Wakiso district with valid percentage of 50%. They are followed by non- government organizations with 27.5%, School proprietors with 12.5%, parents and finally trained school counselors. This to the researcher revealed that most schools lack trained counselors hence leaving the conduct of G&C services into hands of teachers who, greatly, only put much emphasis on academic excellence other than moral and behavioral modification among their students and thus poor general students conducts. a behavior negatively change hence resulting into poor conducts, thus the data was valid and reliable.

Table 12: The way how the various types of G&C are received by students

| Responses | Frequency | | | Valid percentage | | |
|-------------------------------|-----------|-----------|-------|------------------|-----------|-------|
| | Regular | Irregular | Total | Regular | Irregular | Total |
| Educational G&C | 30 | 10 | 40 | 75% | 25% | 100% |
| Vocational G&C | 12 | 28 | 40 | 30% | 70% | 100% |
| Personal or Psychological G&C | 10 | 30 | 40 | 25% | 75% | 100% |
| Pastoral G&C | 09 | 31 | 40 | 22.5% | 77.5% | 100% |
| Biblical G&C | 11 | 29 | 40 | 27.5% | 72.5% | 100% |

Source: Primary data.

It was revealed from the above table by the researcher that of all the different types of G&C only education Guidance and counseling is regularly received by the students as evidenced by the valid percentage of 75% followed by vocational Guidance and counseling.

The most irregular type of guidance and counseling is pastoral G&C with 77.5% followed by personal or psychological G&C, and Biblical G&C with 75% and 72.5% respectively. This implied to the researcher that other types of Guidance and counseling which appeals to the good morals and behavioral conducts of students are neglected in the selected secondary schools in Wakiso town council, Wakiso district, hence, poor general students conducts.

Table 13: Causes of Irregularities in receiving various types of G&C

| Responses | Frequencies | Valid %ges |
|---|-------------|-------------|
| Lack of trained school counselors | 23 | 57.5% |
| Lack of interest and knowhow by most teachers | 08 | 20% |
| Poor time table for guidance and counseling | 02 | 05% |
| Lack of enough resources and facilities(money) | 03 | 7.5% |
| Negative attitudes of both parents and students towards guidance and counseling activities. | 04 | 10% |
| Total | 40 | 100% |

Source: Primary Data

From the above table, 57.5% indicated that the irregularities in receiving G&C services was attributed to absence of trained schools counselors; 20% of the irregularities was caused by lack of interest and knowhow by teachers, 7.5% of the causes of irregularities was due to lack of enough resources and facilities, 10% was caused by negative attitudes of both parents and students in G&C activities, whilst 5% of the causes of irregularities in receiving G&C types was due to poor time table for the conduct of Guidance and counseling.

Therefore, the above data implied that absence of trained school counselor was the major cause of Irregularities in receiving the various types of G&C by students in the selected secondary schools in Wakiso town council, and the data was valid.

Table 14: Ways of handling indiscipline cases by the School administrators

| Responses | Frequencies | Valid %ges |
|---|-------------|-------------|
| Imposing heavy punishments to the victims | 15 | 37.5% |
| Guidance and counseling of the identified victims | 05 | 12.5% |
| Caning of the victims | 13 | 32.5% |
| Calling parents of the victim identified | 07 | 17.5% |
| Total | 40 | 100% |

Source: Primary data

The above data revealed to the researcher that G&C as a way of handling indiscipline cases in schools is neglected by school administrators as indicated by the smallest percentage of 12.5%, followed by calling parents of the identified victims With valid percentage of 17.5%, Caning of the indiscipline victims with 32.5%and the greatly used way of handling indiscipline cases in selected secondary schools in Wakiso town council is by imposing heavy punishments to the victims as evidenced by the valid percentage of 37.5%. This implied that over use of heavy punishments and caning as the only major ways of handling indiscipline cases in schools, has led to neglect of use of G&C in shaping the students' discipline hence poor conducts in the selected secondary schools of Wakiso town council, Wakiso district.

Table 15: The role of G&C in the general conduct of students in schools

| Number of students | Frequencies | Valid percentage |
|--------------------|-------------|------------------|
| 40 | 30 | 75% |
| 40 | 10 | 25% |
| Total | 40 | 100% |

Source: Primary data

From the table above, 30(75%) students agreed that G&C plays a great role in shaping the discipline of the students in their schools and classes respectively. Also 10(25%) students disagreed that G&C has no great contribution in shaping the discipline of students. This indicates that really G&C contributes a lot to the general good conducts of students. Therefore, the data was valid.

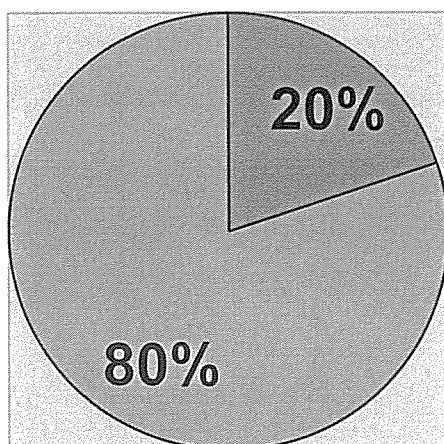
Table 16: parents' Contribution towards the conduct of G&C

| Respondents | Frequency | Valid Percentage |
|--------------|-----------|------------------|
| Yes | 02 | 20% |
| No | 08 | 80% |
| Total | 10 | 100% |

Source: Primary data.

Findings above where further tabulated in the pie chart below

Parents' contribution towards the conduct of G&C



According to the above table, 80% of the respondents showed that parents' contribution towards the conduct of G&C services is very poor and thus poor students' general conducts in selected secondary schools in Wakiso town council. And also 20% showed that parents are active in providing G&C services in secondary schools in Wakiso town council. This therefore indicated to the researcher that parents are ignorant about G&C services to their children.

Table 17: Provision of G&C services to students in schools

| Respondents | Frequencies | Valid percentages |
|--------------------|--------------------|--------------------------|
| Yes | 03 | 30% |
| No | 07 | 70% |
| Total | 10 | 100% |

Source: Primary data.

From the table above, the researcher discovered that guidance and counseling services are poorly provided by the teachers in selected secondary schools of Wakiso town council as evidenced by the valid percentage of 70%. Also 30% of the respondents showed that some teachers provide G&C services to students.

More findings however revealed that the major and common type of G&C provided to students by teachers is educational G&C which is intended to develop the students academically visa-eve their moral and social conducts.

Table 18: Reasons for poor provision of G&C in secondary schools

From the data provided by various teachers, the causes of poor provision of G&C were identified and the major ones were;, Lack of proper time table for G.C, Lack of trained school counselors and lack of enough resources and facilities, lack of interest and knowhow by teachers and lastly negative attitudes of the school stake holders.

Therefore, the responses were as follow.

| Responses | Frequency | Valid percentage. |
|---|-----------|-------------------|
| Lack of interest and know how by teachers | 04 | 40% |
| lack of interest and know how by teachers | 02 | 20% |
| Lack of proper time table four G&C | 01 | 10% |
| Lack of enough resources and facilities | 02 | 20% |
| Negative attitude of the school stake holders | 01 | 10% |
| Total | 20 | 100% |

Source: Primary data.

From the above table, 40% indicated that absence of G&C in selected secondary schools was attributed to absence of trained school counselors; 20% of the poor provision of G&C had been caused by teachers' lack of interest and know how, 10% of the poor provision of G&C had been caused by lack of proper time table for G.C activities, 20% revealed that poor provision of G&C services was due to lack of enough resources and facilities and 10% of the poor provision of G&C services was due to negative attitudes of the school stake holders..

Therefore, the above data implies that lack of trained school counselors was the major cause of poor provision of Guidance and Counseling in selected secondary schools of Wakiso town council, Wakiso district and the information was reliable.

However, there were other causes of poor provision of Guidance and Counseling among secondary school students in selected secondary schools of Wakiso town council, Wakiso district which among the identified causes included:-

Lack of interest and knowhow by the teachers in the provision of G&C services. It was observed that due to lack of interest and ignorance of teachers in the conduct of G&C services, students tend to experience heavy punishments as a way of dealing with in disciplined culprits. Further still, students also miss their teachers' support and help due to the above problem. This keeps them isolated and very wild hence contributing to poor general conducts.

The question, however, to be kept in mind is ; what could be the cause of lack of interest and knowhow by teachers in the conduct of G&C services in schools? Is it because some teachers are non- professionals? Is it because teachers are just reluctant and negligent? Or if not the case, what could be the cause? This then calls for further research to be conducted to analyze the teachers' lack of interest and know how in as far as the conduct of Guidance and Counseling is concerned.

Lack of proper time table for conducting Guidance and Counseling, has also led to poor provision of G&C services in schools. The little time gazzetted for conducting G&C end up failing its proper provision by teachers in the selected secondary schools of Wakiso town council. In return, students end up making their own decisions and hence adopting poor conducts.

The research further revealed that some of the students tend to become wild and un- rule due to lack of enough help and guide from their teachers! This has greatly made most students fail to differentiate between their interests and potentials, hence poor conducts in the selected secondary schools of Wakiso town council, Wakiso district.

Further findings showed that negative attitudes of the various school stake holders towards provision of G&C for their children's good conducts and progress either inside or outside the school premises, has equally contributed to the failure of G&C services in selected secondary schools in Wakiso district. In fact most school stake holders especially the parents, posses negative attitudes towards services intended to shape their children's discipline in whether inside or outside the school. This has greatly contributed to students general poor conducts in selected secondary schools of Wakiso town council, Wakiso district.

Further findings revealed that lack of enough resources and facilities in schools of Wakiso town council, has led to poor provision of Guidance and Counseling services, and this has set fertile grounds for destructive strikes in schools. It was also found out that as students miss guidance and counseling, they tend to be violent and un controlled, take wrong decisions, and sometimes work on peer pressure without realizing its effects.

As a result, they are miss- guided by fellow peers, hence adopting poor conducts.

This is because, they think their decision is right as they lack sense of direction. This is also because some students think at school, they go to sit in class and copy notice only, and anything beyond that , like discipline and other acts are to be carried out based on their own decision, interest and will, hence , pushing them into poor conducts morally, socially, physically, and academically.

CHAPTER FIVE

CONCLUSION, DISCUSION AND RECOMMENDATION

5.0 Introduction

These research findings analyzed in chapter four are discussed here by trying to compare and contrast the views of findings with other researchers quoted in chapter two of this report about the role of Guidance and counseling in secondary schools, its conduct and effects to the general conduct of students in selected secondary schools of Wakiso town council, Wakiso district.

5.1 Discussion.

The major factor that causes poor general conducts of students in selected secondary schools in Wakiso district is absence of Guidance and counseling among others for example; lack of proper meals at schools, school Environment, poor and strict rules and regulations at schools rude teachers and poor methods of teaching.

These are related to the views of some scholars like Hamrin and Erickson who look at guidance as an aspect of educational program which is concerned especially with, helping the pupils to become adjusted to his present situation and to plan his future in line with his interests, abilities and social needs.

Also the causes of poor provision of G&C in secondary schools are in collaboration with the words of Kelley, in his observation of the guidance personnel in schools. According to him, 'Guidance' "is an all inclusive program aiding pupils to achieve their optimum growth wherever they are. In such a program, the total needs of students need to be met by a total staff. One cannot assign the learning relationship to the teacher, the counseling relationship to the counselor, and the smooth functioning relationship to the principal. Each is involved in, and each should assume, all these relationships."

School environment, was also among the key factors which contributes to the rise of poor conducts in students. This is related to the findings of Sullivan. According to Sullivan's theory, the social environment contributes a lot to the behavior modification. There fore the

counselor requires a pattern of abilities, interests, and personality with tolerance wide enough to allow himself/ herself time to study the social environment and find remedies to a variety of disturbing situations in the conduct of students in schools.

5.2 Conclusion of finding

Research findings portray that the number of students who adopt poor conducts due to lack of G&C increases every term despite the availability of school rules and regulations.

Poor general students' conducts are caused by lack of Guidance and counseling, school environment, lack of proper meals at schools, poor and strict rules and regulations, rude teachers and poor teaching methods respectively. However, there are other cited factors like family back ground, negligence and reluctance of parents at home, age and sex differences, religion and peer group influence.

Since educated child brings joy to the whole country and society, the society should take the responsibility of making sure that students are doing right things by following the guided direction and conducts both in their respective schools and back to their homes. They should take the initiative of not only reporting to the relevant authorities any bad behavior but also providing necessary help or assistance to enable students solve their own problems and avoid misconducts.

The ministry of education and sports to gather with the government should take the challenge of making the Guidance and Counseling lessons the first priority in secondary schools to sensitize the students about effects of good and bad behaviors on students. These factors therefore, if they combine with students' personality, lead to poor general conducts which is prevailing with in most schools in Uganda, Wakiso district and Wakiso town council in particular.

Meals should also be provided to students at schools to keep students fully at school especially during school hours. This will solve the problem of students' unnecessary movements out of school in search for food where eventually, they learn and copy bad habits and when they reach back to their schools, they begin spreading these habits to the fellow innocent students.

In related conclusion, school administrators should also ensure conducive and organized social and learning school environment so as to enable students adopt good conducts based on their good school environment.

5.3 Recommendations

The following recommendation were made after the study

1. Government of Uganda should formulate policy measures and rules to ensure that guidance and counseling services are fully and very well extended by teachers to their students in secondary schools.
2. Parents should also become more active and interested in the positive progress of their children by showing them good direction to prevent them from adopting bad habits and also to enable them acquire more basic help to curb down their indiscipline behaviors.
3. The ministry of education and sports should revise the secondary curriculum by including in, Guidance and Counseling lessons to enable students understand their emotions, abilities, and also to know the effects of good and bad conducts on their academic performance.
4. Also the ministry of education and sports should train and recruit qualified guidance and counseling personnel and post them into every school. This will help to solve the problem of lack of trained counselors and teachers' lack of know how about Guidance and counseling services too.

5.4 Areas of further study and research

There is more need to examine the areas where teachers need more G&C in relation to students conduct in secondary schools of Wakiso town council, Wakiso district.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR THE STUDENTS.

Dear student,

You are kindly requested to fill in the questionnaire provided. I hope your response together with my own evaluation will contribute to the improvement of education standards, discipline and academic excellence in secondary schools and your school in particular.

I wish to stress that frankness will be of great value in this aspect. There is no need to reveal your identity and I promise maximum confidentiality on your contributions.

Thank you.

Yours,

.....

NALUKWAGO PROSY

Instructions: Put a tick against the answer of your choice.

SEX: Male ☐ Female ☐

School

1(a) Do you receive Guidance and counseling services in your school?

Yes ☐ No ☐

(b) If yes, in which areas do you receive Guidance and in your school?

(Use the following ratings below)

1. Very rare 2. Rare 3. Common 4. Very common

| | Areas of Guidance and Counseling | 1 | 2 | 3 | 4 |
|---|-----------------------------------|---|---|---|---|
| A | Vocation (career) | | | | |
| B | Education (General academic life) | | | | |
| C | Avocation (life out side classes) | | | | |
| D | Social (Adolescence problems) | | | | |
| E | Health and Physical well being | | | | |

| | | | | | |
|---|---|--|--|--|--|
| F | Moral (Immoral acts and Challenges) | | | | |
| G | Personal (lack of self esteem, loneliness | | | | |
| H | Marital guidance (choice of partner for marriage) | | | | |
| I | Drug abuse and addiction | | | | |
| j | Sex (HIV/ AIDS) services. | | | | |

2(a) How often do you receive Guidance and counseling in your school?

(Put a tick in the box of your satisfaction)

- (i) Once in a term ☐
- (ii) Twice in a term ☐
- (iii) 3 times in a term ☐
- (iv) Every week in the term ☐
- (v) Not at all throughout term. ☐

(b) What are the visible effects of lack of Guidance and counseling in your school?

- (i) Students' school drop out ☐
- (ii) Low academic performance ☐
- (iii) Indiscipline behaviors ☐
- (iv) Immorality among students ☐
- (v) Health complications and sudden death of students. ☐

3(a) "There are many causes of indiscipline behaviors in secondary schools in Bugiri."

How have the following factors contributed to poor general conducts of students in your school? (Use the ratings below)

| | | | | |
|-------|---|---|---|---|
| (i) | Poor teaching methods. | 1 | 2 | 3 |
| (ii) | Lack of proper meals at schools | | | |
| (iii) | Lack of Guidance and Counseling | | | |
| (iv) | Poor and strict school rules and regulation | | | |
| (v) | Rude teachers | | | |

| | | | | |
|------|--------------------------|--|--|--|
| (Vi) | School environment | | | |
| | Poor method of teaching. | | | |

(b) Who of the following schools stake holders provide Guidance and counseling services in your school?

- (i) Teachers ☐
- (ii) School proprietors ☐
- (iii) Non government Organizations (i.e. BUNASO, URHB etc) ☐
- (ii) Parents ☐
- (iii) Trained school counselors ☐

4(a) How often do you receive the following types of Guidance and Counseling in you school? (Use the ratings below,1- Regularly 2- Irregularly.)

| | Types of Guidance and counseling | 1 | 2 |
|-------|---|---|---|
| (i) | Educational Guidance and counseling | | |
| (ii) | Vocational or Career Guidance and Counseling | | |
| (iii) | Personal or Psychological Guidance and counseling | | |
| (iv) | Pastoral Guidance and counseling | | |
| (v) | Biblical Guidance and Counseling | | |

(b) What has caused the Irregularities in the conduct of the various types of guidance in your school? (Put a tick in the table of your satisfaction)

- (i) Lack of trained school counselors ☐
- (ii) Lack of interest and know how by the teachers. ☐
- (iii) Poor time table for Guidance and counseling ☐
- (iv) Lack of enough resources and facilities (money) ☐
- (v) Negative attitudes of both parents and students towards Guidance and counseling services. ☐

5(a) Are there many indiscipline cases in your school?

- Yes ☐
- No ☐

(b) If yes, how has your school administration handled such indiscipline cases?

Use the following ratings: (1-Rarely used, 2- Commonly used, 3-Very commonly used).

| | Ways of handling indiscipline | 1 | 2 | 3 |
|-------|--|---|---|---|
| (i) | By imposing heavy punishments to the victims | | | |
| (ii) | By counseling the identified victims | | | |
| (iii) | Through suspension and expulsions | | | |
| (iv) | By caning the victims | | | |
| (v) | By calling parents of the identified victims | | | |

6. Has Guidance and counseling services played a big role in shaping the students' discipline in your school?

Yes ☐

No ☐

APPENDIX 2: QUESTIONNAIRES FOR THE TEACHERS.

Dear Sir / Madam,

Your kindly requested to fill in the questionnaire provided. I hope your response together with my own evaluation will contribute to the improvement of education standards, discipline and academic excellence in secondary schools and your school in particular.

I therefore, wish to stress that, frankness will be of great value in this aspect. There is no need to disclose your identity and I promise to keep maximum confidentiality in this regards.

Thank you.

Yours,

.....

NALUKWAGO PROSY

BIODATA:

Gender: Male ☐ Female ☐

Give a tick to the option of your own satisfaction.

(a) Age:

| Range of years | male | female |
|----------------|------|--------|
| 25-30years | | |
| 31- 35years | | |
| 36-40years | | |
| 41- 45years | | |
| 46- 50years | | |

| | | | |
|-----|---------------------------------|--------------------------|--------------------------|
| (b) | Education qualifications | Male | Female |
| | A 'level certificate | <input type="checkbox"/> | <input type="checkbox"/> |
| | Diploma in education secondary | <input type="checkbox"/> | <input type="checkbox"/> |
| | Degree | <input type="checkbox"/> | <input type="checkbox"/> |

Others (Specify)

(c) **Teaching experience:**

| | Male | Female |
|--------------|----------------------|----------------------|
| 1- 5 years | <input type="text"/> | <input type="text"/> |
| 6- 10 years | <input type="text"/> | <input type="text"/> |
| 11- 15 years | <input type="text"/> | <input type="text"/> |
| 16- 20 years | <input type="text"/> | <input type="text"/> |
| 21- 25 years | <input type="text"/> | <input type="text"/> |

1(a) Does your school provide Guidance and counseling services?

Yes No

(b) Give a feeling for your answer above.

.....

2(a) Do you experience poor general students' conducts in your school?

Yes No

(b) Why the answer above?

.....

3(a) what kind of Guidance and counseling services are offered in your school?

Please use the ratings below:

(1- Very rare, 2- rare, 3- common, 4- very common)

| No | Guidance and counseling services | 1 | 2 | 3 | 4 |
|----|---|----------------------|----------------------|----------------------|----------------------|
| A | Orientation Guidance and counseling | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| B | Social Guidance and counseling services | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| C | Career Guidance and counseling services | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

| | | | | | |
|---|---------------------------------------|--|--|--|--|
| D | Avocation Guidance and counseling | | | | |
| E | Health and physical G&C | | | | |
| F | Moral Guidance and counseling service | | | | |
| G | Marital guidance and counseling | | | | |
| H | Personal Guidance and counseling | | | | |
| I | Drug abuse and addiction | | | | |
| J | Educational Guidance and counseling | | | | |
| K | Sex education Guidance and counseling | | | | |

(b) Comment on your rating above.

.....

.....

.....

.....

4(a) Do you think parents have contributed much to the development of students' conduct in schools?

Yes ☐ No ☐

(b) If yes how?

.....

.....

.....

(c) If no why?

.....

.....

5(a) Are Guidance and counseling services well provided to students in your school?

Yes ☐ No ☐

(b) If no, suggest possible reasons.

(Put a tick in the box of your satisfaction)

| | True | False |
|---|--------------------------|--------------------------|
| (i) Lack of trained school counselors | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) Lack of interest and know how by teachers. | <input type="checkbox"/> | <input type="checkbox"/> |
| (iii) Lack of proper time table for Guidance and counseling | <input type="checkbox"/> | <input type="checkbox"/> |
| (iv) Lack of enough resources and facilities. | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX 3: BUDGET FOR THE RESEARCH REPORT.

| ITEM | QUANTITY | EXPENDITURE | GRAND TOTAL |
|--|-----------|-------------|------------------|
| Transport | 30days | 3000@ | 90,000/= |
| Meals | 30days | 2000@ | 60,000/= |
| Stationeries | | | 30,000/= |
| Printing and typing questionnaires | 300papers | 100@ | 30,000/= |
| Phone calls | 30 days | 1500@ | 45,000/= |
| Typing and printing research report and binding | 4 Copies | 50,0002 | 200,000/= |
| Miscellaneous | | | 20,000/= |
| GRAND TOTAL | | | 455,000/= |