

**The impact of guidance and counseling on the academic
performance of girls in Kalinabiri primary school
Kampala, Uganda**

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DECLARATION:

I, Kiconco Charity here by certify that:

Except where due acknowledgment has been made, this work is mine alone.

The work has not been submitted previously, in whole or in part, to qualify for any other academic a word.

The content of the report is the result of work, which has been carried out since the commencement of the final report briefing.



Kiconco Charity

APPROVAL:

FINAL YEAR RESEARCH

IN

THE IMPACT OF GUIDANCE AND COUNSILING ON THE ACADEMIC
PERFORMANCE OF GIRLS IN KALINABIRI PRIMARY SCHOOL –KAMPALA.

SUBMITTED

BY

KICONCO CHARITY

FOR

PARTIAL FULFILMENT FOR THE AWORD OF THE DIPLOMA

IN

PRIMARY EDUCATION.

OF

KAMPALA INTERNATIONAL UNIVERSITY.

SUPERVISOR



MR .MAKI PETER

DEDICATION

This report is dedicated to God, the guider to over come all obstacles and challenges meet on the way.

This report is also dedicated to the following:

- Charity's husband Moses Tiberondwa and the children
- Charity's sister Mrs. Annet Mukunzi
- All persons who helped charity socially, financially, in one-way or the other to achieve his intended goal.

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May the lord be with them all.

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Definition of terms

Guidance according to Humbling (1999) defines guidance as help and advice given to someone about their work, education and personal life. It gets its meaning from the root word “guide” which means to direct, assist or aid.

Humbling(1999) defines Counseling as a service meant to help an individual analyze self by relating his/her capabilities, interests, achievements and mode of adjustment to what new decisions he/she has to make.

According to David Galloway (1990) counseling is a situation where one individual; the counselor, works with another, the client, to clarify the nature of some problem experienced or expressed by the client, to explore possible solutions.

Counseling comes from the word “counsel” which means to advise someone or give support to someone with a problem. Guidance and counseling was designed to provide an interactive relationship where the counselor is attempting to help a person to understand himself / herself in relation to his/her past, present and future.

Academic performance is how good or poor the pupils/students have performed basins on the tests given, revision exercises, and scores attained in the examinations.

Impact means to have a positive or negative effect on something. But in this case we look at the positive effect of guidance and counseling on the academic performance of girls.

CHAPTER ONE

INTRODUCTION OF THE STUDY

Rationale of the study

For more than thirty years now, most African communities, taking a girl child to school was unheard of; it was considered wastage of time and money. It was (still is in some cultures) believed that a “girl’s place is in the kitchen with her mother. Girls received informal education from their mothers and aunts that prepared them for a future as mothers and wives. However with the government sensitizing the masses, None Government Organization (NGO) working tirelessly, the up coming of women activists, we have gradually seen the number of girls at all levels of education increase tremendously.

However it is one thing to take these girls to school but it is another thing to help them keep in school and to help them perform well in academics.

In the past, the emphasis has been put on sending girls to school, but this study is to determine the importance of a follow up on these girls to make sure that they perform well in academics and keep in school till their purpose of education is achieved. The aim of this research is to find ways to help the girl child perform better in school, with a special emphasis on guiding and counseling as the means through which girls can realise the full purpose of education.

For many years now Primary Leaving Examinations, Uganda Certified Exams and the Uganda Advanced Certified Examination results have showed boys performing better than girls. This research is seeking to find out how guidance and counseling can help the girl child especially at the primary or early learning academic level to perform better.

Theory of the study

This study is based on D.Lawrence (1973) who in his book;

“Improved reading through counseling”, says that in his school, pupils who were counseled made substantially greater advances in reading and performed much better academically than those who were not.

He strongly suggested that guidance and counseling be introduced in schools. For he believes that there has to be a fundamental change in our entire system of education, change which recognizes that no matter how well a human being is educated in economics, math, science, chemistry or literature, he remains a barbarian unless he knows some things about himself this all round education helps make a person whole.

The counselor is not a problem solver, but some one who helps you discover yourself in a certain situation. Counseling opens up understanding, and opportunities to know some things about one self. It presents means to the pupils through which they can solve their own problems.

Significance of the study

This study is intended to help the following disciplines:

- The parents are expected to be able to understand that the environment at home affects the level of academic performance of their children at school. They will learn that they must create a conducive home and have a healthy relationship as a family
- This study wants the teachers to understand the importance of guidance and counseling in their school. They want to identify the students in need of counseling and devise means by which teachers and parents can help them.
- The government should know the vitality of guidance and counseling from this research so that they can think about introducing it into the schools' curriculum through the ministry of education.
- The students are to learn how to open up in a bid to seek help when in distress, and also how to put personal effort towards improving their academics by adopting a positive attitude

Objectives of the study

General: This study is to determine the impact of guidance and counseling on the Academic performance of girls.

Specific: This study seeks to:

1. Determine the profile of the report as to;

- Age
- Academic level
- Parent's educational qualification
- Level of income
- Parents Marital Status

2. Determine the level of guidance and counseling in terms of;

- 2.1 Attitude
- 2.2 Religion
- 2.3 Environment/community
- 2.4 Curriculum
- 2.5 Teaching methods

3. Determine if there is a significant relationship between the level of guidance and counseling and the level of Academic performance.

4. The importance of guidance and counseling on the well being of pupils.

5. Causes of poor academic performance in the girls and what can be done to help the girl child perform better?

Purpose of the study

This study intends to find out the impact of guidance and counseling on the academic performance of girls in kalinaabiri primary school, Kampala Uganda.

Null hypothesis of the study

There is no significant difference between guidance and counseling and academic performance of girls in Kalinabiri primary School, Kampala.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, different views of various authors are compared in relation to the objectives of the study. We look at what previous writers had to say about guidance and counseling in schools and how it can be useful as a tool to help on the improvement of academic performance of pupils and students with emphasis on the girl child.

Attitude

Anne Jones (1984) says that due to complexity of human behavior, it is impossible for students to freely discuss their difficult situations due to fear of professional judgment leading to energy blocks. Children who have such strong emotions of hate, bias, fear jealousy, going through identity crisis and so on tend to manifest such emotions in the physical. This is how the counselor, parent, teacher and fellow students will be able to identify a student in need of counseling:

- Students with psychosomatic problems that is tension, headaches, fatigue, breathlessness, epileptic fits
- Students whose academic performance fluctuates a lot from time to time.
- Students that sleep in class while the teacher is teaching and find it hard to concentrate on the lesson when awake.
- They are withdrawn, aloof and indifferent, lonely, antisocial and have no friends.
- Always in dubious groups and getting into a lot of trouble Students who are observed to miss school and dodge classes frequently.
- Students who are rude, disrespectful, violent and habitually use abusive language.

It should be noted that children who are psychologically disturbed, socially lacking, emotionally unstable, and physically hurting will definitely perform poorly in academics

Perl (1970); According to Perl, energy is trapped in certain parts of the body waiting for a moment to explode. Energy is blocked in form of resistance, it manifests tension in the body, students may not be aware of where their energies are blocked and may experience them negatively. He further says that students are supposed to identify and notice their own energy blocks and transform them into more adaptive behavior. A trained and tactful counselor is needed to help students identify these areas.

The experiences of life during child hood will determine to a great extent how a person faces life in their adulthood. Abused children will become abusers or withdrawn and anti-social adults later in life, this is so, unless they seek help from professional counselors.

Perl says that students do come for counseling so that they can;

- Recognize denied aspects of self and therefore proceed towards reintegration of all its broken parts.
- Learn to take full responsibility of the choices and decisions they make.
- Reach psychological maturity and live a fuller life.
- Integrate all parts of their being: physical, emotional, intellectual, and psychological so as to become whole.
- Be able to deal with the avoidances, denials, identity and energy blocks so as to realize their potentials and goals

According to Korem (1994);

When young girls are faced with problems and don't have family members to call on for support, then anxiety sets in and builds a breeding ground for insecurity. The girls tend towards finding love, security and confidence that a father would give and as a result, they end up as prey to undeserving men who won't think twice before sexually assaulting these vulnerable teenagers. The boys tend toward violence; they form small anti-authority gangs that exhibit terrifying behaviors.

Korem goes on to say that Children who have been rejected, violated, physically abused, discriminated against, sexually exploited and so on are traumatized and hold energies of hate, anger, unforgiveness, bitterness and so on. With such energies blocked within a student, chances that she will perform well in academics are very minimal because this child carries a lot of baggage in her mind. Since the past can't be changed, then it has to be accepted and forgotten if possible, counseling is the process that will help such a child to understand their problems, to accept self, to forgive and eventually to heal.

Robinson (1950) suggested three major problem classifications faced by students/pupils. They are; adjustment problems, skills problems and maturity problems. With Guidance and counseling, solutions can be found to these problems;

- Adjustment problems – poor socialization, homesickness and many others.
- Emotional problems –Frustration, loneliness, worry, suicidal fantasies, physical hand cap inferiority and so on.
- Educational problems – study difficulty, concentrating problems, slow learners
- Sexual problems – crushes on teachers, feelings of guilt, sexual anxiety, abuse and so on.
- Physical problems – growing up /body changes, cramps, headaches, fits, strained eyes and so on.

Robinson believes that these problems can be dealt with only through counseling sessions but he insists that the counselor should be able to identify which particular problem he or she is actually dealing with that's why he labours to classify the problems.

Curriculum

David Galloway (1990); Says that; pupils' happiness and well being at school is obviously affected by their own sense of progress and achievement in the curriculum. If a child's academic reports show improvements every term, then that child's sense of progress is awakened in her and will give her a go ahead to achieve even better grades. However, the reverse will happen for a child who is stagnant in grades or whose grades are declining every term.

S. K. Kochhar (1984) strongly suggested that guidance and counseling should be introduced into schools. He says that; there has to be a fundamental change in our entire system of education, change which recognizes that no matter how well a human being is educated in economics, math, science, chemistry or literature, he remains a barbarian unless he knows some things about himself.

The counselor is not a problem solver, but some one who helps you discover yourself in a certain situation. Counseling opens up understanding, and opportunities to know some things about one self. It presents means to the clients through which they can solve their own problems.

Lawrence (1973) in his book; "*Improved reading through counseling*", says that In his school, pupils who were counseled made substantially greater advances in reading and performed much better academically than those who were not. When a child is guided the way to go while young, when he grows he surely will not depart from it, counseled pupils perform well later in life, at higher academic levels and through life if they keep seeking Counsel because we know guidance and counseling is a process.

Parents' educational qualification

About factors that affect the performance of students, **Galloway (1990)** also says that the child's academic performance is affected by factors outside school. He goes on to say that there is a relationship between children's educational attainment and their parents' occupation. Children with professional parents tend to perform highly in school compared to children with parents in manual occupations.

Marital status and Parenting

Rothenberg (1975) says that continued disintegration of the family unit, the community and the relentless exhibition of violence and sexual perversion in the mass media and in the society around us, has been seen to reinforce much present day anti-social behavior in children. Some children are brutalized i.e. burning them, poison, severe beating, corporal punishments, sexual exploitation etc, these drive children to giving up on life at a very

tender age. Children in serene families where the marriage is stable, perform better in school than those with divorced or separated parents, or those from violent family environments.

Regland and Saxon (1981) say that, in general, socially competent adolescents come from homes where there's a high social status and self esteem. A youth tends to model itself on the family image. Therefore the parents/guardians should endeavour to build home environments that are suitable for the up bringing of children. Children from stable home environments exhibit brilliancy in academics and other fields of humanity.

Regland and Saxon also say that archiving and independent adolescents have parents who have high but realistic aspirations for their children. Enforcement includes; criticism and firmness when a child displeases, warmth and support when a child is pleasant.

Community/ Environment

Glenn M.B, S. Jones and R. Simpson (1963) say that:

“Sex education should begin in the home before the child starts to school, should be continued during the elementary school years and should receive much attention by both the home and the school during the adolescent period. Adolescence brings many new problems of a sexual nature which are of a small concern to the child.”

Presently in our communities, we have five year olds being defiled; it's never too early to learn about sex. This is a teacher's responsibility much as it is the parent's. Its time to throw shyness to the dogs and talk openly to our children about sex to secure a safe future for them or else they will end up as victims of life and we are to blame, teacher and parent alike.

Iganga district police report (2006/7)

As presented through the media; Wavah Broadcasting Services (WBS) News 20th May 2007. The report on defilement of children, the statistics were overwhelming.

The police spokesman of Iganga said that children are deceived with small gifts like candle and then men take advantage of these unsuspecting children. **80%** of the defilements are committed by relatives and trusted home members.

Three hundred ninety six defilement cases were said to have occurred 2006/7

Eighty three are reported to police

Sixty cases have been withdrawn

Two hundred fifty three cases are still under investigation

J.W. Santrock (1996) Wrote that children especially adolescents who are able to talk to their parents are likely to exhibit confidence that they can change what they believe needs changing; through self assertiveness but not violence. Parents who don't explain their demands and expectations from children tend to have dependent adolescents. Studies show that dependent children fall apart in case of loss of parents either by death or separation. These are the children whose academic performance grows from good to bad to worse. Santrock believes that most children who perform poorly in class are troubled and come from homes lacking firm discipline or homes that lack emotional ties among family members.

Age

Glenn M.B, S. Jones and R. Simpson (1963) say that;

“Sex education should begin in the home before the child starts to school, should be continued during the elementary school years and should receive much attention by both the home and the school during the adolescent period. Adolescence brings many new problems of a sexual nature which are of a small concern to the child.

The level or depth of counseling increases with age because as one grows, one is set to get tougher challenges and make tougher decisions. The counsel given to a teenager is set to be deeper than that given to a junior because the challenges faced by a teenager say in the area of sexuality and relationships are not the same as those faced by a child in elementary school.

Academic levels

The level of Guidance and counseling depends much on the level of academics, for instance students who are about to complete their High school and are hoping to join the university are in need of a lot of career guidance on subject combinations to take, courses to study at the university and so on than those in the primary section. Even guidance on sexual involvements are emphasizes among the teenagers in higher classes say from primary five to Primary seven than in the lower classes.

In their book; *Educational psychology (1963)*, **Stewart Jones** and **Ray Simpson** say: Guidance assumes responsibility for the individual in every direction be it primary pupils, young adults or grown ups keeping in mind that guidance and counseling is a process that will differ in content with age and academic level. It helps in selection of educational courses, now and in future, placement in the next stage of education and training, improvement of study skills, choosing profitable occupations and careers, maintenance of mental health; counseling regarding personal adjustment problems, identifying the gifts within a person, helping the backward child to achieve the maximum they can. Such and more are the concerns of guidance and counseling.

Education is purposed not only to develop the intellectual abilities of a child but also to develop the child as a whole. Emphasizing intellectual development through teaching of classroom subjects alone cannot help in the total development of a child. Intelligence defined is; the ability to learn, to withstand stress and distraction, the ability to respond effectively to the environment, and the ability to deal with problems.

Overview of the literature

The authors above show how important guidance and counseling is and also some of the factors that hinder the academic excellence in girls and also in boy, in pupils and also other students, in children and in teenagers. Some authors give ways forward to ceasing the problems for example stabilizing home environments, remedial teaching, guidance and counseling among others. It's like these authors live in our present time because whatever they wrote is happening today and the solutions they offer are applicable and can still give results in our present situations.

CHAPTER THREE

RESEARCH METHODOLOGY

Study design

This research will employ the descriptive survey method for we seek to collect data of the students' performance in kalinabiri primary school. The methods of data collection will be observation, interviews both structured and conversational and questionnaires.

Study population/ Respondents

The Pupils especially girls from primary five, six and seven a total population of one hundred thirty pupils but this would be so costly in terms of money and time so a random sample of fifty pupils was required to represent the entire population. The teachers of Primary five, Primary six and primary seven.

Sampling technique

I employed random sampling where every member in the sample has an equal chance to participate. **Stratified sampling** so as to get independent responses of one strata from another. Some pupils in lower classes saw it as a privilege to be in the same group with the candidates and would say thing to impress. Others found it inferiorating and were uneasy to freely open up so I formed three strata grouping them in their respective classes.

Source of data

The source is primary as gathered by the questionnaires, observation and interview but also secondary data is used like the previous examination scores of pupils.

Environment

This study will be conducted in kalinabiri primary school a government sponsored school, in Ntinda; a Kampala suburb.

Data collection instruments

This study will utilize a researcher devised instruments which are;

- **Questionnaires**

Pupils' questionnaire was different from teachers'.

I choose to use questionnaires as data collection instruments because;

-) Respondents feel to express views they fear might be disapproved verbally
-) Respondents are free to answer at their own pace so they can consider each point carefully rather than reply with the first thought that comes to mind.
-) They are not expensive to administer.

- **Interview**

The structured and unstructured interview was also employed.

-) I also choose interview because it permits greater depth or response. There is a chance to ask the interviewee to repeat for clarity or to explain further.
-) It's easy to get information on feelings and emotion in relation to questions because one can study the body language.

- **Observation forms.**

I chose to use observation method because it gives access to information which is true and sincere provided that the presence of the observer does not alter the behavior pattern.

People shouldn't feel that they are being watched and scrutinized. Keeping in mind that Verbal is fallen, non verbal is the real thing.

Data collection procedures

A letter will be sent to the head teacher asking for permission to conduct this survey in his school. Then I will identify my population and start interviews, handing over questionnaires and then do my silent observation

Primary seven has ninety pupils, one hundred twenty from primary six and one hundred fifty in primary five. To choose the random sample of the population without bias, I used the secret ballot of 'yes' or 'no'. Small papers written on 'yes' or 'no' were folded and shuffled so pupils had to choose on probability or chance.

The wanted sample from Primary five was fifty, from Primary six was fifty and fifty from Primary seven giving a total of one hundred fifty which is the total sample wanted. To derive the number of pupils from each class was determined by this formula:

Formula:

$No / N = n$ where;

No – is the population of girls in one class

N - Is the total population from which the sample is to be collected

n - Is the wanted sample from each class

From primary five- fifty

From primary six- fifty

From primary seven- fifty

Statistical treatment of data

The pupils of kalinabiri primary school are given a test at the beginning of the term to awaken them from the long holiday. The following were the scores of one hundred primary seven pupils who reported in the first week of the term.

88 80 86 85 83 80 80 83 81 86 71 73 74 79 78 74 55 72 79 75 73 79 72 70 71 78
79 73 70 66 67 65 63 69 67 66 64 61 62 66 64 63 62 69 64 65 68 50 56 57 59
50 52 54 53 52 51 50 58 59 57 55 53 54 52 51 53 58 33 30 39 37 38 73 90
92 95 72 98 91 40 48 49 46 44 43 45 42 41 40 48 49 45 41 47 29 25 18 10

Formulae:

Range;

Highest- lowest

Mean;

$\Sigma fx / f$

Mode

$L + i (d1/d1+d2)$

Median

$M = L + i (N/2-cfb)/fw$

$i \rightarrow$ Class interval

$L \rightarrow$ lower class boundary of modal class

$Cfb \rightarrow$ cumulative frequency before that of modal class

$Fw \rightarrow$ frequency of modal class

$d1 \rightarrow$ freq of modal class – freq. before modal class

$d2 \rightarrow$ freq. of modal class - freq. after that of modal class

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

DETERMING THE LEVEL OF ACADEMIC PERFORMANCE

A. Secondary data

The table shows the distribution of scores of seventy(70) Primary seven pupils of kalinabiri primary school for end of term one examinations.

Subject	Distinctions	Credits	A pass and below
Mathematics	15	25	30
English	25	43	2
Science	17	50	3
SST	20	46	4

Analysis of the above tabular results:

From the table above, it can be realized that Mathematics is the most poorly done subject with thirty pupils with passes and below and surprising enough out of thirty passes twenty are girls. However Girls are very brilliant in English and Social studies. 60% of the distinctions are scored by boys and the girls take 40% English is a favorite for many and is the best done subject with the highest number of distinctions and mathematics has the lowest.

Table showing the distribution of girls and boys compared for every grade in four subjects.

Distinctions

Subject	Boys	Girls	Total number of distinctions
Math	10	5	15
English	15	10	25
Science	10	7	17
SST	12	8	20

Review:

66.7% of the distinctions in math were scored by boys and only 33.3% by girls. The overall score of distinctions was forty seven for boys and thirty for girls which is approximately 61% and 39% respectively.

Table showing the distribution of girls and boys compared for every grade in four subjects.

Credits

Subject	Boys	Girls	Total of credits
Math	16	9	25
English	19	24	43
Science	28	24	52
SST	25	21	46

Analysis:

Out of one hundred sixty six total credits eighty eight credits were scored by boy and the girls scored seventy eight credits which is approximately 53% and 47% respectively. The girls improve tremendously in credits when compared to their performance in scoring distinctions were by the score of boys to girls was 61% and 39% respectively. However it is unfortunate that this improvement is in a lower grade but the percentages reflect hope for improvement.

Table showing the distribution of girls and boys compared for every grade in four subjects

A pass and below

Subject	Boys	Girl	Total passes and failures.
Math	10	20	30
English	1	1	2
Science	2	1	3
SST	2	2	4

General overview

From the above analysis of results, it is obvious that the number of girls at the top is less than that of boys. The number of girls with distinction is less than that of boys. Girls fail mathematics terribly compared to boys. Girls mostly occupy the credits and at the pass grades. This further confirms what the teachers said that, boys generally perform better than girls.

B. Primary data

Findings from questionnaires:

It was discovered more than 70% of the pupils gave mathematics as their worst subject and the reason why, 40% said it was a hard subject while the 30% blamed it on the teachers who they claim not to understand and when asked for remedial, most become harsh.

It was found that some teachers were a little impatient with slow learners but how long should the teacher's patience be stretched if he is to finish the syllabus in time? Also most students have a bias on mathematics. They have labeled it a hard subject and have set their minds to believe that.

When asked whom the pupils would go to in case of a problem at school, all of them mentioned their best teacher and the boarding pupils said the matron would help. None mentioned the counselor. *It is* no wonder when asked to comment on the personality of their counselor, the pupils didn't have kind words to describe her. She is known as the toughest, the capital punisher and when she calls you into her office it means big trouble. Then it was also found that some sign posts were put up in the school compound with inscriptions like don't be late, "Always be smart", "and say no to gifts from strangers", "Love! No reason to risk your life", "Delay sex, stay in school" and many others, which act as a constant reminders of what pupils should and should not do to keep safe and look forward to a bright future.

Answering what caused them to go to the worst position they have ever been to in class, the pupils responded as follows;

- I was sick suffering from malaria 85%
- My dad died, he was my best friend.
- I had just joined the school.

Physical sickness especially malaria is responsible for more than 75% of absenteeism in this school.

The school has a black board on which each pupil's attendance is recorded after counting them at assembly every single day. Each class attendance is recorded according to the number of boys and girls that have been counted at the assembly. This every day register is really an important tool to know how many pupils miss school and why. Habitual latecomers are identified and their parents are called to school to help find help for these pupils. It was found from the previous records that girls missed school more than the boys did.

Then it was also discovered that teachers and pupils make fun of the pupils who seem physically to have out grown the class they are in. Some girls are called 'bele dene' meaning "one with big breasts", 'maama wa baana' meaning "the mother of the class". One Rehema who is sixteen and in primary six is facing a rough time, she had dropped out of school but due to introduction of Universal Primary Education, she was encouraged to go back to school but because she is teased she is not sure she will finish her primary seven

. Being the oldest in her class, she is expected to be the smartest by teachers and other pupils, this puts a lot of pressure on her and she wants to give up school and may be go get married like people constantly tell her.

Findings from teachers' questionnaires

When asked to compare the academic performance of girls compared to boys, the teachers said that although there are some sharp girls who beat boy at the top of the class, the general performance is that the boys perform better than girls. When asked why they think this is so, the teachers believe girls are easily distracted.

From the questionnaires given to teachers the following were found out:-

When asked why they think some children perform poorly in academics, this is what they had to say;

- Some of the pupils are distracted, they are talkative in class even when the teacher is teaching and no matter how much you punish them, they just can't concentrate, when they keep quiet for once, and then they are asleep.

- Absenteeism, pupils who regularly miss school don't perform well this is due to mostly sickness. Undisciplined pupils perform poorly, this is because they are very stubborn and don't obey teachers.
- Some pupils, no matter how many times you teach them something they just can't get things right. They are disciplined and are attentive in class but they just can't perform well.

When asked to compare the academic performance of girls compared to boys, the teachers said that although there are some sharp girls who beat boy at the top of the class, the general performance is that the boys perform better than girls. When asked why they think this is so, the teachers believe girls are easily distracted.

In answering what they would do in case of the problems below among their pupils, this is what some of them said;

- Abusive and rude: Indiscipline calls for Punishment
- Withdrawn and aloof; Be friendly
- Sleepy in class; Wake then up
- Below average grades; encourage them, individual coaching
- Too old for her class; encourage them to persist
- Absent minded in class; make the lesson more interesting.

When students go for holidays, they forget all about reading and revising their notes. They play and overly relax, watch television go visiting relatives and some don't even do the holiday work they take home until a few days to the opening of school. Some come to school without doing the work and zerox their friends' work. No wonder many fail the beginning of term tests. Then there is a problem of pupils reporting late for school, some come 3 weeks after school opening day, they miss out on the starting topics.

Findings from interviews

In an exclusive interview with the senior woman kalinabiri primary school, Mrs. Joyce Tibebera, She said that she encourages girls to abstain from sex and avoid sexually transmitted diseases, unwanted pregnancies, she teaches them to avoid strange men who give them gifts. Through guidance and counseling the girl is educated about the dangers found in her environment and where to go for help. “When girls get sex education, they will avoid a lot of problems and stay in school to pursue academic excellence for a bright future”. She further said that some primary six and primary seven girls have reached the ovulation stage, some don't know what to do when its their first time. So its her duty to educate these girls what to do when they experience these periods at school, how to keep clean during menstruation, how to deal with cramps and so on This way they will avoid causing themselves the embarrassment of spoiling their uniforms.

From the interview of fifty girls from kalinabiri primary school about their academics, more than 75% of the answers were interpreted and summarized as follows:

- I cannot do as well in my studies as other people expect me to do. (Parents, guardians, teachers and the community).
- I worry too much about what my future will be after my Primary seven my mother can't afford secondary school tuition.
- Even though I force myself, my attention will not remain on the teacher, I get bored and to keep awake I converse, no wonder am talkative.
- The boys in my class do mathematics well but am afraid to ask them for help. My mother told me to stay away from boys they can be dangerous and it may starts with solving a math problem.
- It is difficult for me to get the books I need for study, revision and practice.
- I read but I don't know proper methods of study.
- When I go home from school, I have a lot of chores to do and end up too tired and sleepy to do my homework.

Further analysis made on these points above showed that children who did not do their home work, left school at 5:00 prime meridian and went home to chores; cooking, washing dishes, preparation of supper, this is common with girls who are expected to help their mothers. By homework time they are too tired to do it. Some don't have electricity at home and have to use candles to light in order to do their homework.

Four out of every ten pupils interviewed had no hope of going to secondary school later on a school of their choice not dictated by lack of school fees. These children see no bright academic future and therefore have no motivation to work hard in improving their grades. Some are almost sure their education ends at primary seven some end up as baby sitters, house helpers and doing all sorts of odd jobs.

Nine out of ten children interviewed only read what is given in class notes. Only one out of ten can get access to textbooks outside school for revision and practice. There is no school library available for the access of students and no bookstore for them to borrow books. The pupils entirely depend on what the teacher gives in class, even pupils of primary seven who are about to do their Uganda National Examination Board exams.

There are children who come late every single day twice a day; in the morning and after lunch. These habitual latecomers come from very far off homes; some pupils walk five kilometers to school in the morning and have to walk home for lunch and back for afternoon classes. The parents can't afford to pay for school lunch especially those with more than one child to look after. These children walk long distances and are tired from the long walk when they go in class for lessons.

Findings from observations made

One Frail and vulnerable twelve year old Claire, was an extra ordinarily quiet girl in class and in the compound, she didn't play at break time like all the other pupils, she sat in corner and watched others play everyday and dined alone at lunchtime. It was observed that she didn't have any friends and surprisingly she wasn't teased, other pupils seemed to fear her. So I decided to be friendly later she told me, two years ago, on her way home from school, she was defiled by a strange man and doctors say she has acquired immune deficiency syndrome.

The other pupils know her situation and fear to come near her late alone be friends with her for fear that they too will get sick. Claire is sickly and definitely performs below her ability because of social isolation, rejection and sickness.

It was also observed that some pupils don't perform to the best of their ability because of the poor teaching methods employed by teachers. Some classes lack demonstration charts and teachers just use the theory method to teach pupils. It is scientifically proven that at this stage of development pupils learn best with visual aids. For example, teaching about movement of blood pumped by the heart to the lungs and to the whole body in humans, without diagrams. Some children who have never seen pictures of the heart and lung will never understand this topic.

The attitude and personality of the teacher will determine how much the pupils love or dislike the subject. It is true that if students love the teacher, they will definitely love the subject. It is also true that if students love the subject, they will perform it very well. In primary was found that children were always excited to go for the English lessons, it was named the best subject for many and the reason was that the teacher was pleasant and yet serious and made sure almost every body understood. Pupils however didn't like the mathematics teacher he was labeled too strict, they didn't understand him and he heavily punished for minor mistakes.

It was realized that many pupils even in lower classes just had a bias on mathematics and this is likely to extend to the teacher. Mathematics in this school is labeled a hard subject and is loathed by mostly girls. Pupils come from environments where math is considered hard and they have set their minds to believe mathematics is very hard and can best be done by boys. No wonder we have very few female engineers and graduate doctors in comparison to their male counterparts. Fewer girls do sciences at advanced level than boys. Girls are afraid of mathematics right from primary and carry this baseless fear to higher levels of learning.

Absenteeism is a fundamental factor to consider when regarding factors that cause poor performance in schools. This is mostly caused by physical sickness, Malaria to be exact. On average fifty students miss school every day due to malaria fever, which is becoming so acute in Uganda today. Absenteeism is also caused by; school fees problems, a sick relative, suspensions and so on. Missing school means missing lessons and even new topics, such children don't normally catch up with the rest of the pupils who were present while the topic was introduced.

Some children are traumatized, they come from abusive homes, relatives who physically assault them, verbally abuse them, and even sexually harass them. Children whose Parents are always fighting and exchanging strong words while children watch, drunkard fathers who come home and every body runs for dear life and unhappy mothers who are no comfort to their children. Children from such homes have no peace of mind on which to base and concentrate in class. These children have fantasies of running away from home to the street. How can any one expect academic excellence from such troubled children? However children from stable homes have a ground on which they can build academic excellence, and are more likely to perform well.

Children who are bullied at school because they are different, weak or for no reason at all, children who are always picked at by the teachers and other students, hate school and escape a lot. They leave home for school and stop halfway there and go some other place that is wild fruit hunting and at 5:00 prime meridian, they go back home in the guise that they have been to school. These children may be interested in learning and are bright but they are not comfortable in school because of bullying. These children run out of school because school becomes a place of torture and torment than of education.

There are some children who just can't get good grades, they are not dumb but they can not perform well no matter how hard they try. In primary seven there are two siblings; Sarah and Sulah they are always the last two in class but they are the best two sports talents in the whole school. Some things are just hard to explain, these are normal, healthy children from a nice home but they always come bottom of the class every single term. Personal coaching and tutoring has been done but with these two, it is like a waste of time. So we are forced to believe some people have a low intelligent quotient.

CHAPTER FIVE

Recommendations, summary, conclusion

Introduction

This is the last topic of this research in which is a discussion of recommendations that are believed to address the problem if and when put to. This chapter summarizes the research and concludes it.

Recommendations

The Parents / Guardians

Parents and guardians should make sure that they don't expose children to violence that is, they shouldn't have their fights where the children are watching, put a check on the issue of step mothers, avoid divorces because the children are the victims of this situation, stop verbal and physical abuse, guardians should create an atmosphere conducive for the child to grow because it was discovered that children from dysfunctional families perform poorly in school when compared with those from functional families.

Severe punishments like serious beating of children should be avoided, that doesn't mean that children shouldn't be disciplined, on the contrary they should when they behave unpleasantly but disciplining doesn't mean caning severely. There are other methods of disciplining. Physically harming these children in the name of discipline brutalizes them to a point where they live in constant fear. They are scared to do anything for fear it might be wrong and earn them a beating. This paralyses the creativity of a child.

Parents should pay school fees in time so that children are saved the embarrassment of being chased from school due to lack of school fees. Paying in time will stop children from missing classes due to being chased from school. It will help the school administrators to plan better for the school through budgeting and catering for the running of the school.

The educational planner or administrator

Issues that concern problems of poor study habits and skills, self esteem and confidence, self knowledge of aptitudes and abilities, sex education and so on, Should make it obligatory for our educational planners and administrators to build into our schools an appropriate guidance and counseling program for the development of every individual student into an adult personality of confidence and discipline.

The school should pick a day of the week on which class teachers meet with their classes to find out the academic and other classroom problems encountered in that week and devise means of solving them. The matron should also set up problem solving meetings that are encountered by pupils in the boarding section.

The counselor should also have a schedule on which to see special students and career guidance meetings are also vital.

The school should buy textbooks and have a school library or a bookstore where pupils can go for consultation and study. Primary seven pupils need these textbooks in preparation for their Uganda national examination board exams. Pupils can borrow these books for holiday revision and study, and to make sure the books don't get lost, mishandled books and lost ones have to be replaced by the responsible party. Pupils should be trained to even study ahead of the teacher and this is possible with textbooks, which apparently are lacking.

Parents- teacher meetings should be conducted at least once a term so that parents can check on the academic progress of their children some children have problems at school, these can be discussed and means are devised to help this child in a joint effort.

Parents should show more interest in their children's academics; they should make time to meet with their children's class teachers occasionally to check on the children's progress, they should make sure the children do their homework before they go to bed, buy text books for children to keep on studying even in holidays. This way a child gets academic guidance both at home and at school.

The teachers

The teachers should learn to put into practice their professional code of conduct. They shouldn't show preference of some students over others. They shouldn't sexually exploit their students or make passes at them. The pupils should also report any teacher who makes sexual advances to the school authority. Teachers who are found guilty of such vile behavior should have their academic qualifications cancelled and barred from teaching forever.

Teachers of mathematics should especially encourage girls to love and do mathematics. Help them to erase the wrong mentality that math is hard, girls should be encouraged to take on the challenge and realize that like any other subject math is doable. Teachers should write mathematics formulae on charts and hang them in class for pupils to practice and study. Regular tests and revision exercises will cause pupils to read hard and with such effort, academic performance is likely to improve.

Individual differences among students should be expected, accepted, understood and planned for. Saying that all a pupil needs is an educational institution is good teaching, is a total myth. The education system should be designed in such a way that it imparts self-knowledge to produce competent, mature and well-rounded citizens. Self-knowledge must become a primary focus of educational institutes and this can be done through a competent program of guidance and counseling.

Train the senior women in primary schools and other institutions of learning into professional counselor. Some are rude, hated by pupils whose trust she should earn. It should be obligatory for every school to employ a professional counselor just like they would employ a teacher.

Attitude of the teacher

What every teacher should know about learning psychology of pupils;

➤ Readiness and individual differences

The teacher should have a good understanding of the nature of learners and of the importance of considering developmental levels of all pupils. Experienced teachers know the futility of trying to push a child to fast.

➤ Motivation

Some teachers have expressed the belief that by far the greatest part of a teacher's work centers around problems of motivation it is apparent that effective teaching stems from a consideration of children's interests and needs. A child who is motivated to learn is well on his way to learning.

➤ Interest and attitudes

Out of activities which satisfy needs, children develop interest and attitudes which may become enduring habits and traits which may have a profound effect upon the children's acceptance or rejection of schooling. Interests and attitudes can be learned and they play a vital role in behavior change, which the school tries to produce.

➤ Retention and understanding

What is the best way to retard forgetting and develop understanding? How do learning principles effect making assignments, testing, and revision? These are questions that can be answered when the teacher knows learning as a process of setting relationships and integration of ideas and experiences.

➤ Transfer of learning

Learning that a remains specific to the situation in which it is acquired is dead. To be valuable, learning must be useful in new situations and circumstances in and out of school. Teachers must know facts regarding transfer learning and the methods of teaching and learning that will facilitate the use of learned material outside of classrooms.

➤ Social psychology of learning

A good share of school learning occurs in a group set-up. The ground can facilitate learning of an individual or mutilate it. Consequently a teacher must know how to work with groups, how groups learn, and how group behavior affects individual learning.

➤ Special difficulties in learning

No matter how excellent the teaching, there will always be children with special disabilities who need special help. Teachers must know how to diagnose pupils' difficulties when the causes are not apparent, they should also know the principle remedies which will make learning possible for such children i.e. once a child has been identified as a slow or handicapped learner, it is necessary to establish the cause of the difficulty in order to do remedial teaching.

Recommendations to learners

Attitude of the pupils

Pupil, do you want to do well in your academics? Well then you have a personal effort to put in, and the following, will help you to excel:-

- Finish your home work

When you are given class exercises, homework and other tasks, make sure you do them. Never hand in work that is incomplete. It shows you are lazy and laziness leads to poor class results.

- Read books

Read a book every day, even during holidays and on weekends. It does not have to be your notebook. Reading helps to keep your brain alert. Ask your friends, teachers and parents to explain anything you do not understand.

- Research

Researching is reading other books other than your notes to find out more about what has been taught in class. This is a good way of finding out answers for your homework. The teacher cannot tell you everything so you need to find out some things for yourself.

- Talk to your parents

Sometimes the people at home may give you a lot of housework because they don't know that you still have homework from school to do. Tell them about it and ask for time to first finish doing it.

- Discipline

Discipline is very important if you want good results. Teachers like disciplined pupils. If you are badly behaved, even your teachers will avoid you and you will not get help from them.

- Pick your friends carefully

Make friends with children who are interested in studying if you want to do well. They should also be well behaved because friends have a lot of influence on us all. It is good to make friends with those who do better than you in class so that you can learn from them.

- Put your books first

Playing, watching Television and other leisure activities are all good for you as a child, but your books are more important. Put them first. Don't start playing before you have completed your homework.

- Revise again and again

Even if you have learnt every thing in your notes, read them again. You might find something that you had missed the first time you read. When you repeat something, you learn it better.

- Do every thing in time

Everything should be allocated its own time. Don't be lazy, wake up early and prepare for school so that you reach there on time. Don't be slow in doing your class work. Go to bed as early as possible so that you can wake up early. Early to bed, early to rise makes the body healthy, wealthy and wise.

- Make a time table

The timetable should have all your activities of the day that is reading, playing, doing housework, homework etc. A timetable helps you make sure that you balance your studies with other activities.

- Love your school

You cannot do well in a school you do not like. If you have a good reason for not liking your school, please tell your parents or guardians about it and see what they can do for you. Love your teachers, you cannot understand what a teacher you don't like teaches you and this means you will perform poorly in that subject.

Summary of the study

From the research conducted, the importance of guidance and counseling on the academic performance and on the general being of girls has been highlighted. We have also looked at what the likely causes of poor academic performance of girls could be and we looked at the possible solutions that can be employed by the teachers, government, parents and the pupils themselves to achieve academic excellence as a joint effort. Therefore this research has fulfilled its objectives as stated earlier.

Final Conclusion

In conclusion therefore, it is my wish and sincere hope that the recommendations given based on this research be employed into the areas in which they are recommended because I believe that this will have a very positive impact on the academic performance of students. Teachers should do their role; parents should do their part, the government should do her part and the pupils too.

Appendix C

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Nashiba Mukonda: A pupil of Namagunga primary school.

Appendix B

Questionnaires

Dear Respondent,

(To be answered by pupils)

My name is Kiconco Charity, am conducting a very important research and your honest answers to these few questions will be very helpful. Thank you.

Student Biodata

1. Name: (optional).....

2. Sex: Female Male

3. Age:

4. Class (academic level)

Primary five primary six primary seven

5. Parent Educational Qualification

PhD degree Masters degree Bachelor's degree

Diploma Certificate Undergraduate Illiterate

6. Parents' level of income

Below 100,000 100,000-400,000 500,000-900,000

1million to two million above million

7. Parents' marital status

Single Married Divorced

Level of guidance and counseling

5. My favorite subject is;

Math English Science SST

6. My worst done subject is;

Math English Science SST

Why? (Give a reason)

For Best subject:

Worst subject.....

If you had a chance to change school would you?

Yes No Not sure

What should be changed about your school?

My best position in class is..... Out of Pupils.

My worst position everout of

What caused you to have that worst position?
.....

Do you look forward to going to school every morning?

Strongly agree Agree Disagree strongly disagree

General Comments

Who would you go to if you got a problem at school?
.....

Why that person?
.....

Comment on the personality of your counselor.....

Teachers' Questionnaires

Dear respondent,

My name is Charity Kiconco, your school is my population of interest therefore your cooperation will be highly appreciated to help me accomplish my research. The information given is strictly confidential.

Why do you think some pupils perform poorly in class?

.....
.....

Compare the performance of girls and boys in your school

.....

Why do you think this is so?

.....

As a teacher what would you do to these children?

Beating Chase out of class Talk to them

Abusive and rude

Withdrawn and aloof

Sleepy in class.....

Below average

Stubborn and noisy

Too old for their class

Dull and very quiet in class

Distracted in class.....

What teaching methods do you mostly use?

Theory Visual aids Practicals All

Observation form (pupils)

This is the way she/he is,

	Always	Sometimes	Never
Friendly
Lazy
Hardworking
Playful
Honest
Lonely
Obedient
Scared
Jovial
Shy
Indifferent
Careless
Forgetful
Alert
Determined

Appendix C

PLAN FOR DATA PRESENTATION

Table I

Profile of the Respondents

Category	Frequency	Percentage
Age		
Early Adolescents	40	26.7%
Middle Adolescents	68	28%
Late Adolescents	42	45.3%
Total	150	100%
Gender		
Male	70	46.7%
Female	80	53.3%
Total	150	100%
Academic level		
P5	50	33.33%
P6	50	33.33%
P7	50	33.33%
Total	150	99.99%

Table2

Level of Academic Performance

The following were the scores of 100 Primary Seven pupils' end of the term from (Page 24)

Marks	Rank	Tally	Frequency (f)	Cum.freq (cf)	Mid point (x)	fx
90-99	Excellent		5	5	94.5	472.5
80-89	Very good		10	15	84.5	845
70-79	Good	 	20	35	74.5	1490
60-69	Fairly Good	 	18	53	64.5	1161
50-59	Fair	 	22	75	54.5	1199
40-49	Can do better	 	15	90	44.5	667.5
30-39	Work hard		5	95	34.5	172.5
20-29	poor		2	97	24.5	49
Below 20	Very poor		3	100	14.5	43.5
Total			100			6100

Source: Secondary data

Interpretation of data

Range;

Highest- lowest

98-10

=88

Mean; is

$$\Sigma fx / f = 6100 / 100$$

$$=61$$

Mode (50-59 is the modal class; it has the highest frequency)

$$L + i\{d1(d1+d2)\}$$

$$49.5 + 10 (4 / 4+7)$$

$$= 53$$

Median position = $N+1/2 = 100+1/2 = 50^{\text{th}}$ position. (From Cf 50-59) is the median class.

$$M = L + i (N/2-cfb)/fw$$

$$49.5+10 (100/2-35)/ 18$$

$$=59$$

From the above data, the range is outrageous, the best has 98 % and the least has 10%.

The modal class; which is the most scored mark is low, 50-59. The average is mark scored is, $6100/100 = 61\%$ this is a fair mark but does not necessarily reflect an accurate figure because it means that those with 80 and above pull up those below 30. This is a remarkable performance with 75% of the pupils above the standard average mark of 50 and only 25% are below.

This confirms a positive relation ship between the level of academics and the level of guidance and counseling.

CURRICULUM VITAE

PERSONAL DATA

NAME : Kiconco Charity
SEX : Female
DATE OF BIRTH : 4th / 8 / 1975
HOME DISTRICT : Rukungiri district
NATIONALITY : Ugandan
MARITAL STATUS : Married
CONTACT : Tel: 0772 373 413

EDUCATIONAL BACKGROUND

YEAR	INSTITUTION	AWARD
2005-2007	Kampala International University	Diploma in Primary Education
2001-2002	Shimon Teachers' College	Certificate in Primary Teaching
1998-1999	Standard High school-Zana	Uganda advanced certificate of education
1992-1996	Kinyasano Girls High School	Uganda certificate of education
1982-1991	Rwerere Primary School	Primary leaving examination

WORKING EXPERIENCE

YEAR	ORGANIZATION	RESPONSIBILITIES
2003	Kikaya Millennium Primary School	Class Teacher
2004-2005	Top Angels Nursery and Primary School	Head mistress
2006-to date	Blessing Primary School-Ntinda	Class Teacher

LANGUAGE ABILITY

LANGUAGE	SPEAKING	READING	WRITING
English	Very good	Very good	Very good
Runyakitara	Very good	Very good	Very good
Luganda	very good	good	fair

COMPUTER SKILLS

- Ms word
- Ms excel

Personal Skill

- Good marketing and sales skills
- Good Public Relations and communication Skills
- Self motivated and self driven
- Good listener and counsel

REFREES

1. Mr. Tiberondwa Moses
Engineer PLAN International- Ugandan
Tel: 0772 431806

2. Mrs. Mugerwa Dorothy,
Headmistress- Blessing and Nursery
School-Ntinda
Tel: 0782 021 409

3. Mrs. Mukunzi Annet
Business Woman- Namugongo
Tel: 0712 867 404

Appendix A

Transmittal letter for the head teacher

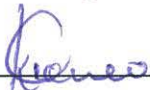
Mrs/Mr. IREFA PROSSY MARY
Head Teacher, Kalinabiri Primary school
P.O.Box.5765 Ntinda,
KAMPALA, UGANDA

Dear madam I am a graduating student from Kampala International University and in partial fulfillment of the award of diploma in primary education, I need to submit research report.

Therefore am asking you to permit me to carry out my research in your school, about guidance and counseling on the academic performance of a girl child.

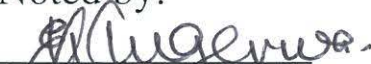
I will be grateful if you meet my request positively.

Respectfully yours



Kiconco Charity

Noted by:



(Head Teacher)



??

(Supervisor)

KALINAABIRI PRIMARY SCHOOL



P. O. Box 5765
Kampala, Uganda
Tel: 285831

ur Ref:

ur Ref:

Date: **August 30, 2007.**

Supervisor,
Kampala International University.

Dear Sir,

RE: RESEARCH CARRIED OUT BY KICONCO CHARITY ON THE EFFECT ON GUIDANCE AND COUNSELLING ON ACADEMIC PERFORMANCE OF A GIRL CHILD IN UPPER CLASSES.

This is to inform you that Ms. KICONCO CHARITY successfully carried out her research on the above mentioned topic in Kalinaabiri Primary School. Please accept her research report which is in partial fulfilment of the award of a diploma in primary education.

Yours Sincerely,


MUGERWA ELIJAH (MR),
DEPUTY HEADTEACHER.

