CHALLENGES FACING THE IMPLEMENTATION OF GUIDANCE AND COUNSELLING SERVICES IN SELECTED SECCONDARY SCHOOLS IN WAKISO DISTRICT, UGANDA.

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A RESEARCH REPORT SUBMITTED TO COLLEGE OF EDUCATION, OPEN AND DISTANCE E-LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A BACHELOR DEGREE OF SCIENCE WITH EDUCATION OF KAMPALA INTERNATIONAL UNIVERSITY.

AUGUST, 2017

DECLARATION AND RECOMMENDATION

Declaration

This research report is my original work and has not been submitted for an award of a degree in this or any other university.

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Recommendation

This research report has been submitted for examination with my approval as University

Supervisor.

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ACKNOWLEDGEMENTS

ABSTRACT

Students studying in Secondary schools in Wakiso region display a host of problem ranging from poor academic performance to low self-esteem, which drive them to open drunkenness, skipping of classes, stealing other people's property, sexual misconduct and actual or attempted suicide. The problems exist despite the fact that guidance and counselling programmes are in place in these schools. The purpose of this study therefore was to establish the challenges facing effective implementation of guidance and counselling programmes in the Secondary in Wakiso district / Region. The study employed the descriptive survey research design. It was carried out in Hope High School (HHS) and Onwards and Upwards Secondary School (O&U SS). The target population were the Headteacher's, the teacher counsellors and the students of the two Secondary schools. Each Secondary Schoolhad two teacher counsellors. HHS had over 600 students and O&USS had 800 students making a total of 1400. The sample size was made of 2 Headteacher, 4 teacher counsellors and 240 students. Purposive sampling was used to select the Headteacher and the teacher counsellors. Stratified random sampling and simple random sampling were used to select the student's sample. Data was collected using questionnaires and it was analyzed using descriptive statistics, aided by the Statistical Package for Social Sciences (SPSS) computer programme. The results of the study indicated that the major challenge facing effective implementation of guidance and counselling progammes in Secondary Schools was lack of sufficient facilities due to poor support by the Headteachers and Board of Governors (BOG). The researcher therefore recommends that there is need for all Headteachers to be taken through a thorough and informative training on the importance of giving full support to guidance and counselling programmes in their Schools. There is also need to work to change the negative attitude towards guidance and counselling held by some students.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	:	Acquired Immuno-Deficiency Syndrome
BOG	:	Board of Governors.
O&USS	:	Onwards and upwards Secondary School.
G&C	:	Guidance and Counselling.
HIV	:	Human Immune Virus.
SS	:	**Secondary School.**
UNATU	:	Uganda National Teachers Union.
HHP	:	**Hope High School.**
MOEST	:	Ministry of Education, Science, Technology and Sports.
NACADA	:	National Agency for the Campaign Against Drug Abuse.
NGO	:	Non-Governmental Organizations.
NIV	:	New International Version of the Holy Bible.
ROU	:	Republic of Uganda.
SPSS	:	Statistical Package for Social Sciences.
TIVET	:	Secondary, Industrial, Vocational and Entrepreneurship Training.
TSC	:	Teachers" Service Commission.
USA	:	United States of America.

CHAPTER ONE
INTRODUCTION

1.1 Background Information

The concept of Guidance and Counselling is as old as man. Intact Gibson and Mitchell (2008), say that Guidance and Counselling is man's heritage from the past. According to them, it is quite possible that the earliest occasion (although not confirmed) in which humans sought a counsellor, was when Adam reaped the consequences of his eating the apple in the Garden of Eden. In a later occasion, God Himself gave Guidance and Counselling to the children of Israel to help them change their waste disposal behavior by telling them to designate a place outside the camp where they could go to relieve themselves. "As part of your equipment have something to dig with and after relieving yourself, turn back and cover that which comes out of you" (NIV Bible 1973). Gibson and Mitchell (2008), continue to say that no proof exists of this early beginning to counselling, but an abundance of evidence suggests that persons through-out the ages have sought the advice of others believed to possess superior knowledge, insights or experience. Perhaps the first counterparts of the present day counselor were the chieftains and elders to whom the youths turned or were sent to for advice and guidance. In early civilizations, the philosophers, priests and other representatives of gods and religions assumed the role of advising and offering counsel. As time passed, society, the United States in particular, was growing more complex and finding ones" appropriate place in it and adjusting to it were becoming increasingly more complicated. Many adults were turning to such traditional sources of counselling as their family physician, the minister or the employer. As a result, the 20th century seemed ripe for a considered and genuinely scientific approach to meeting many human needs. The time had come for the development of counselling and many psychological oriented programmes to meet these needs. Around that time, many statesmen, philosophers, scientists and educators laid philosophical ground work that would eventually support and nurture an embryonic movement to establish psychology as a science and academic discipline in its own right with an impact on school and community settings (Gibson & Mitchell, 2008).

The secondary schools were however later changed into present day Secondary Schools where the government mostly emphasis practical skills and the Technological part of it. In the 1970s all regions in the country put up institutes of technology to cater for a demand that had expanded. In 1981, Professor Mckay was picked to chair an education commission which had the mandate to

come up with a Secondary and vocational schools. This is how some Secondary schools was started. In the same spirit, some of the Teachers college was started in 1979 to produce teachers to run the Secondary education programmes in schools/colleges. Students in these technical institutions are assailed by the same academic, social, spiritual and psychological problems as their counterparts in the normal school system. They, like the rest of the students, require to be assisted to overcome or cope with their problems.

Masinde (2003) points out that at the Secondary Schools many students need personal assistance in order to overcome their problems. This is portrayed by the fact that they get openly drunk in class or walk aimlessly on the campus talking or arguing at the top of their voices. This makes them miss classes hence leading to failure in examinations. It also appeared that after they fail in these examinations they never inform their parents/guardians. As a result, the ignorant parents/guardians continued to give them school fees which they used to get even more drunk. A section of students in Secondary Schools are a vulnerable group that can easily be influenced to abuse drugs, smoke or drink alcohol. These are those who have nagging family problems, those who are forced to stay with relatives in town, those that lack parental attention, approval or support and those that feel discriminated against due to one reason or the other.

When an institution has a functional guidance and counselling programme, these students can be identified early and they can be helped through counselling. This vulnerable group critically requires guidance in order to make alternative choices either to cope with or overcome their unique problems. Another problem which students of Secondary school suffer from is low self-esteem occasioned by the fact that they did not attain good enough examination cut off marks to join university, or that their parents are not rich enough to take them to parallel programmes which some of their friends might have joined. When it gets to be too much, it drives some of them to engage in anti-social behaviour. Victims of rape get traumatized, suffer guilt feelings, feel lonely, ashamed and they constantly blame themselves for the misfortune that has befallen them. Such victims need counselling services urgently in order to assume a near normal college life. Finally, students also suffer stress because of various reasons like: fear of failure in both internal and external examinations, poor personal relationships, pressure from parents/guardians to excel, inability to cope with assignments and the pressure of fending for themselves. For some

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of them, these problems cause them so much stress that they think of committing suicide, and others, actually, even attempt it.

1.2 Statement of the Problem

Secondary Schools in Uganda, like all other normal educational institutions, they have a serious problem of student riots which cause immense destruction of property and loss of human lives. As a result, the government introduced guidance and counseling programmes to be included in their curricula with a hope that this would help students to be equipped with life skills which would enable them to handle their problems in an informed and mature manner in order to curb their wanton destruction. However, the problem of student discipline still exists. An example at hand is Hanna Secondary School which has had four major riots and three suicide cases since 2004. This happens despite the fact that a guidance and counselling programme is in place. Therefore, the study was found necessary (MOEST 2004).

1.3 Purpose of the Study

The purpose of the study was to establish the challenges facing effective implementation of guidance and counselling services in selected Secondary Schools in Wakiso district.

1.4 Objectives of the Study.
1.4.1 General objective

To determine challenges facing the implementation of guidance and counselling services in the selected secondary student's schools.

1.4.2 Specific objectives

- To determine whether there are well established guidance and counselling facilities in Secondary Schools in Wakiso district.

- To determine whether teacher work load impact on the delivery of guidance andcounselling in selected Secondary schools in Wakiso district.

- To establish the effect of counsellor training in guidance and counselling and its impact in the delivery of guidance and counselling services in Secondary Schools in wakiso

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district. To establish the level of support given to guidance and counselling programmes in Secondary Schools in Wakiso district by the Board

1.5 Research Questions

- Do Secondary schools in wakiso district have well established guidance and counselling facilities?

- Does teacher workload impact on the delivery of guidance and counselling services in secondary schools in Wakiso district Uganda?

- Does counsellor training in guidance and counselling have any influence on the delivery of guidance and counselling services in Secondary schools in Wakiso district Uganda?

1.6 Significance of the Study

The results of the study was helpful to the Ministry of Education, Science, Technology and sports (MOESTS), education policy makers and the Teachers" Service Commission (TSC) in either starting or strengthening guidance and counselling programmes in Secondary institutions. Furthermore, the service providers in the schools will use the information to be more focused and therefore help students to be able to handle their problems and better adjust to life than before. Finally, the findings was to contribute to the already existing knowledge on the important role of guidance and counselling in educational institutions.

1.7 Scope of the Study

The study's problem started in 2008, so the researched will looked at problems facing the implementation of guidance and counseling in the selected secondary schools from 2008 to August 2017in two Secondary schools in Wakiso sub region of Uganda. It targeted two Secondary schools and was confined to issues of guidance and counselling only. There is a total of over 1000 Secondary Schools in Wakiso sub region, hope high Secondary School (HHSS), onwards & upwards secondary school (O&USS), Hanna mixed secondary School and Buloba high school. The Wakiso sub region was chosen because it has the highest number of most of the popular secondary schools in Uganda.

1.7.1 Geographical Scope

The study was based in Wakiso District, Uganda. Wakiso district is located in central of Uganda. It is boarded by Kampala district, Mpigi district, Luweero district, and Mukono district.

1.7.2 Subject Scope

The study concentrates on these variables: the study focuses on challenging facing the implementation of guidance and counseling in Wakiso district.

1.7.3 Time Scope

The study traced the challenges facing guidance and counseling in selected secondary schools in Wakiso district Uganda from April- June, 2017 within which two months was spent on proposal writing, data analysis, report writing and presentation.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents literature on the rationale for implementing guidance and counselling programs / services in schools/colleges and the accepted role of the teacher counsellor. It will also cover literature on the challenges facing effective implementation of guidance and counselling services in Secondary Schools as well as the theoretical and conceptual framework of the study.

2.2 Rationale for Guidance and Counselling

Students of Secondary Schools have a lot of social, economic and academic challenges. They need psychological support to enable them to overcome or cope with the challenges in order to get on with their lives smoothly. This calls for the establishment of guidance and counselling programs in the schools. Waudo (2001) notes that students, in their teenage and early adolescence, undergo emotional and psychological changes, they experience trauma and exhibit behaviour patterns which may be harmful to their health; they are always in conflict with school expectations and norm.

Thornburg (1967) notes that students are always rebellious to school authority and desire to have freedom. As noted earlier, the traditional society offered the support needed at this stage. With the rapid cultural and technological change, however, the set up got broken.. The parents have not done a good job in offering the services because they are limited by the traditional thinking that it is embarrassing and unbecoming for a parent to discuss certain issues with her/his children and, according to Gordon (1978), most parents today are engaged in various activities to such an extent that they have not had an impact in the development of their children.

Kinara (2002) says that in the absence of sufficient care, such students can grow up to be hostile to the community that has ignored them. Gitonga (2000) says that the secondary school and college for that matter, has a heavy responsibility of accommodating such students and to help them develop normally and make them appreciate society. Such appreciation can only come through the careful and persevering attention of an understanding and trained school counsellor.

Makinde (1984) notes that young people require guidance and counselling services now than ever before because they are living in a considerably more complex world than the one of ten years ago. This basically, is the reason for the need of having a well-established and active guidance and counselling programmein every Secondary School is a crucial issue.

2.3 The Role of the Teacher Counsellor

Initially, when the guidance and counselling programme was introduced in secondary schools, the role of the appointed counsellor was limited to giving information on career/vocational choices. With time however, it was noted that students had other problems other than just educational. In the 1980s and 1990s, a counselling element was added to the original guidance programme. The FAFAD /UNESCO Report (1999) recommended that a counselling element be added to guidance in order to help students overcome their personal problems. Rogers (1961) also said that guidance and counselling should help a client to attain a self-understanding which will facilitate change of behaviour, change of attitude and identification of special talents and abilities.

In the light of this therefore, the role of a guidance and counselling provider in an institution is to: help people experiencing difficulty to overcome or cope with it and to understand the environment very well so that she/he can anticipate, circumvent and, if possible, forestall difficulties which may arise in future, therefore preventing students from falling into them. It is also her/his role to help the individuals to plan and derive maximum benefits from educational, social and vocational experiences which will enable them to discover and develop their potential (Makinde, 1984). In order to do this, the counsellor should be a trusted confidant to all learners by showing a positive attitude and disseminating to and receiving appropriate information from counsellees. The information should also be used to help each student to strengthen his own abilities (Durojaiye, 1980). The counselor should also work in cooperation with other teachers to identify each student's unique and special mental abilities, aptitudes and creativity then assist her/him to develop a realistic self-image. Sindabi (1992) also underscores this by saying that a counsellor should be one who is knowledgeable on the nature and pattern of problems that students are likely to deal with and the adjustment mechanisms that they use when they are unbalanced or uncomfortable.

2.4 Facilities for Counselling

Much as the Ugandan government has recognized the importance of guidance and counselling in our educational institutions, it has not, however, provided the resources necessary for creating a conducive environment for offering the services.

Makinde (1984) recommends that schools should provide finances which will allow the school counselors to have equipment, materials and travel allowances necessary for them to carry out their functions. The funds thus provided would enable the counselor to get a regular supply of books, journals, magazines and visual aid materials, which in turn, will equip her/him with current and accurate information for students. A counsellor will also require to occasionally invite a specialist speaker to talk to students or to take them out for tours based on relevant issues. Unfortunately, many educational institutions do not set aside such funds. Sindabi (1992), notes that Ugandan counsellors have inadequate facilities and this makes it difficult for an effective implementation of a counselling programme. Engelkes and Vandergoot (1982) observe that there should be private and confidential areas for counselling. Chairs should be comfortable, preferably with arms and the room should have enough lighting. Mutie and Ndambuki (1999), also say that an ideal guidance and counselling center should be a large room with display racks, bulletin boards and tables where materials can be maintained and displayed. The room can be used for holding discussions, showing films or holding parent-teacher meetings. Group counselling can also be done there and part of it can be partitioned for individual counselling. Unfortunately, some schools do not have even an office for the teacher counsellor. Besides that, guidance and counselling is not timetabled and lacks enough staff to deliver the services.

2.5 Students' Attitude Towards Guidance and Counselling

Masinde (2003) says that students in secondary schools experience a variety of emotional, social, academic and psychological problems for which they need support in order to enable them to go through college life. Dameroomkizito and Borland (1980) say that guidance and counselling in Ugandan schools can help learners to grow in self-understanding, develop their capabilities for making career decisions, progress and achieve an all-round growth besides just problem solving. According to Bischoff (2005) the individual is mostly responsible for what he becomes, meaning that it solely lies in his responsibility to take such action towards change in case of perceived

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problems which he wants to have solved. It is the client who must facilitate his own change. It follows therefore, that the counselor and the client must build a relationship in which the counsellor succeeds to empower the client to take action towards change in the solution finding process. In most African traditional settings, however, problems are solved involving the help of the members of a given system, the individual, particularly a child, has no decision making power on his own whatsoever. The student in the Kenyan system is used to decisions being made at the top and being told what to do. Such people go to a counselor expecting to be given advice on what to do with a problem besetting them. Counsellors on the other hand, fall into that trap of advice giving because the counsellor is herself/himself part of the culture. This tendency is a great hindrance to effective counseling programs as it will not as lead to behaviour change as the decisions have not come from the client. Piaget (1965) noted that adolescents, impressed with their own theories, often fall victim to a new form of egocentrism.. According to such students, a counsellor should be seen only when they need academic assistance. This age bracket never wants to admit openly that they have any problem as this might be interpreted to mean weakness (Masinde 2003). Migiro (1996) found that some students are skeptical about seeking guidance and counselling services because they do not want to reveal their problems to their teacher counselor. According to them such revealed problems are later made subjects of staff-room debate. Nyabwariza (2003) also reports that a number of students hold a strong misconception towards guidance and counselling that hinders them from freely telling their problems to the teacher counsellor. They think that they will be punished if they reveal their problems.

2.6 Gender of Student and Counsellor

Lot et. al. (1999) observed that gender issues play a role in hindering delivery of the services. Their study found out that counsellors in schools handle more female than male clients. Possible explanations towards this have been offered: gender socialization processes where, from an early age, women are encouraged to seek help when they have problems while men are discouraged from it. Sanders (1996) say that another possible reason to this disparity has to do with referral services. A woman is likely to refer another woman to a counsellor, but a man will not refer another man to a counsellor. Khan and Nauta (1997) confirm that male students are more negative towards seeking for counselling than female ones. Most men think it is an indication of

personal weakness if one seeks for psychological counselling. This does not mean however that male students experience fewer problems than females.

Masinde (2003) notes that a number of students in colleges suffer stress and anxiety due to: failure in examinations, uncertainty about school fees, pressure from guardians to excel, inability to cope with school work and personal relationships. As a result, most male students get openly drunk, walk aimlessly in the college compound arguing loudly to themselves or they just sit at the students" center without attending classes. The researcher also observed that it is possible that male students may never seek help from a counsellor who is female because the African culture never allows a man to go to a woman for guidance. Deaux and Wrigtsman (1984) confirm this gender bias by saying that when given only general occupation about individuals at work situations, people assume that the woman has a lower status job and that the man has a higher status job. People also believe that the man will be more influential than the woman.

2.7 Teacher Counsellor's Workload

The MOESTS, by creating guidance and counselling departments in schools/colleges and having TSC appoint teacher counselors to manage these departments, has demonstrated that it recognizes guidance and counselling as a necessary arm of education. The government development plan (1974-1976) advised head teachers to make timetables in such a way as to enable teacher counsellors to have enough time to deal with students problems. The Gachathi Report (1976) noted that guidance and counselling services, if offered properly to students, play an important role in teaching. In addition, ROU (1976) recommended that guidance and counselling be integrated on the timetable with other subjects such as ethics and family life education. The government has further demonstrated her commitment to having guidance and counselling services offered in schools/colleges by training many teachers at masters' degree level. These teachers, however, get posted to schools/colleges to teach normal subjects and carry workloads just like all other teachers. This kind of practice leaves them with almost no time to counsel students. Nganda (2004) feels that such professionals should be posted to schools to counsel on a full time basis. School Headteachers do not seem to have appreciated the important role guidance and counselling can play in students" academic and personal life. They are still of the opinion that teaching is the priority business of any teacher and counselling comes in when

classes are not on. This is emphasized by Sindabi (1992) who notes that Ugandan school counsellors teach full load in addition to counselling. Muitie and Ndambuki (1999) underscore this by saying that for a long time, counselling services have been left to teachers who are usually overloaded with school work. Guidance and counselling, however, need to be accorded equal status with the school academic programmes. The programme should be a full time job for the teacher, with no other teaching responsibility. Makinde (1984) recommends that counsellors should be free from administrative and clerical assignments that would interfere with their responsibilities as professional school counsellors.

2.8 Teacher Counsellor's Training

Gibson and Mitchell (2008) consider guidance and counselling a helping profession similar to Medicine, Law, Dentistry, Education and Social Work. They say that a helping profession is one in which the members are specifically trained and licensed or certified to perform a unique and needed service to fellow human beings. According to them, professional counsellors must be fully trained and qualified to meet the needs of the client population they are designated to serve. They recommend that school divisions should ensure that persons fulfilling the role of counsellor are adequately trained and should have completed a programme in counselling, including supervised practice in guidance and counselling. Once trained, the teacher counsellors should then employ their knowledge, skills and understanding to draw up a procedure that is ample enough to include and cater for the various needs of individual pupils within the school framework. ROU (1976) noted that lack of trained counsellors in some Uganda schools has impacted negatively on the delivery of these important services. For a long time, guidance and counselling in schools was done on a voluntary basis by untrained teachers, hence ineffective services. It was then recommended that all teacher trainees should take a compulsory course in guidance and counselling and practicing teachers be provided with in-service courses.

The Nation Blackboard (2002) pointed out that the major factor contributing to the failure of guidance and counselling programmes in schools is the lack of trained personnel to handle the subject. When the behaviour of a student is as a result of underlying factors, particularly those spanning from childhood, most teachers tend to deal with manifestations rather than the causes.

2.9 Conceptual framework

The conceptual framework below is an illustration of how the independent variables of availability of facilities and status of guidance and counseling staff impacted on the dependent variable of proper implementation of guidance and counseling

Independent variables	Intervening variable	Dependent variable
• facilities • principal and government attitude • student attitude • gender of counselor • teacher's learning • management support	• parents • other staff members • Government	• implementation of guidance and counseling service
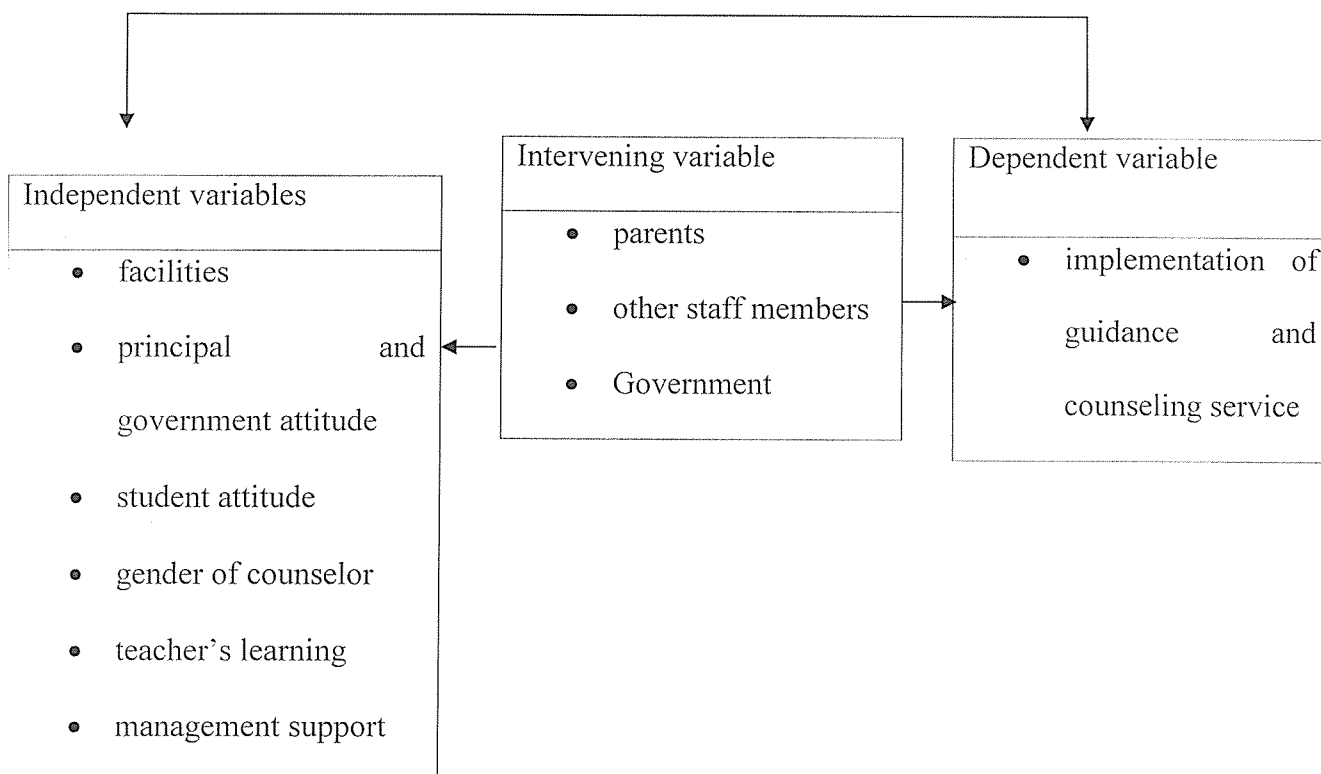
The independent variable of the principal, government and students attitude affected implementation of guidance and counseling services thus: if the management's attitude were positive then it would provide enough funds to put all the facilities in proper supply but if it was negative, then the facilities would not be in place, a hindrance to proper implementation. Similarly, a negative student attitude will stop them from seeking help while a positive one would encourage them to seek help.

Secondly, the gender of the counselor is likely to make clients of the opposite sex not to go to him/ her to help. The third independent variable of counselor's backload affected proper

implementation in that the service providers did not have enough time to attend to students fully because they were busy teaching

Furthermore it was noted that training service providers were better equipped to help clients than the untrained ones. Finally, availability of guidance and counseling facilities in schools was poor because the school's management teams did not provide enough financial support. Lack of facilities impacted negatively on service provision.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This section of the study highlights the methods used in collecting and processing data. It includes the research design, the location of the study, population of the study, sampling procedures and sample size, instrumentation, data collection and data analysis procedures.

3.2 Research Design

This study was carried out using descriptive survey design. Gay (1992), defines descriptive research as a process of collecting data in order to answer questions concerning the current status of the subjects in the study. In the case of this research, the Headteachers, teacher counsellors and students will be the subject of the study. In order to collect data on the current status of the guidance and counselling programmes in the Secondary schools, the subjects will be approached and requested to respond appropriately to questions pertaining theprogramme in their schools.

3.4 Population of the Study

The target population comprise of 2 Headteachers, 4 guidance counsellors and 600 students from the two Secondary schools. Hope high school has a total of 600 students and onwards and upwards has 800 students. The Headteachers will be selected because they have information on how much support the guidance and counselling programmes received. The guidance counsellors will be selected because they are the service providers and the students are expected to give information about their attitude towards the guidance and counselling programme and whether they have any preference on the gender of their counsellor.

Table 1: The population table is shown in table 1

Table 1:Distribution of population by the selected schools	SCHOOLS	HEADTEACHERS	TEACHER COUNSELLORS	NUMBER OF STUDENTS
Hope high school	HHS	1	2	600
Onwards & upwards secondary school	O&USS	1	2	800
TOTAL	2	2	4	1400

3.5 Sampling Procedures and Sample Size

Purposive sampling was used to select Head teachers and teacher counsellors because they were few, there is only two head teachers and four teacher counsellors. On the other hand, stratified random sampling was used to select sixty (60) student respondents from **hope high school** and one hundred and eighty (180) student respondents from **onwards and upwards** SS. There are three strata of stage one, stage two and stage three students. Only stage three and two students will be selected to participate in the study because they have been in the colleges for long enough to know the trends well. Finally, simple random sampling was used to select the required student sample size. Students randomly picked folded pieces of paper on which "Yes" or "No" responses was written. Care was taken to make sure that the "Yes" responses shall only as many as the required student sample size. Their sample size was 10% of the total population according to Gay (1992).

Table 2: Distribution of Sample by Schools in the District

Distribution of Sample by Schools in theDistrict	Schools	head teachers	Teacher Counsellors	Students	Total
Hope high school	HHS	1	2	60	63
Onwards & Upwards	O&U	1	2	180	183
Total	2	4	240	246	

3.6 Research Instruments

According to Best and Khan (1992), questionnaires are good instruments to use when collecting data because they enable the researcher to explain the purpose of the study andgive meaning of items that may not be clear. There were three types of questionnaires: one for principals, one for teacher counsellors and another for students. All questionnaires will address demographic profiles of the specific respondents. In particular, the principals or head teachers" questionnaire addressed issues of management support e.g. inclusion of guidance and counselling in the timetable, budgeting for guidance and counselling, setting aside an office and existence of guidance and counselling facilities, while the counsellors questionnaire addressed the counsellors' workload, attitudes of the students and their training. The student questionnaire addressed issues of gender of counsellor and their attitude towards guidance and counselling. This was, so that information affecting all parties could be sourced directly from them. Both open–ended and closed–ended items was used so as to give the respondents freedom to express their opinions and to give suggestions.

3.6.1 Piloting

Prior to the actual research, a pilot study was carried out in Buloba high school in Wakiso District which not included in the study. Two counsellors at St Catherine girls' secondary school, the Headmistress and students was given questionnaires and they will be filled and returned to

the researcher. The researcher considers their responses in order to obtain insight into the problems that will not predictable prior to the actual research such as clarity of language and time required to fill the instrument.

3.6.2 Validity

Instruments was developed as per the objectives of the study; they were validated by carrying out a pilot study on respondents of Buloba high school and St Catherine girls' secondary school& who was notpart of the study. Twenty respondents from each of the two schoolwas used. The researcher ensured that the time between piloting and data collection is short in order to do away with the possibility of contamination. The researcher also consulted the experts from the department of Psychology most especially Drcallist, Counselling and Educational Foundations of Makerere University and Kampala international university on the best possible method to use.

3.6.3 Reliability

Mugenda (1999), define reliability as a measurement technique employed to test whether the research instrument produces consistent results or data after repeated trials. The Cronbach Alpha Coefficient was used to compute the reliability coefficient of the instruments. According to Fraenkel and Wallen (2000), this is an acceptable coefficient for social sciences.

3.7 Data Collection Procedure

The researcher got a letter of introduction to collect data from Kampala International University. That letter was then used to get permission from the Headteachers of those secondary schools. Once the permission was granted, the researcher then notified the principals or head teachers of the selected secondary schools of the intention to collect data at their schools. On the set date, the researcher took the questionnaires to Hope high school for administration. With the permission of the Headteacher, the researcher administered the questionnaires for Headteachers and teacher counsellor and students. Once the instruments were completed, they were collected for analysis. The same exercise was carried out at Onwards &Upwards secondary school.

3.8 Data Analysis

On completion of data collection, the researcher checked for completeness of the filled questionnaires. The questionnaire responses then coded and entered into the statistical package for social sciences. By using each objective, the data was analyzed appropriately using descriptive statistics and results was presented in form of frequency tables, percentages, SPSS and graphs.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This study sought to find out the challenges facing effective implementation of guidance and counselling programmes in Secondary schools in Lira district. This was in the light of increased riots and strikes, school dropouts, drug abuse, sexual immorality, in these schools of which guidance and counselling should have been foremost to prevent. This chapter presents the results and a discussion of the findings. The chapter is organized following the research objectives for the study found on page 6 and 7 of this documents.

4.2 The demographic characteristics of the respondents

The demographic characteristics of the respondents is as below;

Table 3: Demographic characteristics of principals or Headteachers

		Frequency	Percentage (%)
Gender	Male	2	100
Age bracket	40-50yrs	1	50
Age bracket	50-60yrs	1	50
Academic qualification	Degree	1	50
	masters	1	50

The analysis shows that 100% of the principals were male and 50% of them were within age bracket of 40-60yrs.similarly 50% of the principals had master and bachelor degree.

4.3 Guidance and Counselling Facilities

Objective one sought to determine whether secondary schools in wakiso district had a well-established guidance and counselling department. In order to do this a sample of 2 principals, 4 teacher counsellors and 240 students were asked to respond to a question on whether they had a well-established guidance and counselling department in their secondary schools and then further

asked to assess the status of the facilities of that department. The analysis of the results is summarized in table 4.

Table 4: Establishment of Guidance and Counselling Department.

	YES		No	
		Percentage FQ (%	Frequency	Percentage (%)
Headteachers /principals	2	100	0	0
Teacher counsellors	3	75	1	25
Students	137	57	103	43
Total	142	57.7	104	42.3

The analysis shows that 100% of the principals/Headteachers agreed that there was a well-established guidance and counselling department while 75% of the teachers and 57% of the students were in agreement with this. Twenty five percent (25%) of the teacher counsellors and 43% of the students said that the department was not well established. On average a higher percentage of the respondents (57.7%) were in agreement that there was a well-established guidance and counselling department in the Institutes of Technology. A quick glance of the state of affairs is presented in Figure 2.

Figure 1: Establishment of Guidance and Counselling Facilities.
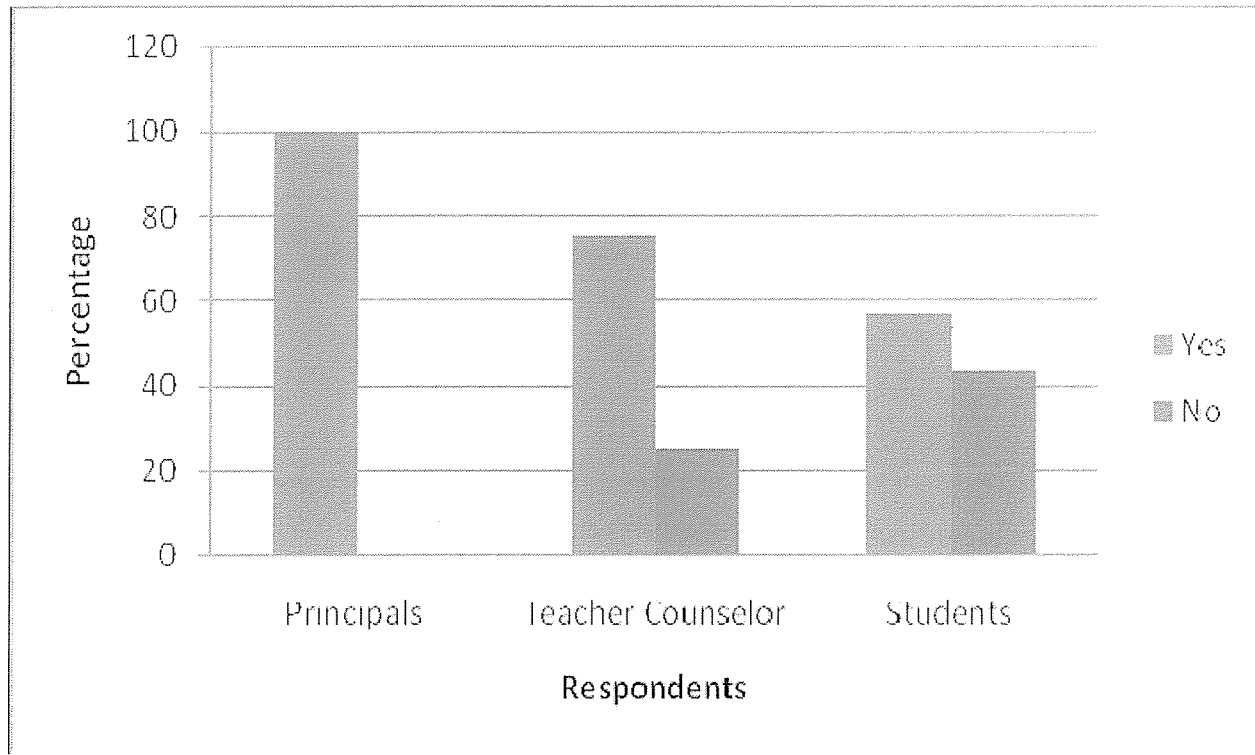
4.5 Gender and Guidance and Counselling.

Objective three sought to determine whether gender hinders guidance and counselling efforts.

4.5.1 Gender of Student Against Preferred Teacher Counsellor Gender.

To determine whether the different student gender had different teacher counsellor gender preferences, a sample of 240 students were first asked their gender and then asked to give their preferred gender of the counsellor they would wish to approach if they found themselves in a problem and needed to seek for assistance. The student gender versus their teacher counsellor preferences were then cross tabulated and table 9 shows the results.

TABLE 5:

Tabulation of the students' gender versus gender of preferred counsellor.

Response	Gender of preferred counsellor				Total	%
	Male	%	Female	%		
Male	87	52	81	48	168	100
Female	31	46	37	54	68	100
TOTAL	118	50%	118	50%	236	100

The findings show that overall, 118 (50%) of the respondents have a preference for male while 118 (50%) have preference for the female. Checking across the rows however, the findings show that a majority of the male student gender (87) 52% prefer a male teacher counsellor while a majority of the females (37) 54% also prefer a female teacher counsellor. It's therefore evident that each gender of the students has a higher preference of the counsellor being same gender.

4.5.2 Difference in Gender Seeking Help

To find out whether there was a difference in the gender who did seek counselling services in the institutions, a sample of 4 teacher counsellors were first asked to state whether there was a noticeable difference and then further asked to outline the gender that was most frequent. The results showed that 100% of the teacher counsellors noticed gender difference in the students seeking guidance and counselling services. The results further indicated that 25% of those seeking services were male while 75% were female. It was therefore evident that more female students (75%) did seek for guidance and counselling services more frequently than their male counterparts. Figure 2 presents the results.
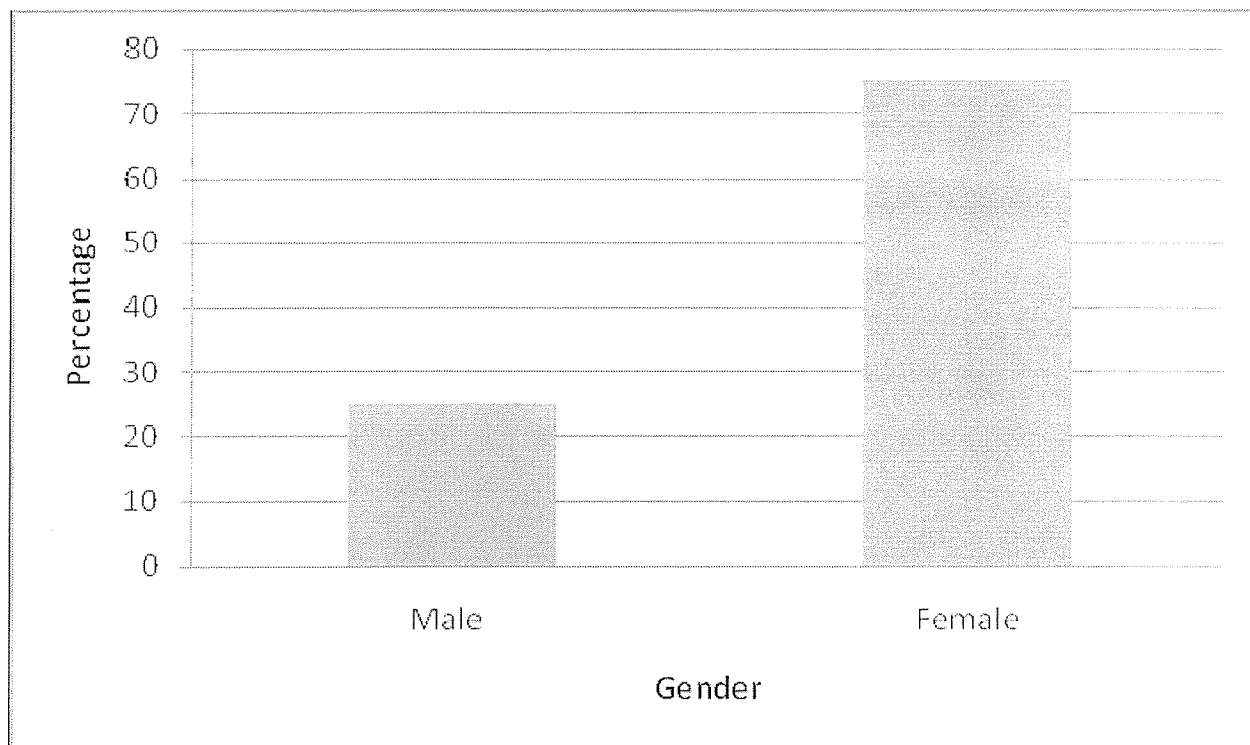
Figure 3: *Counselling Help Seeking Behaviour by Gender* According to the findings of the study, there was a general preference among male students for a male counsellor (52%) while female students also preferred a female counselor (54%). Studies carried out by Lot et. al. (1992) observed that gender issues played a significant role in hindering the delivery of services. As the findings indicate, there was a lower turn up of male students for guidance and counselling services. This may not be because they have no problems but maybe the gender of the counsellor in question may be a hindrance since they prefer a male counsellor like them. The findings are indicative of females being more free to speak out their hearts than men. Studies carried out by Sanders (1996) found a similar result as this study. Sanders pointed out that women would readily refer other women to a counsellor while men will not. This could be because of the nature of men thinking that they would be considered inferior by seeking counsel and especially from a lady counsellor as pointed out by Khan and Nauta (1997) in their study. It was evident that the male students prefer sharing their problems, if at all, with a male counsellor but not a female one. According to Masinde (2003), male students get openly drunk and exhibit adverse reactions due to stress accumulated over time. It is therefore important that appropriate measures be taken in order to encourage male students to seek guidance and counselling services in their respective

institutions. If this situation is not addressed for a long time, there will be accumulation of stress which may ultimately lead to deviant behavior and even result in increased student unrest in the institutions.

4.6 Counsellors' Workload and Guidance and Counselling

Objective four sought to determine whether the teacher counsellor"s workload impacts the delivery of guidance and counselling services. In order to collect data on this, a sample of 4 teacher counsellors were first asked to give their opinion on whether their workload had any effect on their delivery of guidance and counselling services and then further asked whether their workloads were equal to their counterparts or not. The findings showed that all the teacher counsellors (100%) consented to the fact that their workload had a direct effect on their delivery of guidance and counselling services. The results also revealed that 50% of the teacher counsellors had equal workloads with their counterparts who had no other major responsibilities while 50% did not have equal workloads with their counterparts. It can be concluded that for effective guidance and counselling to be offered, there should be ample time for the counsellor to deal with the client, give them material to listen to on radio in the guidance and counselling office or even watch video as may be required by the counsellor. Sindabi (1992) underscores the fact that Ugandan counselors teach a full load in addition to counselling. This therefore may lead to ineffective delivery of services. According to the government development plan of 1974-1976, the head teachers were advised to make the timetables in such a way as to enable the teacher counsellors to have enough time to deal with student problems. According to Mutie and Ndambuki (1999), due to overload of the teacher counsellors, they should be exempted from the teaching responsibility while Makinde (1984) recommends that they be freed from administrative and clerical assignments in order to concentrate on their professional duties of counselling. The general trend therefore shows that teacher counsellors should be allowed some more time to attend to the students" problems. Its therefore emerging that there needs to be laid down modalities to minimize the teacher counsellors class workload in order to facilitate better and effective guidance and counselling service delivery.

4.7 Effect of Training on Guidance and Counselling Service Delivery

Objective five sought to establish the effect of a counselors training on the delivery of guidance and counselling services. In order to investigate this, a sample of 4 teacher counsellors were first

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asked whether they were trained counsellors, then they were asked whether training had any impact on service delivery. Lastly they were asked to outline the importance of training towards delivery of the service. The results revealed that 75% of the respondents were trained counsellors while 25% were not trained counsellors. All the teacher counselors (100%) consented to the fact that training had an impact on the delivery of guidance and counselling services. Training helps acquaint one with his/her profession and readily prepares him/her to face the challenges of work. According to Gibson and Mitchell (2008), professional counsellors must be fully trained and qualified to meet the needs of the clients they are designated to serve. According to Hansen (1978), training also helps one to be able to plan, develop and organize viable guidance and counselling programmes. Lack of training therefore is one of the major factors hindering the development of a well-organized service delivery plan in the guidance and counselling departments in the secondary school Wakiso District.

4.8 Principals' and BOG Support to Guidance and Counselling Programmes

Objective six sought to find out the level of support given by principals and BOG to guidance and counselling programmes. In order to establish this, a sample of 2 principals of the secondary school in Wakiso district were asked whether guidance and counselling was provided for in the school timetable and further, if they made provision in the annual budget for the guidance and counselling department. The results revealed that 100% of the respondents did not have guidance and counselling provided for in the school timetable nor set aside any money for the guidance and counselling department in the annual budget. These findings of the study indicated that the various schools" managers did not provide the necessary support to enhance the guidance and counselling service delivery. This was underscored by the inadequacy of relevant resources. This state of affairs may result in low morale in the teacher counsellors offering the service because to the counsellor, it may seem as though the guidance and counselling service is not valued within the institution.

The principals, as secretaries to the various school management boards, should therefore be sensitized through training in order to appreciate the need for supporting the programme.

In fact, if the relevant support is given to the guidance and counselling department, the many unnecessary student riots in the institutes will be highly reduced. Commitment of the college Boards of Governors to supporting this programme could solve most of the discipline problems in the secondary Schools.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
5.1 Introduction

The purpose of this study was to find out the challenges facing effective implementation of guidance and counselling programmes in secondary schools Wakiso district. Section 5.2 of this chapter gives a summary of the study findings while section 5.3 gives the conclusions of the study based on the findings and lastly section 5.4 gives recommendations.

5.2 Summary of Findings

The findings of the study showed that:

i. There are inadequate facilities for guidance and counselling in Secondary school in Wakiso district, yet according to Sindabi (1999) this lack of adequate facilities leads to difficulty in implementation of the programme.

   i. Some of the counsellors, besides having a heavy teaching workload, they are also not trained. These factors impacted negatively on effective implementation of guidance and counselling services.

   ii. Students had a preference to be counselled by a counsellor with the same gender as theirs.

   iii. More female students sought these services than their male counterparts.

   iv. Management support is very minimal although the attitude is positive towards guidance and counselling.

Relevant measures should therefore be put in place to curb all these problems in order to be able to have a modern guidance and counselling facility.

5.3 Conclusions

Following the findings of this research, the following are some of the conclusions made;

It is evident that management support to guidance and counselling programmes is poor, hence lack of provision for it on the timetable, heavy workloads for counsellors and a general lack of needed facilities.

Lack of training in some of the counsellors also impacts negatively on guidance and counselling service delivery.

Students prefer a counsellor of the same gender as theirs.

Male students seek very little guidance and counselling help as opposed to their female counterparts, hence the general negative behaviour from the males.5.4 Recommendations

Following the findings of this research, the following recommendations were made in order to alleviate or reduce the challenges being faced in the guidance and counselling service delivery:

i. All managers of secondary school in Wakiso district need to be sensitized, through seminars and workshops, on the urgent need to give adequate support to guidance and counselling programmes in order to enhance better service delivery.

ii. The government should consider employing full time counsellors in the school to allow for constant and fulltime access of the students to the counsellors. This will also allow teachers to concentrate on offering teaching duties as counsellors embark on guidance and counselling service delivery.

iii. There is need for education stakeholders to initiate an in-service course programme for untrained teacher counsellors so as to empower them to be able to become meaningful helpers to students.

iv. When posting the guidance and counselling personnel in the institutions / schools, care should be taken to provide for both male and female counsellors so that the unique needs and preferences of each student gender can be accommodated.

v. Special effort should be put up to reach male students so as to correct their negative attitude to guidance and counselling services since the study revealed that they actually have deep problems for which they need assistance.

5.5 Suggestions for Further Research

i.   Research should be carried out to find out how to fund the guidance and counselling programmes in educational institutions without necessarily having to depend on money from the Secondary schools.

ii.   Research should be carried out from time to time to ascertain the relevance of the skills offered in the guidance and counselling training programmes to ensure they are in tandem with the needs of society.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR PRINCIPALS/HEADTEACHERS

I am conducting a study on the challenges facing implementation of guidance and counselling services in Secondary schools in Wakiso district. This is in partial fulfillment of the requirements for the award of Bachelor Degree of Science with Education. Your responses will be treated with strict confidence and anonymity. This data will be used for research purposes only. There is no right or wrong answer. Please tick the appropriate response.

SECTION A:

ESTABLISHED GUIDANCE AND COUSELLING FACILITIES

1. State the name of your college

....

2. a) Please state your gender.

Male ☐   Female ☐

b) Age bracket

20-30 yrs ☐

31-40 yrs ☐

41-50 yrs ☐

Above 51 yrs ☐

c) Marital Status

Single ☐

Married ☐

d) Academic Qualification

Diploma [ ]

Degree [ ]

Masters [ ]

3. (a) Is there an established guidance and counselling department in your school?

Yes [ ]   No [ ]

(b) If No in 3 (a) above why?

....

4. If your answer to No. 3 (a) above is Yes, is the teacher who runs the programme a trained Counsellor?

Yes [ ]   No [ ]

5. Have you set aside an annual budget for the guidance and counselling department?

Yes [ ]   No [ ]

In the table below are general statements on the role of Guidance and Counselling

(Please tick the answer you consider most appropriate)

Key: 1 (Strongly Disagree), **2**(Disagree), **3**(Agree), **4**(Strongly Agree)

No.	Statement	1	2	3	4
1	Guidance and Counselling services are for unruly students only				
2	It is not necessary since the students are mature				
3	Students can get guidance from the college rules and regulations; they don't need a counselor				
4	Counseling is not a priority in finance planning.				
5	Anybody can guide and counsel students not necessarily a trained person				

7. Is guidance and counseling provided for in your college timetable?

Yes [   ]   No.. [   ]

SECTION B

IMPACT OF WORKLOAD ON GUIDANCE AND COUNSELLING

8. Does the teacher counsellor have an equal work load with other teachers in his/her department.

Yes [   ]   No.. [   ]

SECTION C

ESTABLISHED GUIDANCE AND COUNSELLING FACILITIES

9. Assess the guidance and counseling facilities (if any) in your institution against the criteria in the table below:-

(1Adequate ,2 Not adequate): (**IV**, good **2** Good, **3** Fair, **4** Poor

Item	Adequacy		Condition			
	1	2	1	2	3	4
Office						
Reference books						
Charts						
Public speeches						
Radios						
TV/Video						
Seminars						

APPENDIX II: QUESTIONNAIRE FOR TEACHER COUNSELLORS

I am conducting a study on the challenges facing implementation of guidance and counselling services in secondary schools in Wakiso district. This is in partial fulfillment of the requirement for the award of Bachelors Degree of Science with Education. Your responses will be treated with strict confidence and anonymity. This data will be used for research purposes only. There is no right or wrong answer. Please tick the appropriate response.

SECTION A

ESTABLISHED GUIDANCE AND COUNSELLING FACILITIES

1. a) Please state your gender:

    Male [ ]   Female [ ]

    b) Age bracket:

    20-30 yrs [ ]   31-40 yrs [ ]   41-50 yrs [ ]

    Above 51 yrs [ ]

    c) Marital Status.   Single [ ]   Married [ ]

    d) Academic Qualification:

    Diploma [ ]

    Degree [ ]

    Masters [ ]

2. State here the name of your college...

3. State your teaching experience in years......................................

4. Is there an established guidance and counselling office in your schools/college?

    Yes [ ]   No [ ]

5. Please assess the adequacy and condition of the following Guidance and Counselling facilities (if any) in your institution.

(i)..

(ii)..

(iii)..

(iv)..

(1Adequate, 2not adequate): (**IV**, good 2 Good, **3** Fair, **4** Poor

Item	Adequacy		Condition			
	1	2	1	2	3	4
Office						
Reference books						
Charts						
Public speeches						
Radios						
TV/Video						
Seminars						

SECTION B

EFFECT OF COUSELLOR'S TRAINING IN GUIDANCE AND COUNSELLING AND ITS IMPACT IN THE DELIVERY OF GUIDANCE AND COUNSELLING SERVICES

6. (a) Are you a trained counsellor ? Yes [ ]   No [ ]

(b) Does training have any impact towards service delivery?

Yes [ ]   No [ ]

(c) If yes in (b) above, what is the importance of training as a

counsellor?..

....

....

....

7. (a) Is guidance and counselling provided for in the college time-table?

Yes [   ]   No [   ]

(b) If yes in 7(a) above, how many hours/sessions are assigned to it?

....

8. If your answer to No. 6 above is no, then state your teaching workload minus guidance and

counselling...

SECTION C

EFFECT OF WORKLOAD ON THE DELIVERY OF GUIDANCE AND COUNSELLING

9. Do you think your workload affects your delivery of guidance and counselling in any way?

Yes [   ]   No [   ]

Please specify...

10. Please state what guidance and counselling activities you have carried out in the college and

which are adequately funded...

....

11. Is there a noticeable difference between the number of a particular gender that seeks your

services?   Yes [   ]   No [   ]

Please specify

....

....

....

....

12. If your answer to number 10 above is yes, please list the reasons you think could be behind

the difference.

i)..

ii)..

iii)..

13.   What   other   challenges   do   you   face   as   a   teacher   counsellor?

....

....

....

....

....

14. What recommendations would you give to improve guidance and counselling programmes?

....

APPENDIX III: QUESTIONNAIRE FOR STUDENTS

I am conducting a study on the challenges facing implementation of guidance and counselling services in secondary schools in Wakiso district. This is in partial fulfillment of the requirement for the award of Bachelor Degree of Science with Education. Your responses will be treated with strict confidence and anonymity. This data will be used for research purposes only. There is no right or wrong answer. Please tick the appropriate response.

SECTION A

1. a) What is your gender?

   Male [   ]   Female [   ]

   b) Age bracket

   15-20 yrs [   ]

   21-30 yrs [   ]

   31-40 yrs [   ]

   Above 41 yrs [   ]

   c) Marital Status

   Single [   ]

   Married [   ]

   2. State the name of your college...

3. In which stage of your course are you?

   Stage I [   ]   Stage II [   ]   Stage III [   ]

4. Is the guidance and counselling programme offered in your school?

   Yes [   ]   No [   ]

5. If the answer to No. 3 above is yes, then state the gender of the service providers

Male ☐   Female

6. If you found yourself with a problem and needed to seek some assistance, indicate the gender of the counsellor you would choose to approach.

Male ☐   Female ☐

7. Please state your reason for choosing whom you have chosen in number 5 above

………………………………………………………………………………………………………
……………………………………………………………………8. In the table below are general statements on the role of Guidance and Counselling (Please tick the answer you consider most appropriate)

Key: 1 (Strongly Disagree), 2(Disagree), 3(Agree), 4(Strongly Agree)

No.	Statement	1	2	3	4
1	Guidance and Counselling services are for unruly students only				
2	It is not necessary since the students are mature				
3	Students can get guidance from the college rules and regulations; they don't need a counselor				
4	Counseling is not a priority in finance planning.				
5	Anybody can guide and counsel students not necessarily a trained person				

SECTION B

ADEQUACY AND CONDITION OF GUIDANCE AND COUNSELING FACILITIES IN THE SCHOOL

9. Assess the adequacy and condition of the following guidance and counseling facilities (if any) in your school.

………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

(1Adequate 2 Not adequate): (**1** V. good 2Good **3**Fair 4 poor)

Item	Adequacy		Condition			
	1	2	1	2	3	4
Office						
Reference books						
Charts						
Public speeches						
Radios						
TV/Video						
Seminars						

SECTION C

10. What suggestions do you give to improve the guidance and counseling services in your school?

....

....

....