

**GUIDANCE AND COUNSELLING SERVICES AND ACADEMIC  
PERFORMANCE OF ADOLESCENTS IN PRIMARY SCHOOLS OF  
BUJUMBA SUBCOUNTY, KALANGALA DISTRICT**

By

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**DGC/25093/81/DU**

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR  
THE AWARD OF A DIPLOMA IN  
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**2011**

**DECLARATION**

I **GORETH NAKALEMA** hereby declare that this is my original work and it has never been submitted for a degree or Diploma in any University

Sign

*Goreth Nakalema*

**GORETH NAKALEMA**

DATE: 17. 5. 2011

## APPROVAL

This is to certify that this study of GORETH NAKALEMA has been done under my supervision and is now ready for submission to the relevant Kampala International University authorities

Sign -----

**DR. LAKI (SUPERVISOR)**

Date 17<sup>th</sup> may 2011.

## **DEDICATION**

This book is dedicated to my parents Kayondo Joseph, Kalema Peter, Rose Mary Nabbale and marita Nakajjooge. I am very happy and appreciative of all the care you accorded me when I was young and later on in my education days.

## ACKNOWLEDGEMENT

This study would not have been possible was it not for the assistance, guidance and comments from a number of groups, competent people and individual persons. I would therefore like to express my sincere gratitude to a limited number of individuals, for the numerous contributions to my research and my consequent accomplishment of these studies.

First and foremost, I would like to express my sincere and heartfelt thanks to my Dr. Laki, my supervisor who gave me the proper guidance through the proposal and final report and for the interest and guidance in supervising me through the completion of the study. Sir, I value your immense care and concern for my education.

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I also wish to thank the administration of the Department of Distance learning of Kampala International University for approving my topic and consequently enabling me to study.

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## ABSTRACT

This research study was designed to investigate Guidance and Counseling services and academic performance of adolescents in primary schools of Bujumba County, Kalangala district. This study was carried out in selected primary schools located within Bujumba county, Kalangala district. The study was guided by the following objectives:

- i. To find out the methods used in guidance and counseling pupils in schools of Bujumba county in Kalangala District.
- ii. To examine the motivating factors to pupils in schools of Bujumba county, Kalangala district.
- iii. To examine the relationship between pupils guidance and counseling performance in the schools of Bujumba county, Kalangala District.

The design used a quantitative and qualitative design to explore the problem in the five primary schools in Bujumba county, Kalangala district. The researcher purposively selected the respondents from whom to get data and information required for the study. A random pre-reselection exercise was administered to screen the middle managers from the schools, pupils and staff members.

Also a number of tools were administered. These were mainly questionnaires for middle managers, and staff members from the schools that were selected in the sample. The researcher also observed the trend of guidance and counseling in the schools and got data from the teachers responsible for guidance and counseling.

The findings indicate that, there is a diversity of methods used in order to promote guidance and counseling. Some of these methods used include motivational strategies, like trophies and recognition for best performance in schools. A number of motivational factors named were reasonable pay for teachers and the varying degrees of schedules and times when teachers should be available in schools to carry out different assignments. The researcher has concluded that, motivational measures are very crucial in enhancing success for better guidance and counseling. This ensures that there is a better mechanism for promoting a good guidance and counseling mechanism. The researcher recommends

that, methods for motivating teachers be reviewed and also call for a regulated method for guidance and counseling in the primary schools. Greater participation of teachers also need to be encouraged when promoting guidance and counseling.

## **CHAPTER ONE INTRODUCTION**

### **1.1. Introduction**

This study examines the role of guidance and counseling in promoting student performance in primary schools in Kalangala, District, Uganda. The role of guidance and counselling in the administration and management of student discipline in Uganda has been recognized by the various government policy documents since independence. The "Report of the National Committee on Educational Objectives and Policies of 1976 and the government White paper on education (1992) recommended that guidance and counselling be taught using subjects like Religious Education, Social Education and Ethics to enable the school promote the growth of self-discipline among students (Republic of Uganda, 1992). Despite this recommendation, the use of guidance and counselling services was still wanting in helping curb indiscipline in schools, which was increasing. Infractions that require guidance and counseling include assault, arson, fighting, theft, vandalism, destruction of school stores, administration blocks, libraries, harassment, riots and rape and loss of lives. In 1980, recorded cases of schools that experienced these cases of indiscipline were 22 (0.9%).

This increased to 187 (7.2%) in 1990 (Simatwa, 2007). These cases have continued to increase unabated to the extent that, in 2001 the Ministry of Education introduced guidelines on safety in schools. Thus, in recent years, School were burnt leading to death. Lack of guidance and counselling is responsible for nearly 60% of strikes and poor performance.

### **1.2 Background on area of the study**

Kalangala district is located in Lake Victoria/ south western Uganda. It is located along latitudes 00 10`S and 1000`S and longitudes 32001`E and 32052`E. It covers an area of 9,066.8Km<sup>2</sup>, Only 432.1Km<sup>2</sup> (4.8%) is land. Total population is 34,766 (20,849 male and 13,917 female) 12,750 households. Kalangala district is entirely made up of a total of 84 Islands widely scattered in Lake Victoria. The biggest Island is Buggala and covers an area of 296Km<sup>2</sup>. The district is divided into: 2 counties; Bujumba and Kyamuswa. 6 sub counties; Mugoye, Bujumba, Bufuira, Kyamuswa.

The status of health is average and may call for increased attention from the central government. For instance, Kalangala, Health Centre (HC) IV serves several purposes, including but not limited to the following. It has .all services at Health Centre (HC) III, and in

addition there is surgery, it supervises the lower units Health Centre (HC) IIs and IIIs, collects and analyses health data and plans for the health sub-district. The schools in the district are also greatly incapacitated and call for better performance in all spheres. Generally, performance in the schools of Kalangala is considered poor.

### **1.3 STATEMENT OF THE PROBLEM**

Despite the efforts made by the Ministry of Education Science and sports of Uganda to democratize the school administrative system, as evidenced by the ban of the cane in schools through many laws, unrest has continued in primary schools with a new dimension. Not only are they violent and destructive but they are also premeditated and planned and have caused maximum harm to human life. There seems to be lack of effective alternative strategy to contain student indiscipline and consequently improve performance. This can be realized from the fact that the district has been experiencing student violence and Kalangala District is not exceptional to student poor performance. The educationists recognize the use of guidance and counseling in the management of student discipline in schools due to its proactive approach to performance. This study will examine the role of guidance and counseling in promoting student discipline and effective performance in primary schools in Kalangala District, Uganda.

### **1.4 OBJECTIVES OF THE STUDY**

#### **1.4.1 GENERAL OBJECTIVE**

The major objective of this study is to find out about the guidance and counselling services and how they affect academic performance Bujumba Sub county, in Kalangala district.

#### **1.4.2 SPECIFIC OBJECTIVES**

The specific objectives of the study are:

- (i) To find the methods used in guidance and counselling pupils in schools
- (ii) To examine the motivating factors to pupils in schools.
- (iii) To examine the relationship between pupils guidance and counselling performance.

## **1.5 SCOPE OF THE STUDY**

### **1.5.1 SUBJECT SCOPE**

For this particular study, the researcher explored guidance and counseling services and academic performance of adolescents in primary schools of Bujumba sub county, in Kalangala District.

### **1.5.2 GEOGRAPHICAL SCOPE**

The study was limited to the in Kalangala district, located in Buggala island in Bujumba County. Whereas the entire district is affected by the problem, this study examined the problem in this particular county. Kalangala is chosen as a focus point of this study, because it is an area which is largely neglected, being composed of mainly islands.

### **1.5.3 TIME SCOPE**

The study investigated the reported trends in the period during school seasons from the year 2007 up to 2009.

## **1.6 SIGNIFICANCE OF THE STUDY**

- (a) The report will be beneficial to the administrators of the public schools particularly in knowing more about guidance and counselling in schools and how to administer them for better performance and achieve desired goals for the schools.
- (b) The findings may also be useful in many other ministries and government departments, to relate the value and importance to guidance and counselling on students performance in the schools.
- (c) The findings will also form a basis for future research by other scholars and researchers using the report as a reference.
- (d) The findings will be used by the Ministry of Education and sports to apply guidance and counselling strategies factors in order to increase performance in schools.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter deals with the revising of existing literature on the subject with the objectives of revealing contributions made by earlier scholars and the gaps they left out during their study. The available literature examines in general terms and different scholars say about motivation.

#### **2.1 Methods for Guidance and counselling services for adolescents**

Investigation on how guidance and counseling is used in the management of various disciplinary cases among students revealed the guidance and counseling was minimally used. The findings agreed with the previous researchers (Nkinyangi 1981; Ndiritu 1996; Republic of Kenya, 2001). The findings also supported by views of Saitoti (2003) who cautioned secondary school students and teachers against settling academic and other disputes through stone throwing and other punishments. He urged the students, staff and administrators to engage in dialogue. The study also revealed that, the disciplinary methods used to solve the disciplinary cases in schools were majorly physical punishments and guidance was minimally used in schools. The findings were consistent with the findings of Kanumbi (1996); Owiti (2001) who maintained that unrest in schools could be a spontaneous response to deeply rooted frustrations and feelings of powerlessness that needs strong guidance and counseling. Oliva (1989) also pointed out that, what is lacking is a type of discipline, which empowers an individual to take responsibility for his action in a socially acceptable way. The disciplinary management methods in secondary schools in Kisumu district, Kenya was only leading to suppressed discipline but did not promote the full growth of the individual child's personality. The findings on the contribution of teachers in promotion of guidance and counseling programs in secondary schools revealed low response on the participation of head teachers and their deputies. This indicates that, the contribution of head teachers had not been realized by the students while the heads of guidance and counseling departments had been minimally realized in secondary schools in Kisumu district. Guidance and counseling services were poorly organized in Kisumu district, Kenya. This suggests that, it might take a long time for the achievement of the objective of observing the child right as contained in the children's act 2001, which provides that a child should be

entitled to protection from physical and psychological abuse by any person and the ban of the cane in schools contained in Legal Notice No. 56 of Kenya Gazette (Supplement No.25:199 of 30th March, 2001). The findings have led to the conclusion that policy framework from the ministry of education, training of teachers on how to offer guidance and counseling to the students, guidance resource materials and private room for guidance services are critical variables in effective guidance services in secondary schools in the district. It was also concluded that, certain administrative tools such as effective supervision, effective leadership and effective communication are vital tools in ensuring the role of guidance and counseling in promoting student discipline in secondary schools.

### **2.3 Motivating factors and issues of adolescents in schools**

Personnel evaluation is the procedure used to judge the effectiveness of school counsellors working within the framework of comprehensive school guidance and counselling programs. Judgments are made about school counsellor effectiveness using personnel performance standards, criteria, and descriptors that are derived directly from the language of the framework of comprehensive guidance and counseling programs (Gysbers & Henderson, 2006; Missouri Department of Elementary and Secondary Education, 2000). Personnel performance standards are acknowledged measures of comparison used to make judgments about the scope of the work of school counselors within a comprehensive program. Once a sufficient number of personnel performance standards have been specified that fully represent a complete comprehensive program, criteria and descriptors are written for each standard specifying all of the important aspects of that standard. Enough criteria and descriptors are needed to assure evaluators that all of the important aspects of each personnel performance standard have been identified and can be evaluated.

What do personnel performance standards, criteria, and descriptors look like? To illustrate, the following is an example standard with two criteria and several descriptors from Guidelines for Performance-Based Professional School Counselor Evaluation . Program evaluation is the procedure used to determine the degree to which a school district's comprehensive guidance and counseling program is in place and functioning fully. Judgments are made about the status of a program using program evaluation standards and criteria that are derived directly from the language of the framework of comprehensive guidance and counseling programs (Gysbers & Henderson, 2006). Enough program evaluation standards and criteria are required



to ensure that a complete comprehensive guidance and counseling program is fully represented.

Once the standards and criteria have been chosen that fully represent a comprehensive guidance and counselling program, a scale is created for each criterion that can range from 5 to 6 or 7 points. Sometimes a scoring guide is provided that describes what an evaluator would look for at each point

### **2.3 Academic Performance Of Adolescents and guidance in schools**

The evaluation of guidance and counseling programs and their activities and services, has been part of professional dialogue since the 1920s (Gysbers, 2004). Today, however, the issue of evaluation is receiving even more attention. School counselors increasingly are being asked to demonstrate that their work contributes to student success, particularly student academic achievement, as a result of the passage of the No Child Left Behind Act (P.L. 107-110) in 2001 (McGannon, Carey, & Dimmitt, 2005). Three kinds of evaluation are required for school counselors to demonstrate that their work within the framework of comprehensive guidance and counseling programs contributes to overall student success.

Personnel evaluation, the first kind, describes the way school counselors are supervised and evaluated. Program evaluation, the second kind, reviews the status of a district's program against established program standards to ascertain the degree to which the program is being implemented. Results evaluation, the third kind, focuses on the impact that the activities and services of a program are having on students, the school

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

The section shows the research design, survey population and sampling at the same time, it includes data collection techniques, data processing and data analysis.

#### 3.1 Research Design

This was a case study of the effect of guidance and counselling and performance performance in Bujumba County, Kalangala district. The research employed mixed model research design, that is to say, both quantitative and qualitative research methods. In quantitative design, responses were measures, while the qualitative element involved description of responses.

#### 3.2 Area of study

This is a description of the geographical area and it is where the population of the study was found. The study covered Bujumba County, Kalangala district.

#### 3.3 Study Population

This is about the description of the population from which samples were drawn. The population consisted of management, teacher staff of the schools. These were mainly junior staff, medium level managers and senior managers (head teachers).

#### 3.4 Sampling Procedure and size

This sub-section captures sample size that was studied and how it was constituted. A representative sample was selected of which sample size consists of 25 respondents. The researcher used stratified sampling so as to categories of teachers in Bujumba County, Kalangala district).

**Table 1: The description on how sampling was carried out**

Top school managers	2
Middle managers (Deputies)	5
Staff members	25
<b>Total</b>	<b>32</b>

Most of the information was collected from the administration department.

### **3.5 Data Collection Methods**

This is a description of the research instruments, which include questionnaires, interviews, observations, and library research. The methods used however depended on both the type of people and the nature of data required.

#### **3.5.1 Interviews**

The researcher conducted a face-to face interview with senior and middle level manager and teachers inclusive. These were used because an oral approach is helpful in finding out extra information and certainly to supplement observation

#### **3.5.2 Questionnaires**

The researcher used questionnaires (See Appendix I), specifically distributed to the junior staff, who were twenty five (25).

### **Introductory letter**

The researcher acquired an introductory letter from the Kampala International University particularly from the Faculty of Education, Kampala campus. The purpose of the introductory letter was to introduce the researcher to the research community or respondents during the research process.

### **3.6 Procedure to be followed.**

This entitles steps taken by the researcher to access research community, respondents and information. The researcher contacted the university departments to request for permission to carry out research. Questionnaires to sample groups of managerial staff and teachers were distributed. Data was collected, analyzed and the report organized for final submission.

### **3.7 Ethical consideration**

The researcher first got permission from the concerned authority or persons in the intended study area. When the researcher got permission of allowing him/ to go ahead, then researcher embarked on the respondents such as the names of the respondents were not anywhere in the report.

### **3.8 Data Processing and Analysis.**

The researcher used both quantitative and qualitative methods during data processing and analysis.

## CHAPTER FOUR

### PRESENTATION OF DATA

#### 4.1 Introduction

This chapter is a presentation of data collected from the respondents in response to the topic, “guidance and counselling services and academic performance of adolescents in primary schools of Bujumba subcounty, Kalangala district.” The chapter deals with presentation of results collected from respondents on aspects, themes and issues raised in the research questions identified.

#### 4.2 Background information of respondents from the organization

**Table 2: Background information of respondents**

Sex	Male	Female				Total
	16 (64%)	09 (36%)				25
Marital status	Married	Single				
	18 (72%)	07 (28%)				25
Education	Tertiary	A level	O level	Other		
	02 (8%)	11 (44%)	7 (28%)	5 (20%)		25
Age	0- 25	26 - 35	36- 45	46 -55	Over 55	
	01 (4%)	07 (28%)	08 (32%)	06(24%)	3 (12%)	25
Work Experience	0-4 yrs	5-9 yrs	10-14 yrs	15-19 yrs		
	07 (28%)	06 (24%)	04 (16%)	08 (32%)		25

*Source: Primary data*

#### Sex

According to the data above, there were 64% of male respondents and 36% of the female responders. The pattern and trend is generally indicative that there are more male teachers, within the schools than females. This would call for a balanced way of assessing the issues affecting the gender disparity in guidance and counselling.

#### Marital status

From the responses, it is also evident that, there are more married couples (64%) than the single (28%). This element is also important on the descriptions of the teacher motivation in Schools of Kalangala. This is because, the yardstick for judging guidance and counselling among single persons, may be quite different from that of the married ones.

#### Education

The major educational level from the Teachers of Kalangala noted, were that most of them were those who had attained A level (44%), this is followed by those who had gone up to

ordinary level (28%). Other qualifications, mainly attendances of short courses, accounted for up to (20%). The persons, who had attended education in Uganda's tertiary institutions, accounted for 8% of the total responses received for this study. The impression that can be adduced here is that, most of the respondents working in the Schools of kalangala, at least based on this sample, are not very qualified.

### **Age**

The Teachers of Kalangala' age representation is also indicative of fairly mature and experienced Teachers, who can implement certain work requirements in the organization. This is seen from the fact that most of them were in the age range of 36 – 45 years (38%). This is followed by a fairly youthful category of respondents, who are between the age bracket of 26 – 35 years, representing 28% of the respondents. There is also another age bracket of 45 - 55 years who represent 28% of the respondents. Those over 55 years take up another 12% of the total number of respondents, while those in the bracket of 25 years and below, are just 4%. The trend shows that the schools of Kalangala have more of mature and experienced teachers, mainly above 30 years of age.

### Working experience

The evidence above, also suggests that, there are more persons who have been working for between 15- 19 years (32%). There is also a group that has been working fir between 5- 9 years (28%). The other significant rating is those in the experience range of 0-4 years (28%).

### 4.3 Research Question one: Methods used in motivating Teachers of Kalangala for better guidance and counselling

In this section, the researcher sought to assess the management's contribution towards the performance of teachers in the schools to enable them in guidance and counselling. The researcher picked questionnaire items the depicted aiding or abetting criteria in motivating Teachers of Kalangala in the within particular departments for better guidance and counselling.

**Table: 3: Different forms or motivational activities and incentives for teachers**

<b>Forms of motivational activities</b>	<b>Frequency and percentage</b>
Opportunities for study tours	03(12%)
Bonuses for long service	02(8%)
Best service awards /trophies / recognition	9(36%)
Support for problems, like bereavement	6(24%)
Seconding for promotions	03 (12%)
Socialization bonus	02 (8%)
<b>Total</b>	<b>25 (100%)</b>

*Source: primary data*

Data from the table above shows that, the efforts towards improving motivation within the Schools was concentrated towards the provision of best service awards, trophies or recognition of best performing teachers within primary schools, as noted by (36%) of the Teachers of Kalangala. This is also followed by the support provided to Teachers like in cases of bereavement 6 (24%) and opportunities provided to Teachers for study tours 3 (12%). Other efforts are evident through, secondment of teachers from within particular

departments (12%), bonuses provided for long service to the commission 2(8%) and other bonus provided for routine socialization in the commission, like annual parties 2(8%).

**Table: 4: Whether Teachers offered routine training in their respective departments for better guidance and counselling**

Offered routine trainings	Frequency and percentage
Agree	06 (24%)
Fairly agree	12 (48%)
Disagree	04 (16%)
Strongly disagree	03(12%)
<b>Total</b>	<b>25(100%)</b>

Source: *Primary data*

Data from the table above shows that, there are a number of judgments made by Teachers of Kalangala on whether; they have been effectively facilitated into better performance in the schools through routine trainings. The major noted argument has been seen as fair agreement that the schools have provided the basic necessary routine training and classes 12(48%). There is also evidence of agreement that the trainings are provided to make adequate preparations before work, seen from 6(24%) of the responses. There is also noted disagreement that, that kind of training has not been provided by the employers, that is the ministry of education 4(16%). Efforts towards providing routine training are negated by some people who strongly disagree 3(12%). There is evidence of poor rating of provision of routine training and some discontent with the system.

**Table: Ministry provides necessary tools and equipment for job performance**

**Table: 5: Provision of the necessary tools**

Provide necessary tools	Frequency and percentage
Yes	08 (32%)
No	17 (68%)
<b>Total</b>	<b>25(100%)</b>

Source: *Primary data*

Data from the table 5 above shows that, there are a number of Teachers of Kalangala who affirm that, the mother ministry does not provide them with the necessary tools for performing their job effectively (68%).



#### 4.4 Research Question two: Motivating factors to Teachers of Kalangala to carry out guidance and counselling

A number of factors do affect motivation in the organisation that have been identified in this section. The Teachers of Kalangala and management were asked to identify these motivating factors associated to both the external factors (outside the organisation) and internal factors (within the organisation), that affect motivation in the schools.

**Table 6: Pay as compared to workload**

<b>Pay as compared to workload</b>	<b>Frequency and percentage</b>
Reasonable	6 (24%)
Fairly reasonable	13(52%)
Unreasonable	6(24%)
<b>Total</b>	<b>25(100%)</b>

*Source: Primary data*

From the above table 6, a number of factors are noted by Teachers of Kalangala to affect the motivation in schools in relation to the dimension of guidance and counselling. When asked to make assessments on the reasonableness of the pay in relation to the workload of guidance and counselling, the majority of teachers noted that the pay is fairly reasonable in relation to the workload 13 (52%). This is followed by, an equal number of teachers who say that the pay is reasonable 6(24%), and the ones who say that the pay is unreasonable 6(24%). The Teachers also note that, the motivation in schools is affected by factors such as varying degrees of work schedules, and the diversity of the works done by the different Teachers. The researcher has also endeavored to explore the other factors that affect the motivation program in the schools.

**Table: 7: Does management provide the necessary tools and equipment needed in performance of your job?**

<b>Tools/equipment for job performance</b>	<b>Frequency and percentage</b>
Yes	21(84%)
No	04(16)
<b>Total</b>	<b>25(100%)</b>

*Source: Primary data*

Other tools/ factors, as a motivation issue for guidance and counselling have also been noted to affect performance in schools. When asked whether tools/equipment for job performance are provided in the schools, the respondents noted that, they were not provided 21(84%). This is a big response on a matter of such a significant contribution to a school. There is also an indication that, fewer respondents note that the motivation tools are available 4(16%). These factors have made it difficult for the enhancement of proper working in the schools. The management were interviewed separately on their ratings about the factors that affect the provision of tools needed for effective performance, but they were non- committal on what was lacking.

**Table 8: Ratings on the way promotions are done for teachers**

<b>The way promotions are done</b>	<b>Frequency</b>	<b>Percentage</b>
Very good	02	8
Good	01	4
Fairly good	11	44
Bad	12	48
<b>Total</b>	<b>25</b>	<b>100</b>

*Source: Primary data*

From the above observation, by the Teachers of Kalangala, they note that major issues for promotion as a in schools is bad (48%). This kind of response gives poor rating for performance programme by the parties concerned. They also note a fairly good rating on the way promotion is done (44%) and smaller numbers think the promotions are really very good (8%) and being good (4%).The statistics from the table above show that there was a general unhappiness with specific aspects of the promotion

as mentioned by the Teachers of Kalangala in the above data.

**Table 9: What needs improvement in promoting guidance and counselling**

<b>Aspects of that needs improvement</b>	<b>Frequency/Percent</b>
Increased salary and allowances for overtime work	13(52%)
More time and facilitation in further training	07(28%)
Improvement in the working environment	05(20%)
<b>Total</b>	<b>25(100)</b>

Source: *Primary data*

From the above observation, by the Teachers of Kalangala, the most observed issue that needs improvement concerned the increase in the salary base of the Teachers of, and more allowances needed for overtime work. This was noted by most of the teachers here 13(52%). Another issue noted as in need and consideration of more time for training, including the provision of some form of facilitation. This would be especially true, if the people being trained were to serve the schools for long after their training 7(28%). They also note that, there is need to improve in the number of computers and other facilities available for the schools 5(20%). This would mainly require that new offices be available to take up the increasing number of teachers being recruited in PSC.

#### 4.5 Research Question Three: The relationship between guidance and counselling and students performance

The other aspect of this research as noted above, seeks to find the orientation of the guidance and counselling and performance. Aspects for guidance and counselling and performance were investigated and the trend identified below:

**Table 10: Some of the problems faced in the performance in schools (N=25)**

<b>Problems identified</b>	<b>Frequency</b>	<b>Percentage</b>
Lack of commitment from Teachers of Kalangala	10	40
Lack of specialization	2	8
Long and bureaucratic delays	11	44
Lack of training for specific jobs	2	8
<b>Total</b>	<b>25</b>	<b>100</b>

*Source: Primary data*

Statistics from the table above show that 11 (44%) of the respondent noted the long beauracratc delays as impeding the management process in schools and also affected guidance and counselling issues of the schools where they belong. This is a disturbing response, since it slows down the level of participation and indicates that their involvement and contribution to the guidance and counselling process severely affects performance. This is contrasted to the number of people noted that the problem arises from lack of commitment by Teachers 10 (40%). It is interesting to note that 8% of the respondents note lack of specialization as a factor that affects performance, despite some of them being specialist recruited to perform specific tasks given in their job descriptions. There are also indications that, a number of respondents note lack of training for specific jobs as the major problem with the schools performance weaknesses 2 (8%).

**Table 11:** Ways which can be used by headteachers in order to encourage Teachers of Kalangala to be more devoted to jobs of guidance and counselling (N=25)

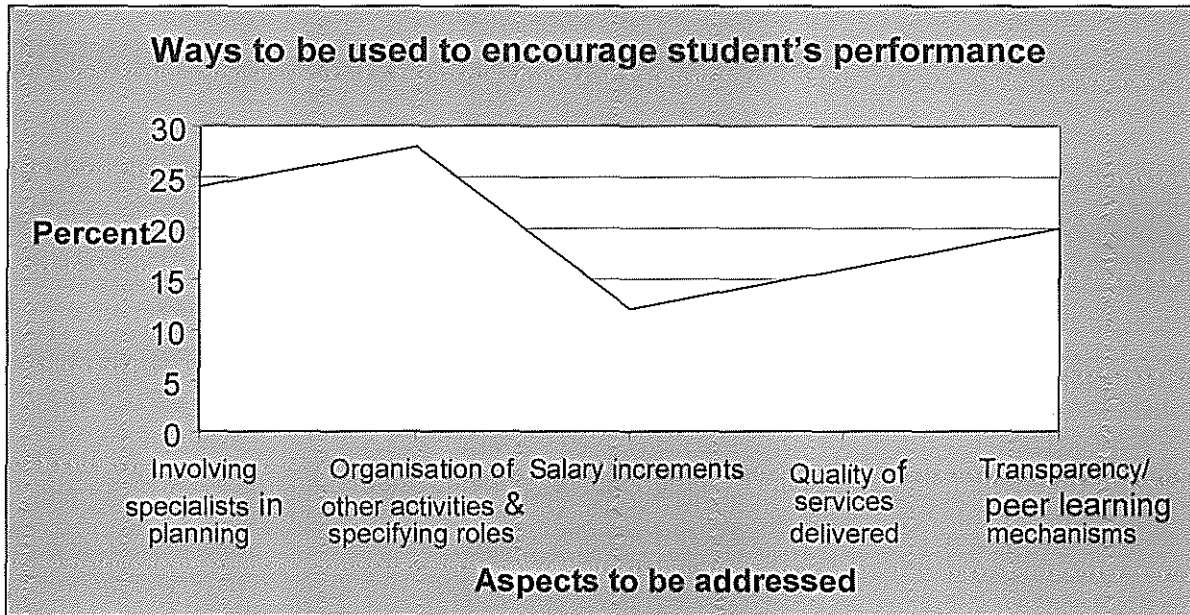
Aspect	Frequency	Percentage
Involving departmental specialists in planning meetings	6	24
Organisation of other activities & specifying roles	7	28
Salary increments	3	12
Checking on quality of services delivered	4	16
Transparency/ peer learning mechanisms	5	20
<b>Total</b>	<b>25</b>	<b>100</b>

*Source: Primary data*

In this section the researcher investigated the aspects in which Teachers of Kalangala proposed in the as best avenues in the motivation of teachers to perform well. Firstly, they were involved in management tasks and they were asked on how they felt about the status and the level of their participation.

Statistics from the table above and as a bigger picture can be seen from figure 1 below shows, they preferred the reorganization of the required activities and properly specifying roles that need to be performed 7(28%). The other aspects that the respondents participated in and noted as very crucial in addressing is involving departmental specialists in the planning meetings, where they can utilize and bring in their ideas. It is only 12%) of the respondents, who indicated a need for salary increment for improving better performance; this is also not surprising considering that most Teachers would consider that their salaries be increased.

Figure: 1: Ways management can use to encourage Teachers of Kalangala to be more devoted to jobs



Source: Primary data

As can be seen from the above figures, the variation between what should be done, that is specifying roles and better organization and salary increment vary quite a lot.

#### 4.6 Conclusion

The researcher has identified the efforts made towards motivating for guidance and counselling in schools of Kalangala in and improving performance in the organisation by management through different strategic interventions, which have also been affected by several factors. This has been also seen through exploring the external as well as internal factors, noted by Teachers of Kalangala as affecting guidance and counselling and performance within the schools.

## CHAPTER FIVE

### 5 DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

In this chapter, the researcher makes a brief discussion based on the data in the previous chapter. This chapter also focuses on the conclusions and recommendations arrived at, basing on the findings from the study.

#### 5.2 Methods used in motivating Teachers of Kalangala for better guidance and counselling

Most of the Teachers of Kalangala especially those consulted suggest that they are affected most by specific factors available in schools. The major ones noted by the Teachers in Schools is the stage is the contribution towards performance through workload sharing. It is this idea which is supported by Fredrick Herzberg (1959) who has observed different aspects of teacher motivation such as those relevant for improving performance levels in organisation and for better performance generally. He argues that, not all jobs are capable of being enriched in fact need to be where it is possible it produces significant gains in human satisfaction and economic gains. In his version, job enrichment is non participative the teachers, this is what affects performance and delays that affect the programme. The available methods, not only addresses teacher based factors such as, the motivation of Teachers with periodic bonuses, but also extra- work provisions which cause many activities to get going.

Cole (1997) has also noted, similar aspects of motivational methods, as seen from the data collected, where, the efforts towards improving guidance and counselling was concentrated towards the provision of best service awards, trophies or recognition of best performing teachers within schools. The efforts that are evident through, secondment of teachers from within particular departments and bonuses provided for long service to the commission show the extra mile, which schools go, in trying to achieve excellence especially in guidance and counselling.

### **5.3 Motivating factors to Teachers for guidance and counselling**

From the respondents, some form of contentment was expressed for new methods for increasing the level of satisfaction with the employment and to a certain extent, the quality of work in the schools within the study area. This is the crucial area that affects performance in organisation as noted by Martin (2005). But it was also seen that respondents were generally unhappy with the nature of job allocations in the schools and access to particular resources in the organisation, which can still be noted as a detrimental factor towards guidance and counselling.

A big number of respondents in schools observed how a number of factors related to motivational performance affected the guidance and counselling. One of these as noted by the Teachers of Kalangala, was the reasonableness of the pay in relation to the workload, the majority of teachers noted that the pay is fairly reasonable in relation to the workload but there were equally a good number who said that the pay is unreasonable. The Teachers of Kalangala noted that, the motivation in their schools was affected by factors such as varying degrees of work schedules, and the diversity of the works done by the different Teachers within Kalangala.

In a related discussion, Boellam (1994) argues that, failure in organisation comes about due to failure to organize them. In a discussion with head teachers in this study, they noted that, politics had made teachers to neglect their roles. They noted that management could not support efficiency mechanisms at work, because of some forms of meddling they faced from diverse circles within the work sector.

The observation by the teachers of Kalangala and head teachers noted also is in agreement with Duncan (1999), where they observe such a process, which disorganises schools activities like guidance and counselling. In here, the researcher has noted that some activities like guidance and counselling, are left unattended to, while others remain incomplete in the programmes of schools. Such a thing slows down, the performance of schools



#### **5.4 Relationship between guidance and counselling and School performance**

Or this particular research variable, the respondents noted the long beauracatic delays as impeding the management process in schools and also affected performance issues. This was noted to be a disturbing response, since it slowed down the level of participation and indicated that their involvement and contribution to the management process severely affected performance. It has already been noted that, the degree of satisfaction of certain personal needs supplied by a person's place of work has a significant direct relationship to his continuing to work for company (Ian C.Ross (1983). This argument is embedded in the contention arrived at by teachers, where the number of people noted that the problem arises from lack of commitment by teachers of Kalangala. It is interesting to note that, the respondents note lack of specialization as a factor that affects performance, despite some of them being specialist recruited to perform specific tasks given in their job descriptions.

It should also be noted that, the level of participation in programmes, are also affected by attitudes, some of the Teachers of Kalangala were of the view that involvement of teachers was affected the different aspects of the management organisation. For instance, head teachers did not invite teachers for planning aspects that involved finances. All respondents generally agreed that, involvement in the work schedules and the level of motivation affected performance. There were however, few uncertainties, on the inclination of participation of other Teachers. For instance, some people noted that, they were not willing to take part in the management planning process. This was because, they said, such a process was not liable to succeed, however much they needed their resolutions to be considered.

## 5.5 Conclusion

In this study, the researcher has observed that, motivation's methods can be used to initiate a measure for success in the guidance and counselling of schools. But such a method is mainly affected by several factors, one among which is the failure for effective agreement on the part of managers and Teachers. As long as there is not in place, a mechanism agreed to motivate teachers, the available amount of effort required to perform tasks may be lacking and as such, most aspects will remain incomplete. In societies where the majority of people are not well motivated, they tend to respond less quickly to work schedules. They always work with an intention of improving their livelihoods and the future of their children. The aspects for improving performance, through motivation strategies, vary from society to society, and are context specific.

## **5.6 Recommendations on enhancing the better performance through motivation**

### **1. Methods used in motivating Teachers in the schools for guidance and counselling**

It has been observed that, levels at which Teachers of Kalangala have contributed to the success vary considerably. The researcher recommends that, the available methods for motivation of Teachers be reviewed, to incorporate ideas and new propositions of Teachers .

### **2. Motivating factors to Teachers in guidance and counselling**

Some factors have been noted to be crucial in the consideration of motivating staff for better guidance and counselling and consequently improved performance. But there is need for a well regulated development, planning and resource improvement section within schools. This department should ensure that the distributions of training opportunities, is evenly distributed and is fair enough, depending on the needs of the different departments.

### **3. Teacher motivation and performance**

There is need to encourage Teachers to participate in contributing to the forms of motivation that they need. This can be enhanced through better communication and calling for suggestions of those involved in the process. This should help the management to create wide avenues for motivating employee in order to stimulate good work results.

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## APPENDIX

### Appendix 1: Questionnaire

I am a student of Kampala International University Faculty education. I am carrying out a study on guidance and counselling and performance. I kindly request for some of your precious time to answer may questions contained in this questionnaire, all information will be treated with maximum confide instability.

#### SECTION A (PERSONAL DATA)

Please kindly tick where appropriate

##### 1. Age

- (a.) 0-25
- (b.) 26-35
- (c.) 36-45
- (d.) 46-55
- (e) 55+

##### 2. SEX

- (a). Male
- (b). Female

##### 3. Marital Status

- (a) Single
- (b) Married

**4. Highest level of education attained**

- (a) "O" Level
- (b). "A" Level
- (d). Tertiary Level
- (e). Any other (please specify)

**5. How long have you worked with the organization**

- (a). 0-4 years
- (b).5-9 years
- ( c).10-14 years
- (d).15-19 years

**SECTION B STUDY VARIABLES**

**Motivational methods and factors that affect guidance and counselling**

6. Please mention the different forms or motivational activities and incentives provided by the Ministry or school.....  
.....  
.....

7. To what extent do you agree that Teachers of Kalangala are offered routine training in their respective departments?

- (a). Agree
- (b). Fairly agree
- (c) Disagree
- (d).Strongly disagree

8. As Teachers of Kalangala, do you participate in decision making

- (a). Strongly Agree
- (b). Agree
- (c). Fairly agree
- (d). Disagree

9. How is your working relationship with your immediate supervisor

- (a). Reasonable
- (b). Fairly reasonable
- (c). Un reasonable

**Methods used in motivating Teachers of Kalangala for better guidance and counselling**

10. How is your pay as compared to the workload you have

- (a). Reasonable
- (b). Fairly reasonable
- (c). Un reasonable

11. Does management provide the necessary tools and equipment needed in performance of your job?

- (a). Yes
- (b). No.

12. How do you rate the way promotions are done

- (a). Very Good
- (b). Good
- (c). Fairly Good
- (d). Bad

**Guidance and counselling and performance**

13. Please state some of the problem related to guidance and counselling that affect the performance of pupils.

.....  
.....  
.....  
.....

14. In your view please suggest ways which can be used by management in order to encourage you to be more devoted to your jobs.

.....  
.....  
.....

**I thank you very much for completing this Questionnaire**



## **Appendix II: interview Guide to managers**

### **INTERVIEW GUIDE**

1. Are the teachers in your department effectively motivated to perform well?
2. If yes, state what you feel about the methods/criteria used in motivating them
3. How many Teachers of Kalangala do you think are dissatisfied with the work schedules?
4. Have you ever attended any special training session with Teachers of Kalangala?
5. If yes, did you have all the resources required for training?
6. Please, state other challenges you face in motivating Teachers of Kalangala in your department within PSC
7. What do you think needs to be improved for better performance in the PSC?
8. Please, state any other comment for better motivation and improving performance in the PSC.

**Thank you very much**