

**Guidance and Counseling Support, Counselor Attitudes and Student Behavior in  
Secondary Schools in Tororo Municipality, Uganda**

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### Declaration

I, Rose Akello, hereby declare that this study is my original piece of work and has, to the best of my knowledge never been submitted to any educational institution for any award. Where the works of other authors have been cited, due acknowledgement has been made.

Sign .....  .....

Date..... 21/09/2018 .....

Rose Akello



### Approval

This Dissertation, "*Guidance and Counseling Support, Counselor Attitudes and Student Behavior in Secondary schools in Tororo Municipality*" was written by Rose Akello under our guidance and supervision and is ready to be submitted for examination.

Signed.....



Date.....

21/09/2018

Dennis Zami Atibuni (PhD)

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Date.....

21/09/2018

David Kani Olema (PhD)

### Dedication

I dedicate this work to my late mother Janet Agu, my father John William Agwau and to my children. Faith, Martha, Patience, Opio, and Okello. May the Good Lord bless you.

### Acknowledgement

I would like to thank the Almighty God for giving me the strength; grace, opportunity, and mercy that enabled me accomplish this work.

My special thanks go to my supervisors, Dr. David Kani Olema and Dr. Atibuni Dennis Zami for giving me the opportunity to carry out this study. I register my appreciation for their encouragement and support that saw me through this dissertation.

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## Table of Contents

### CONTENTS

Declaration.....	ii
Approval.....	iii
Dedication.....	iv
Acknowledgement.....	v
Table of Contents.....	vi
List of Tables.....	viii
List of Figures.....	ix
Abstract.....	x
<b>Chapter One: Introduction.....</b>	<b>1</b>
Background to the Study.....	1
Statement of the Problem.....	4
Purpose of Study.....	5
Objectives of Study.....	5
Research Questions.....	5
Hypothesis.....	6
Significance of the Study.....	6
Scope of Study.....	7
Conceptual Framework.....	8
<b>Literature Review; Introduction.....</b>	<b>10</b>
Theoretical Review.....	10
Conceptual Review.....	14
Levels of Support of Guidance and Counseling in Schools.....	15
Levels of counselor attitudes.....	19
Levels of Student Behavior.....	22
Relationship between Guidance and Counseling Support, Counselor Attitudes and Student Behavior.....	25
<b>Chapter Three: Methodology.....</b>	<b>32</b>
Introduction.....	32
Research Design.....	32

Population of Study .....	32
Sampling Technique .....	33
Data collection instruments .....	33
Instrumentation .....	34
Research Procedure .....	35
Quality Control .....	36
Data Analysis .....	37
Ethical Issues .....	38
Limitations of the Study .....	38
<b>Chapter Four: Data Presentation, Analysis and Interpretation .....</b>	<b>39</b>
Introduction.....	39
Levels of Guidance and Counseling Support in Schools in Tororo Municipality Secondary Schools.....	39
Levels of counselor attitudes in secondary schools in Tororo Municipality .....	41
Level of Student Behavior in secondary schools in Tororo Municipality .....	44
Relationship between Guidance and Counseling support, Counselor attitudes and Student Behavior in secondary schools in Tororo Municipality .....	46
<b>Chapter Five: Discussion, Conclusions and Recommendations .....</b>	<b>47</b>
Introduction.....	47
Conclusion .....	52
Recommendations.....	53
Areas for further research .....	54
<b>References.....</b>	<b>55</b>
<b>Appendices.....</b>	<b>71</b>
Appendix A.....	71
Appendix B.....	72
Appendix C .....	73
Appendix D.....	78
Appendix E .....	82

### List of Tables

Table 1: Data showing the demographic characteristics of participants and the levels of guidance and counseling support in secondary schools in Tororo Municipality.....	40
Table 2: showing demographic data of participants and the level of counselor attitudes.....	43
Table 3: showing demographic characteristics of participants and the levels of student behavior .....	45
Table 4: showing the relationship between guidance and counseling support, counselor attitudes, and Student Behavior.....	46



## List of Figures

Figure 1: Conceptual frame work showing the relationship between extent of implementation of guidance and counseling program and student behavior. ....	8
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## Abstract

This study examined guidance and counseling support, counselor attitudes, and student behavior. The objectives of the study included; a) to assess the level of guidance and counseling support, b) determine the level of counselor attitudes, c) To examine the quality of student behavior, and d) determine the relationship between guidance and counseling support, counselor attitudes and the quality of student behavior. The study adopted a cross-sectional design with both qualitative and quantitative approaches. Questionnaire for teachers and questionnaire for students were used. Purposive sampling, proportionate sampling, simple random sampling, and stratified sampling were employed to select the total sample population of 7 counselors and 278 students. The findings revealed that there was moderate levels of guidance and counseling support and counselor attitude, and high level of student behavior. Also, guidance and counseling support was seen to have a strong positive relationship with student behavior ( $r = .688$ ,  $p = < .01$ ), while counselor attitudes was not. It was concluded that school administrators should provide adequate resources to support the guidance and counseling program, and careful consideration should be made of the attitudes of persons appointed as school counselors.

## Chapter One

### Introduction

#### Background to the Study

School is increasingly becoming the one important socializing agent for the adolescent, nurturing them and developing their talents and abilities. Good student behavior and discipline is a pre-requisite for high student educational and personal achievement (Lunenburg, 2010). Providing a safe and supportive environment where there is responsible social behavior is important for a school, for which guidance and counseling is highly necessary (Student Behavior Policy, 2015). It is used to enhance the optimal development of school students in areas of academic, vocational aspirations and in resolving personal social problems (Egbo, 2015).

Guidance and counseling has been in existence since time immemorial but has evolved to what is now generally known as counseling psychology (Blocher, 2000). Kanga (2017) claims that guidance and counseling evolved from the United States of America in the 1900s, prompted by the overwhelming social problems that existed at the time. Counseling in traditional African societies was, and still is carried out at family, clan and community levels to ensure preservation of the society, its moral values, obligations and culture (Mwamwenda, 1995; Songok, Yunguyungu & Mulinge, 2013). Secondary schools being part of society constituted mainly by adolescents require that continuous guidance is given.

Institutionalized guidance and counseling in most Sub-Saharan African schools started with the introduction of formal education by the missionaries (Ministry of Education and Sports Report, 2012). The need for formal guidance and counseling in schools kept growing as managing the adolescent was found to be increasingly difficult (Gatua, Sindabi, and Chepchieng, 2015) due to changes in society (Nyan, 2011), necessitating its adoption as a policy

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