Guidance and Counseling and the Students Academic Performance of Nkumba University in Wakiso District -Uganda.

DR. EVARIST GABOSYA ANKWANSIIZE (Psy.D) **(Counselling Psychologist: NKUMBA UNIVERSITY) Lecturer School of Education and Humanities** +256-77442692;
evaristank@gmail.com

Key words: Guidance, Counselling, students, academic performance.

Abstract

This research aimed at assessing the effect of guidance and counselling on students' academic performance as conceptualized in the cause of students search for guidance and counselling, gender influences on students' tendency to seek guidance and counselling and the areas where students needed guidance and counselling in their academic performance. A cross sectional study design was used. Questionnaires for students and an interview guide for lecturers were used and a random total of 132 respondents were accessed and of these, 126 were from four students and 6 lecturer counselors. Purposive sampling was used to select Nkumba University being one of the oldest private universities in Uganda with a counselling center at the main campus called *Munange* counselling center with full time staff members. No significant relationship (r = 0.099) was found between professional guidance and counseling and academic performance. The findings showed that, first (31%) and second (26%) year students and third year students with 36% sought guidance and counselling. Areas where students needed guidance and counselling ranged as follows; maintaining high grades (82%), handling academic workload (76%), setting academic goals (59%) and setting career goals (78%). Gender influences students' tendency to seek guidance and counselling revealed that 43.2% (35) of the 81 female students sought guidance and counselling within the period of one academic year as compared to percentage 18 (35.2%) of the 51 male students who sought guidance counselling. The research concludes that guidance and counselling is vital for academic performance and needs to be class/level of study, genders and psychosocial issues sensitive. The study recommends that

Ugandan Universities should establish comprehensive guidance and counselling programmes enforced by the Uganda Counselling Association and National Council for High Education.

Background of the study

Today's economic, political, social and psychological changes have far-reaching effects on human behaviours. These changes bring to almost every individual a sense of uncertainty, insecurity and frustration. The individual is driven back on his own resources to cope with feelings of personal inadequacy, often experiences dissonance, conflict and disintegration (Khamasi, 2001). The individual, therefore, needs to seek help to overcome these unfavourable situations, to establish unity in his life and to achieve integration of self. It is against this backdrop that guidance and counseling are, in many countries, increasingly becoming acknowledged to be a right to which all citizens are entitled throughout their lives, and not just an ancillary service aimed at those who are in crisis or unemployed (Khamasi, 2001).

McCarthy (2001) defines guidance as the assistance made available by qualified and trained persons to an individual of any age to help him to manage his own life activities, develop his own points of view, make his own decisions and carry on his own burdens. It is a continuous process needed from childhood to old age. The above explanation is supported by Luk-Fong and Lung (2003) who stated that guidance involves personal help given by someone; it is designed to assist a person to decide where he wants to go, what he wants to do or how he can best accomplish his purpose; it assists him to solve problems that arise in his life.

On the other hand, Gysbers and Henderson (2006) define counseling as a process of enabling the individual to know himself and his present and possible future situations in order that he may make substantial contributions to the society and to solve his own problems through a face to face relationship with the counselor. Gysbers et al (2006) adds that counseling is an effective tool for dealing with problems and emotional issues. The counseling relationship offers the person unique opportunities to effect a reconciliation of self and the universe of experience. Counseling is simply a subset of guidance. Generally, guidance and counseling is a concept of helping individuals discover and develop their psychological, educational, and vocational

potentialities, to achieve an optimal level of personal happiness and social usefulness (Macleod, 2003).

Guidance and counseling therefore is a human oriented programme which is based on helping the individual to define and redefine his goals and aspirations in life pursuits for greater productivity (Cook & Kaffenberger, 2003). Guidance and counseling services are very important tools in human development especially during adolescent stage. Adolescent stage is characterized by rapid growth and change: physically, socially, spiritually, morally and intellectually. In the process of growing up, many young people globally are faced with numerous social problems. The need to explore and understand oneself increases during adolescence and early adulthood. This is also the period when young people are preoccupied with issues of sexuality, truancy, and experiment with drugs and at times have a trouble with authority (Bemak & Cornely., 2002). Personal relationships such as dating, love and sex gain importance in their life yet majority lack adequate knowledge on these issues in addition to coping and decision making skills. A substantial number also lack courage or self-esteem needed to seek explanations or dialogue with significant others (Khamasi, 2007). Palmer (2009) also notes that young people today live in a complex world, are exposed at a much earlier age to pressures of the adult life and do not have the same familial supports as students in the eighties or sixties. The outcome of the above problems is summarized by Davis (2003) who viewed the school as a hive of activity where teenage difficulties and peer group tension arise. Most of the adolescents and young adults are in universities, that is why guidance and counseling services are seriously needed. A school, for many students is the main source of stability and guidance in their lives.

Guidance and counseling programmes, in collaboration with all staff members, are effective in meeting the academic needs of all students. The increasing identification of mental health issues among young people further highlights the particular need for guidance and counseling within school to respond to individual students in distress (Ngale, 2009). Additionally, Braddock (2001) states that the purpose of guidance and counseling in universities and institutions is to improve academic achievement, foster positive study attitudes and habits, increase acquisitions and application of conflict resolution skills, and decrease school dropouts.

Lapan (2003) stated that university counselors provide counseling in saliently three critical areas: academic, personal/social and career. He continues to note that their services and programmes help students resolve emotional, social or behavioral problems and help them develop a clearer focus or sense of direction. University counseling interventions have reported success for helping students reduce test anxiety and decrease in classroom disturbance Khamasi, 2007), Khamasi, (2001),McCarthy (2001),Gysbers and Henderson (2006), Cook & Kaffenberger, 2003), (Bemak & Cornely, 2002), Palmer (2009) Davis (2003) (Ngale, 2009),Lapan (2003 and (Cheek, 2002). Educational guidance and counseling provides information about educational opportunities beyond secondary school, learning strategies and test-taking skills.

In the United States of America, a study by Kaufman , Klein and Frase (1999) found out that counseling services were one of the key elements of promising dropout prevention initiatives. Another study of Missouri high universities and institutions in the same country, USA, showed that universities and institutions with more fully implemented model guidance programmes had students who were more likely to report that they had earned higher grades; their education was better preparing them for the future and that their school made more career and college information available to them (Standard, 2003). It is therefore without surprise that country responses from across Europe show that guidance and counseling services at many higher education levels have either already been stepped up, or is in the process of being developed. Take for instance; many German institutions of higher learning have established guidance and counseling services (Clarrochi, Chan & Caputi, 2000).

Initially in almost all African societies, there were various forms of social services that were provided for young adults to enable them grow into responsible and productive members of their communities. They were socialized in the community through history, oral narratives, proverbs, riddles, songs and dances especially during initiations (Nyaga, 2011). Literature on formal guidance and counseling in Africa is really minimal. Even then, more emphasis was placed on guidance and counseling as far back as the 1950s. In Nigeria, the essence of incorporating guidance and counseling into the school system was to eliminate overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment among school children. Based on these and more, career officers and counselors were appointed to take

responsibilities in sensitizing students on the needs for effective career choice (Oye, Obi, Mohd, Bernice &Gwadabawa, 2012).

According to Kano (2012), the government of Tanzania demands the establishment of guidance and counseling services in universities and institutions and colleges. However, there is little information concerning the implementation and evaluation of this programme to verify its achievement in the actual ground. This is because for students to be properly informed, they need the assistance of trained guidance and counseling personnel. The concentration was drawn to the issue of accessibility of guidance and counseling facilities, the contextual constraints which hinder the provisional guidance and counseling services and the student to counselor ratio (Kano, 2012).

In Uganda, the government white paper of (1992) on education recognized the importance of guidance and counseling movement. This paper recognized the importance of guidance and counseling at all levels of education. It recommended that each school ranging from primary to tertiary should have at least one teacher responsible for guidance and counseling (Gumisiriza, 2012). Gumisiriza (2012) adds that the Ministry of Education and Sports requires that all universities have dedicated time throughout the year to spend on guidance.

Gumisiriza (2012) then summed up the salient reasons that made guidance crucial in Ugandan universities and institutions:

> *The number of student in universities and institutions has increased and this has created a lot of implications on the life of the student and lecturers in the universities. Due to the increased number, the social, psychological, physiological and personal problems that these student face are more than double. Therefore, it is essential that proper guidance be made available in universities and institutions to make it possible for students' problems to be identified and effectively. Secondly, a lot of changes have taken place and many more will continue to take place in our cultural and social patterns of life; this as a result of other cultures and social habits. Such changes bring in new ways of life and values (*Gumisiriza (2012).

Despite this, many universities and institutions in Uganda still lack effective guidance and counselling programmes. This is partly because the Ministry of Education and Sports has offered little direction on the changing trends and develops and as such most universities and institutions are ill-equipped to meet the needs of the students (Odyek, 2009). In this study the researcher set out to assess the effects of guidance and counseling on the academic performance of students in Nkumba University.

Nkumba University evolved from a very humble beginning as a community kindergarten established in 1952 which gradually grew into a primary school which was later turned into a junior secondary school before becoming a vocational school in 1969.In 1974 it became an "A" Level commercial school. In 1980 a Board of Trustees was set up and incorporated as the registered trustees of Nkumba College and Advanced Studies (NCCAS) from the "A" Level commercial school. NCCAS turned into Nkumba University in 1994 and was licensed by the Uganda ministry of education and Sports to operate as a private university. It is non sectarian and a non- profit making institution. Following an evaluation by the National Council of Higher education, Nkumba University was granted a charter in 2006.

Statement of the problem

Effective university guidance and counseling services are meant to assist students develop their academic, social and personal competencies in order to make realistic choices and relevant decisions in life (Nyaga, 2011). Braddock (2001) adds that the task of educational guidance and counseling is to enable a student to adjust himself to his studies by improving his study attitude and removing subject matter difficulties. The importance of guidance and counseling cannot therefore be ignored.

In Uganda, the government white paper of (1992) on education recognizes the importance of guidance and counseling and it went ahead to recommend that each school should have at least one teacher responsible for guidance and counseling (Gumisiriza, 2012). In fact the Ministry of Education and Sports has provided guidelines on guidance and counseling programmes in universities and institutions in an effort to streamline the programmes (Opiro, 2005).

Despite this, maladaptive behaviors seem to be rampant among students. According to Okuda (2013), more than 15 universities and institutions across the country have had their university

operations paralyzed by student-led strikes at one time. Additionally, the rate of teenage pregnancies and university dropout are worryingly among the highest in the world (Vranish, 2011; Owach, 2013). The foregoing behaviors, truancy, drug abuse, and sexual experimentation can result in poor academic development. This unpleasant behavior is partly attributed to lack of well-established effective guidance and counseling programmes in many Ugandan universities and institutions (Odyek, 2009). This study assessed the effects of guidance and counseling on the academic performance of students of Nkumba University.

Purpose of the study

To assess the effects of Guidance and Counseling on the academic performance of students in the School of Education, Humanities and science of Nkumba University –Uganda.

Objectives of the study

The study specifically sought to establish the following:

1. To investigate the cause of students search for guidance and counselling in a given academic year in Nkumba University –Uganda.
2. To establish whether gender influences students' tendency to seek guidance and counselling in Nkumba University -Uganda.
3. To evaluate the areas where students needed guidance and counselling in their academic performance in Nkumba University –Uganda.

Scope of the study:

The scope of the study is the delimitation of the study variables. These included; geographical scope, content scope and time scope.

Geographical scope:

The geographical scope was Nkumba University a chartered university located in Entebbe area that lies at $0^{\circ}.04N$, $320.280E$ and is 37 kilometers south East of Kampala the capital city of Uganda. Entebbe is situated in Wakiso District boarding Lake Victoria in the South. The most crucial "aspect of Entebbe's location in Uganda is that it is the only international airport in Uganda and as such it is a critical post of entry into Uganda internationally both for trade and other aspects of international relations which in many ways affect university dynamics"

Content scope:

The research assessed the effects of Guidance and Counseling on the academic performance of students of the School of Education, Humanities and science of Nkumba University Wakiso – Uganda. The research was based on the Social Learning Theory of Career Decision-Making (SLTCDM) as it can be employed in universities in Kampala district Uganda.

Time scope:

The research concentrated Guidance and Counseling on the academic performance in Nkumba University Wakiso –Uganda. The study considered time duration from 2010 to June 2014. The chosen time duration is selected so as to deals with the current issues and for comparative purposes.

Theoretical perspectives

Social Learning Theory of Career Decision-Making (SLTCDM)

Krumboltz & Nichols (1990) came up with a theory that focuses on teaching clients career decision-making alternatives and makes use of the concept of the `triadic reciprocal interaction' (learning as the interaction with environment and genetic endowment) and emphasizes the role of instrumental & associative learning. Consequently, key concepts/tools for the practitioner are reinforcement and modelling. The application of this theory to practice involves the practitioner attempting to identify and correct any incorrect beliefs held by the client about the decision making process. It was developed to address the questions: why people enter particular educational course or jobs; why they may change direction during their lives; and why they may express various preferences for different activities at different points in their lives.

Krumboltz (1974) identified 4 categories of factors as influential in these processes of learning:

1. Genetic Endowment and Special Abilities based on race, gender, physical appearance & characteristics .Individuals differ both in their ability to benefit from learning experiences and to get access to different learning experiences because of these types of inherited qualities.

2. Environmental Conditions and Events based on social, cultural & political, economic forces, natural forces & natural resources. These are generally outside the control of any one individual. Their influence can be planned or unplanned.

3. Learning Experiences

Each individual has a unique history of learning experiences those results in their occupational choice. They often don't remember the specific character or sequence of these learning experiences, but rather they remember general conclusions from them (e.g. I love animals/working with children). The two main types of learning experiences identified in the theory are: ***Instrumental learning experience*** which consists of: preceding circumstances/stimulus; behavioural responses (overt & covert); consequences and ***Associative learning experience*** in which individuals perceive a relationship between two (or more) sets of stimuli in the environment (like observation, reading or hearing about occupations). This can result in occupational stereotypes.

4. Task Approach Skills

Krumboltz & Nichols (1990) Interactions among learning experiences, genetic characterizes, and environmental influences result in the development of task approach skills. These include: personal standards of performance; work habits; emotional responses. Previously learned task approach skills that are applied to a new task or problem both affect the outcome of that task or problem and may themselves be modified. As a result of the complex interaction of these four types of influencing factors (like genetic endowment, environment, learning and task approach skills), people form generalizations (beliefs) which represent their own reality. These beliefs about themselves and the world of work influence their approach to learning new skills and ultimately affect their aspirations and actions.

Krumboltz et al (1976) argued that SLTCDM refers to people's beliefs about themselves as either: **Self-Observation Generalizations:** An overt or covert statement evaluating one's own performance or assessing one's own interests and values. Involves a constant assessment of our own performance; or **World-View Generalizations:** Observations about our environment which is used to predict what will occur in the future and in other environments (for instance the caring

professions). **Task Approach Skills and Career Decision Making:** Krumboltz (1974) proposes a seven stage career decision-making model (DECIDES): **Define the problem:** Recognizing the decision; **Establish the action plan:** Refining the decision; **Clarify the values:** Examining (self-observations & world-view generalizations); **Identify alternatives:** Generating alternatives; **Discover probable outcomes:** Gathering information; **Eliminate alternatives: a**ssessing information **Start action:** The use of these task approach skills of career decision making depends on relevant learning. The most effective career development requires individuals to be exposed to the widest possible range of learning experiences, regardless of race, gender, among others.

Justification of the study

The rationale behind this study is that there is a marked increase in the number of students who are unhappy with the grades and careers they take after school as a result of lack of professional guidance and counseling in their universities' life. University guidance counselors impact students' academic performance and can reduce disruptive behaviors (Mullis *et al.,* 1997). It is therefore without surprise that universities and institutions with more fully model guidance programmes often have students who are more likely to report higher grades (Standard, 2003).

Even then, the complex and changing nature of the world of work poses a great challenge to the young learners today. Many students in universities experience difficulties in making informed career decisions due to lack of adequate career information and guidance, which hampers their career development (Gacohi, 2004). It is against this background that the study sought to assess the effect of guidance and counseling on the academic performance of students in Nkumba University -Wakiso, Uganda.

Research methodology

Research design: This study employed a cross sectional study design. According to Maxwell (2004), a cross sectional study involves measuring different variables in the population of interest at a single point in time. This simultaneous data gathering is often thought of as a snapshot of conditions present at that instant; that is, the data obtained may be influenced by time or climate in which the respondents are and therefore, the situation may provide differing results

if another time-frame had been chosen. Even then, the merits of this study design outweigh its disadvantages.

Amin (2005) noted that cross sectional studies aim at providing a systematic description that is as factual and as accurate as possible. It is relatively inexpensive and does not involve manipulating variables. The research also adopted quantitative and qualitative approaches. The qualitative approach aimed at providing an easier understanding and description of the respondents experiences of the study. On the other hand, the quantitative approach involved the collection and analysis of numerical data. The targeted population was 200.

Sample population

The information and data related to the objectives of the study was collected from students and lecturers in charge of guidance and counseling. From the targeted population of 200 the sampled population of 132 respondents was accessed. The sample size was reached based on Krejcie and Morgan 1970 as quoted by Amin (2005). According to Krejcie and Morgan, the sample size required for a population of 200 is 132.

Sampling Techniques:

Convenience and purposive sampling techniques were used during sample selection. Convenience sampling involves selecting human participants purely on the basis that they are conveniently available to the researcher (Gray, 2004). Lecturers in charge of guidance and counseling were also purposively selected because they are responsible for the implementation of guidance and counseling in their respective universities.

Data collection instrument

Questionnaires for students and an interview guide for lecturers were used for quantitative and qualitative data collection. The questionnaires possessed both open and closed ended questions. The questionnaires contained mainly three sections: To find out which academic year students seek more guidance and counselling in Nkumba University –Uganda; To determine whether gender influences students' tendency to seek guidance and counselling in Nkumba University -Uganda and to establish the areas where students needed guidance and counselling concerning their the academic work in Nkumba University –Uganda.

Data quality control measures

Data quality control refers to the reliability and validity of the instruments used for collecting data. These two concepts are important in the acceptability of the use of an instrument for research purposes (Amin, 2005). This is to ensure that the data collected is accurate.

Validity

According to Gray (2004), validity is the degree to which a test measures what it is supposed to measure. Amin (2005) further stated that validity is the ability to produce findings that are in agreement with theoretical or conceptual values; in other words, to produce accurate results and to measure what it is supposed to be measured. Amin (2005) adds that a valid measure is supposed to produce true results that reflect the true situation in the conditions of the environment it is supposed to measure. In this study, the selected instruments were composed by the researcher in accordance with the research questions. The instruments were thoroughly discussed with the research supervisor, adjustments made and eventually verified so as to get the required data.

Internal validity

Amin, (2005: 43) points out that a research instrument is valid if it actually measures what it is supposed to measure and when the data collected through it accurately represents the respondents' opinion. To ensure that there was internal validity of research instruments used in this study; questions were discussed with the supervisors for scrutiny, clarity and removal of ambiguity. The two independent experts researchers evaluated the relevance of each item in the aforesaid instruments. Corrections were made accordingly before pre-testing the instruments. For the researcher to consider those, items relevant and valid. From the findings, 30 items were rated and out of these two questions were assessed critically invalid. The researcher continued with the aid of a computer expert to calculate the content validity index using the formula below.

$$CVI = \frac{No\ of\ Items\ rated\ as\ relevant}{Total\ number\ of\ items\ in\ questionnaire} \times \frac{No\ of\ Items\ rated\ as\ relevant}{Total\ number\ of\ items\ in\ questionnaire} \times 100\%$$

$$CVI = \frac{28}{30} \times CVI = \frac{28}{30} \times 100\%$$

$$CVI = 93.3\ \%$$

$$CVI = 93\%$$

$$= 0.93$$

Therefore, the instruments were confirmed valid as their corresponding CVIs calculated results were within the acceptable range of 0 to 1. The CVI results for the questionnaires were established at 0.93 which is > 0.5 but < 1. The index should be greater than 0.5 for the researcher to consider the content valid as contented by Amin (2005).This is in agreement with the findings of the above CVI.

External validity

According to external validity Krejcie & Morgan (1970: 89) and Amin, (2005: 43), external valitidy refers to the extent to which the information gathered from the selected sample is representative of the entire population of the area of study. The research was based on the guidelines for the selection of a representative sample as presented by well established social science and research experts; Krejcie & Morgan (1970: 89) as well as Amin, (2005: 43).

Reliability of data collection Instruments:

To ensure reliability, the researcher carried out a pre-test of the instruments on some selected families amidst the respondents within Wakiso District. The practice guaranteed that the tools used, such as the questionnaires were appropriate for the group of respondents and achieved the aim for which they were planned. The pre-test was carried in order to make sure that all mistakes were corrected and checked out for clarity in order to acquire the right data. The researcher was enabled to compare and contrast the assumption (suppositions) with the reliably consistent information in order to attain the study objectives. Amin (2005) emphasizes that reliability is the dependability or trustworthiness of research results or the degree to which a measuring instrument consistently measures what it is supposed to measure.

Against this background, the reliability of the data collected was be tested using Cronbach's alpha method to determine how well all items in the test relate to all other items and to the total test. The experts were consulted to offer an overall rating of the questions in relation to data required, and applicability of the data was calculated using the formula below:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}}$$

Where N is equal to the number of items, c-bar is the average inter-item covariance among the items andv-bar equals the average variance.

The above formula illustrated that if there was an increase in the number of items used, there is an increase in Cronbach's alpha and when the average inter-item correlation is low, the alpha was low to. Actually, as the average inter-item correlation increases, also Cronbach's alpha increases while holding the number of items constant.

Table 3: Reliability Statistics

Cronbach's Alpha	N of Items
.743	22

The above table depicts that the reliability of the instruments was acceptable. The alpha coefficient for the twenty-two items was .743(≈74.3%), which suggests that the items have relatively high internal consistency. This entails that the reliability coefficient of .70 which is higher in this case is considered "acceptable". The results in all items that had higher reliabilities with alphas above 0.7 were considered highly reliable in considering the required data for this study. The research instruments were confirmed reliable and consistent to the study.

The Cronbach's alpha method was used because it was particularly appropriate for instruments that employ likert scale used in this study (Amin, 2005; Kathuri and Palls, 1993). The likert scale enabled the research to ask relevant questions from the respondents.

Demographic information

This section describes the findings of the respondents' demography based on age, sex, and religious affiliation.

Table 1: Age of respondents

Age category	Frequency	Percentage
18-25	64	48.5
25 and above	68	51.5
Total	132	100.0

The highest number of respondents, 51.5% was from the age of 19 years and above. 48.5% of the respondents were within the age range 14 to 18 years.

Table 2: Sex of respondents

Sex	Frequency	Percentage
Female	81	61.4
Male	51	38.6
Total	132	100.0

The biggest number of respondents 61% were females and 39% were males.

Table 3: Religion of respondents

Religion	Frequency	Percentage
Anglicans	32	24.2
Catholics	53	40.2
Muslims	18	13.6
Others	29	22.0
Total	132	100.0

A substantial fraction of the respondents 40.2% were Catholics; this was followed by Anglicans 24.2%. This was followed with respondents from other religious affiliations such as Jehovah Witnesses and Born Again who constituted 22.0% and lastly, the Muslims 13.6%.

Results and Discussions of the study

Results on the cause of students search for guidance and counselling in a given academic year: Random sampling of 132 (41, 34 and 47 first, second and third year students respectively) participated in the study. Purposive sampling was used to select Nkumba University which is one of the private universities in Uganda. No significant relationship (r = 0.099) was found between professional guidance and counselling and academic performance. This may be explained by the fact most students still utilize the social support avenues from their colleagues, family members and elders on issues pertaining to their day to day functioning. The findings showed that, first (31%) and second (26%) year students and third year students with 36% sought guidance and counselling.

Surprisingly, the results indicated that second years (26%) had low results as compared to first and third year (36%) students. From the respondents in an interview guide pointed out that at second year, students begin to realize that they can move on their own but as they reach third year tension again arises for an increased need for guidance and counselling given the search for a deeper focus on their academic goals embedded in the engaging academic works; dissertations, course works, internships/practicum and prospects for the job world.

The second research question sought to establish whether gender influences students' tendency to seek guidance and counselling. The findings showed that 43.2% (n=35) of the 81 female students sought guidance and counselling within the period of one academic year as compared to an equal percentage n=18 (35.2%) of the 51 male Students who sought help from their guidance counsellors. This means that female students would likely seek guidance and counseling from their counselors and mentors as compared to their male counterparts.

These finding are in agreement with earlier research findings that have tended to show that men are less willing to seek help in dealing with academic difficulties (Ryan & Pintrich, 1997; Daubman & Lehman, 1993) psychological problems (Möller-Leimkühler, 2002; Cook, 1984; Padesky & Hammen, 1981; Kligfield & Hoffman, 1979), and career counseling (Di Fabio & Bernaud, 2008; Rochlen et al., 1999). The number of male and female students seeking academic advising is surprisingly low which means that it may be sensible to institute an

"intrusive" form of mentoring according to Redmond (1990), in which the mentor takes the initiative to reach out the students in need on a periodic basis rather than waiting for them to come for help. The mentorship programme could also be made mandatory as part of student's experience in their academic growth.

Findings on areas where students needed guidance and counselling in their academic performance ranged as follows; maintaining high grades (82%), handling academic workload (76%), setting academic goals (59%) and setting career goals (78%). This data can act as a guide in planning guidance and counselling priorities.

A higher percentage third year students with 36% and first (31%) as compared to the low percentage of second year students (26%) sought guidance and counselling. At third year may seek guidance and counselling as they realise that time for the university is getting over and thus need to plan for the next step. First year students may seek guidance and counselling due to new university pressures that they find themselves in while majority second years may not seek guidance and counselling on assumption that they are already settled in the university dynamics.

Out of the 132 student who were involved in this study, only n=53 (40%) knew guidance counsellors as compared to n=79 (60%) who did not know. This means that although all the students were advised to utilise the existing *Munange* Counselling center at the beginning of the academic year and the information displayed on student notice boards in the universities, only about half of them took it as their responsibility to check the information. There was large number of students without knowledge about the existence of guidance and counselling services within Nkumba University even when the *Munange* counselling center is at the center of the university. This explains why a small number of students are seeking guidance and counselling.

The low number of students seeking guidance and counselling implies that the problems of student retention and poor academic performance may remain unresolved in Ugandan universities. Previous research findings (McArthur, 2005; Sayles, 2005; McLaren, 2004; Haught et al., 1998; Campbell & Cambell, 1997; Wallace & Abel, 1997) have shown that there is a link between guidance and counseling and academic performance.

Conclusions

The following conclusions were made from the study:

i. Academic performance in university is more likely to be affected by other factors other than guidance and counselling.

ii. The need for guidance and counsellig is influenced by gender.

iii. Students' need for guidance and counselling varies with the year of study with students being more likely to seek guidance and counselling during their first and third year of study.

Recommendations

The following recommendations were made:

i. There is need for universities in Uganda to device methods of actively involving as many students in guidance and counseling as possible.

ii. Guidance and counseling should be intensified at the time of registration and orientation when students are making decisions on subject and career options and in second year when students are stabilizing in their academic and career decisions.

iv. Ugandan Universities should establish comprehensive guidance and counselling programmes.

iii. There is need to improve on the student-counselor ratios in universities for effective guidance and counseling.

iv. Guidance and counselling programmes could be made compulsory in high school to ensure smooth transition to university education and career life.

v. Further research is necessary in this area to provide more conclusive evidence.

References

Amin, M. (2005). *Social Science Research: Conception, methodology and analysis.* Kampala: MUK Printery.

Bemak, F, & Cornerly. (2002). The SAFI Model as a critical link between marginalized families: A literature review and strategies for school counselors. *Journal of counseling and development* , 80(3), 322-331.

Braddock, L. (2001). *Guidance program.* Retrieved 09 06, 2014, from http://www.fcps.com.

Campbell, T. A., & Campbell, D. E. (1997, December). Faculty/student mentor program: Effects on academic performance and retention. *Research in Higher Education*, 38, 727-742.

Cheek, J.R, Bradley, L.J, Reynolds, J, & Coy, D. (2002). An intervention for helping elementary students reduce test anxiety. *Professional counseling* , 6(2),162-164.

Chireshe, R. (2006). *Assessment of the effectiveness of school guidance and counseling services in Zambabwean secondary schools. A research submitted in accordance with requirements for the degree of doctor of education in subject psychology of education.* University of South Africa.

Ciarrochi, J, Chan, A, & Caputi, P. (2000). A Critical evaluation of the emotiional intelligence construct. *Personality and Individual Differences* , 28, 359-561.

Cook, J.B, & Kaffenberger, C.J. (2003). Solution shop:A solution-focused counseling and study skills program for middle school. *Professional school counseling* , 7(2),116-123.

Davis, M. (2003). *A book review:Brief counseling in universities:Working with young people from 11 to 18,.* Thousand Oaks, California: Sage Publications.

Di Fabio, A. & Bernaud, J. L. (2008). The help-seeking in career counseling. *Journal of Vocational Behavior*, 72, 60–66.

Gacohi, N. (2004). *Effect of guidance and counseling on career development of universities students.* Nakuru, Kenya.

Gray, D. (2004). *Doing Research in the real world.* New Delhi: Sage publication.

Gumisiriza, E. (2012). The need for guidance and counseling today more than ever. *Journal for guidance and counseling* .

Gysbers, N.C, & Henderson, P. (2006). *Developing and managing your school guidance program, 4th edition.* Alexandria, VA: American Counseling Association.

Haught, A., Hill, L. A., Walls, R. T. Nardi, A. H.(1998). Improved Learning and Study Strategies Inventory (LASSI) and Academic Performance: The Impact of Feedback on Freshmen. Journal of the First-Year Experience and Students in Transition,

10, 2, 25-40 Retrieved 16th June, 2011 from http://fyesit.mtapress.com/content/577177708840g632/

Owach. (2013). *State of teenage pregnancy in Uganda*. Retrieved 09 4, 2014, from http://www.owachgiu.wordpress.com/2013/07/03/teenage-pregnancy-in-uganda.

Kaufman, P, Klein, S, & Frase, M. (1999). *Dropout rates in the United States, Statistical Analysis Report.* U.S Department of Education.

Khamasi, J. (2007). Student discipline and the need for pedagogical sensitivity . *Paper presentation at Kenya Association of educational administration and management* . AMEACEA/GABA: Pastoral Institute Eldoret, Kenya.

Khamasi, J.W, & Mutia, W. (2007). Sexuality in the media report: implications for educational leadership. *Paper presentation at Kenya Association of Educational administration and management.* AMEACEA/GABA: Pastoral Institute Eldoret, Kenya.

Kligfield, M., & Hoffman, K. I. (1979). Medical student attitude toward seeking professional psychological help. Journal of Medical Education, 54, 617– 621.

Kochhar, S. (2000). *Educational and vocational guidance in universities.* New Delhi: Sterling Publisher limited.

Krumboltz (1974). Krumboltz, J.D., Mitchell, A.M. & Jones, G.B. (1976) A Social Learning Theory of Career Selection in *The Counselling Psychologist, 6, 1, pp71-81.*

Krumboltz, J.D. & Nichols, C. W. (1990). Integrating the Social Learning Theory of Career Decision Making in Walsh, W.B. & Osipow, S.H. (eds) Career Counseling: Contemporary Topics in Vocational Psychology, Lawrence Erlbaum Associates Inc., New Jersey, pp.159-192.

Lapan, R.T, Gysbers, N, & Petroski . (2001). Helping seventh grades be safe and successful: A State wide study of the impact of comprehensive guidance and counseling programs. *Journal of counseling and development* , 79,320-330.

Lapan, R.T, Gysbers, N.C, & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of counseling and development* , 75(4), 292-302.

Lapan, R.T, Tucker, B, & Kosciulek, J.F. (2003). Preparing rural adolescents and young adults for post-high school transitions. *Journal of counseling and development* , 81(3), 329-342.

McArthur, R. (2005). Faculty-based advising: An important factor in community college retention. *Community College Review*, 32(4), 1-19.

McCarthy, J. (2001). *The skills, training and qualifications of guidance workers.* Retrieved 08 30, 2014, from http://www.OECD.org.

McDonough, P. (2004). Counseling matters: knowledge, assistance and organisational committment in college preparation. In William, G, Zoe, B, Julia, E, & (eds), *Preparing for college: Nine elements of effective outreach.* Albany, NY: Suny Press.

McGannon, W, Carey, J, & Dimmitt, C. (2005). *The current status of school counseling outcome research, Amherst.* University of Massachusetts, Center for school counseling outcome research.

McLaren, J. (2004). The changing face of undergraduate academic advising. *Guidance & Counseling,* 19(4), 173-175.

Möller-Leimkühler, A. (2002). Barriers to help-seeking by men: A review of sociocultural and clinical literature with particular reference to depression. *Journal of Affective Disorders,* 71, 1–9.

Mullis, F, & Otwell, P. (1997). counselor accountability: A study of counselor effects on academic achievement and student behaviors,. *Georgia school counselors association journal* , 1:4,1-3.

Ngale, I. (2009). *Students, perception of school counseling government high universities and institutionsin Bameda Sub-division.* Retrieved 09 02, 2014, from http://www.thefreelibrary.com/_/printArticle.

Nyaka, V. (2011). *Effectiveness of guidance and counselling services on university students development of academic, social, and personal competencies: A comparative study of public and private universities in kenya.* A thesis submitted to the graduate school in fulfillment of the requirements for the award of the degree of doctor of philosophy in counseling psychology of Chuka University college.

Odyek, J. (2009). *Guidance still lacking in Uganda's universities.* Retrieved 08 30, 2014, from http://www.ugandaradionetwork.com/a/story.phps?s=24972.

Opiro, W. (. (2005). *Guidance and counseling for primary teacher college: Tutor's guide* . Kampala: Instant Printers.

Oye, N., Obi, M., Mohd, T., Bernice, A., & Gwadabawa, G. (2012). Guidance and counseling in Nigerian universities:*The role of ICT*. 8,26-33.

Padesky, C. A., & Hammen, C. L. (1981). Sex differences in depressive symptom expression and help-seeking among college students. Sex Roles, 7, 309-320.

Palmer, M. (2008). *Peer group influence and selection in adolescents and young adults:a longitudinal study.* Retrieved 08 29, 2014, from http://wwwaccessmylibrary.com/articles-1G1-180028341/peer-group-influence-and.htm.

Punch, K. (2005). *Introduction to social research:Quantitative and qualitative approaches, 2nd edition.* London: Sage.

Redmond, S. P. (1990). Mentoring and cultural diversity in academic settings. *American Behavioral Scientist*, 34, 188–200.

Rochlen, A. B., Mohr, J. J., & Hargrove, B. K. (1999). Development of the attitudes toward career counseling scale. *Journal of Counseling Psychology*, 46, 196– 206.

Ryan, A. & Pintrich, P. (1997). "Should I ask for help?" The role of motivation and attitudes in adolescents' help-seeking in math class. *Journal of Educational Psychology,* 89, 1–13.

Sayles, S. (2005). Student success strategies. *The ABNF Journal,* 16(5), 98-101.

Standard, R. (2003). High school graduation rates in the United States: implications for counseling profession. *Journal of counseling and development* , 81(2),217-221.

Vranish, D. (2011). *Uganda has highest school drop-out rate in East Africa*. Retrieved 08 31, 2014, from http://www.mnnonlline.org/news/.

Wallace, D. & Abel, R. (1997). Clearing a path for success: Deconstructing borders in higher education through undergraduate mentoring. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Albuquerque, NM (ERIC Document Reproduction Service No. ED 415 812.)