

## GUIDANCE AND COUNSELLING PRACTICES AND PERFORMANCE OF TEACHERS IN SELECTED PRIVATE SECONDARY SCHOOLS IN WAKISO DISTRICT, UGANDA

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### ABSTRACT

This study examined the impact of guidance and counselling on teacher performance in private secondary schools in Wakiso District, Uganda. A descriptive, correlational, and cross-sectional survey design was employed, using a quantitative methodology. Data were collected through semi-structured questionnaires and interview guides from a representative sample of 316 teachers. Analysis was conducted using descriptive statistics, Pearson correlation, and structural equation modelling. The findings revealed an adjusted  $R^2$  of .130, indicating that 13.0% of the variation in teacher performance was explained by guidance and counselling. Results further showed a strong positive association between guidance and counselling and teacher performance, with teachers reporting greater dedication to teaching, timely student assessment, and enhanced loyalty to their institutions. These outcomes carry important implications for school leaders and policymakers, highlighting the need to institutionalize regular guidance and counselling programs to sustain teacher motivation, improve performance, and strengthen educational effectiveness within Uganda's competitive school system

**Keywords:** Guidance & Counselling, Teacher Performance, Private Secondary School.

### 1.0 INTRODUCTION

A teacher is an intellectual education asset and a pillar for implementing the new secondary curriculum in Uganda (National Teachers Policy, 2018). For an organization's staff to fulfill their routine responsibilities of teaching effectively, they're supposed to be mentally, physically, emotionally, financially, and socially well-prepared (Jonas & Mkulu, 2022). This will lead to personal improvement in performance and organizational productivity (Katshuna & Shikalepo, 2023; Lakkala & Kyrö-Ämmälä, 2021). Similarly, teacher performance is important because it impacts curriculum delivery, students' achievement in class, professional standards, as well as the general caliber of the institution. (Ngabonziza & Oniye, 2024; Bonney et al., 2015).

Guidance and Counselling services have been specifically targeted for various factors globally contributing to teacher effectiveness in the education system (Cheta-maclean, 2024). Additionally, it has been emphasized that guidance and counselling is a welfare practice that school administrators have adopted as a tool to improve the well-being of teachers in the workplace (Fozia & Caroline, 2025; Lumiti et al., 2019).

Worldwide, Guidance and counselling services have been highly embraced and recognized by both government entities in addition to the private sector (Cheta-maclean, 2024 and Ng'eno et al. 2020). It has been verified that teacher counselling leads to improvement in teacher performance, reduces teacher turnover, increases morale, reduces absenteeism, and improves teacher motivation (Mbele, 2022 & Cheta-maclean, 2024). It is also argued that the proper development, coordination, and implementation of guidance and counselling programs in schools enable teachers to comprehend their growth and development and to learn life lessons that would enable them to fit into the school society (Mbele,2022)

In this new Era of technology transformation in education systems, coupled with challenges, Uganda as a country has neither a legal framework nor a national policy of providing the services of guidance and counselling to secondary teachers (Anne et al., 2018 &Knettel et al., 2020). Teachers face family and workplace issues that require attention, resulting in to frustration, a decline in teacher morale, work stress, high labour turnover, and absenteeism, which is an extreme in schools, thus hindering their ability to execute their professional teaching responsibilities (Gibbons, 2023: Suttles, 2024)

The Uganda National Policy on Education (2018) defines secondary education as the stage that follows primary and precedes tertiary education. Its purpose is to prepare learners for active participation in society and further education. Secondary education provides opportunities for all primary graduates to continue their studies, develops trained personnel in applied sciences, technology, and commerce at a semi-professional level, and nurtures a generation capable of independent thinking, respecting diverse perspectives, valuing hard work, and contributing positively to national goals through good citizenship. Achieving these objectives requires efficient school management, particularly the effective utilization of human resources. Thus, the management of secondary schools depends largely on the optimal use of resources, with human resources being central.

In Wakiso District, Uganda, private secondary schools are steadily expanding and contributing to the broader education framework of the central region. However, variations in management styles, school resources, and teacher expectations create distinct challenges for staff welfare services. Among these, guidance and counselling provided by head teachers represent a critical aspect that may influence teacher performance. The purpose of this study was to examine the impact of guidance and counselling on teacher performance in private secondary schools in Wakiso District, while also offering insights into staff welfare practices that drive teacher effectiveness. By identifying these aspects, school leaders can adopt best practices to enhance teacher performance and strengthen the educational sector in the district.

This study is of practical importance to policymakers, directors of private secondary schools, head teachers, and teachers. It addresses the question of whether guidance and counselling significantly affect teacher effectiveness in Uganda's private secondary schools. Previous studies in Uganda have largely focused on career guidance for students or counselling for patients in hospital contexts (Bannink Mbazzi et al., 2020; Openy, 2024; Najjuuko, 2024; Ainebyoona, 2021; Ankwasiiize, 2019; Anne et al., 2018). None, however, have examined the guidance and counselling of teachers in private secondary schools, revealing a critical research gap. While teacher performance in Wakiso District may be influenced by multiple factors, guidance and counselling are likely to play a central role. Consequently, this study seeks to

appraise the impact of guidance and counselling on teacher effectiveness in private secondary schools in Wakiso District, Uganda.

## **2.0 LITERATURE REVIEW**

### **2.1 Theoretical foundation and Literature review**

#### **Theoretical Foundation**

This research study is anchored on the theory of social exchange advanced by (Homans (1958), which states that when someone provides rewarding services to another, he has an obligation to discharge this obligation, and the second must render benefits to the first in turn. Homans (1958) continues to emphasise that human relations are determined by the cost and benefits analysis, and both parties make decisions and choices based on the value offered in return. It also emphasizes that when an individual gives something to another party, the giver expects something in return from the recipient. However, the recipient will also feel an obligation to return something of weight and value in return for which he is indebted. Homans (1958) still highlights the key principle of reciprocity which is very crucial in the education setting because it creates harmony, a strong bond between teachers and administrators, and goes on to emphasises that a teacher is a key resource, respected as one of the essential pillars for schools' survival, so care in the shape of guidance and counselling should be availed towards them in workplaces to enable them to fulfill their mandatory teaching responsibilities.

### **2.2 Teacher performance**

Education is undergoing significant transformations driven by technology integration, globalization, and hybrid learning models, all of which have contributed to challenges associated with low teacher performance. Scholars define teacher performance as the efficiency and effectiveness with which teachers execute their professional responsibilities. It is a multifaceted construct encompassing knowledge, expertise, teaching ability, work commitment, student assessment and evaluation, as well as involvement in extracurricular activities (Darling-Hammond et al., 2017; Nasrin, 2023).

According to Azeem and Omar (2019), in this new era the teacher's role has shifted from being teacher-centered to student-centered, requiring teachers to act as facilitators of learning. This involves analyzing learners' needs, fostering interaction, and ensuring that students have the necessary prerequisite knowledge. Teacher performance is therefore reflected in how effectively teachers carry out assigned tasks. Afriansyah (2020) identifies key indicators of teacher performance as learning preparation, implementation of instruction, assessment of learning outcomes, mentoring and training of students, and fulfillment of additional duties. Similarly, Novita (2021) views teacher performance as the work achieved through instruction, training, guidance, and evaluation of students. The effectiveness of teachers can be measured by student achievements, the quality of instruction delivered, the evaluation of learning outcomes, and the implementation of follow-up actions. Consistent with these views, Pido et al. (2023) emphasize that teacher performance is the professional execution of duties, particularly in classroom interactions aimed at delivering knowledge and enhancing the overall quality of teaching.

In the current study's context, teacher performance was conceptualized as in relation to teaching, assessment and evaluation, and participation in extra- co-curricular activities.

### **2.3 Guidance and counselling.**

Guidance and counselling services are increasingly widely recognized as a crucial employee motivational approach in government and private educational institutions (Kirabo et al.,2024). Guidance and Counselling are distinct but related processes aimed at helping individuals navigate life's challenges and make informed decisions (Adu, 2023; Ahmad & Zadhya, 2021): Pandy,2016). Guidance and Counselling as a process that assists individuals in discovering and developing their educational, vocational, and psychological potentials, allowing them to achieve an optimal level of personal pleasure and societal usefulness (Adu, 2023). Related to that, Abidoye , (2022) defines guidance and counselling as the process of helping individuals discover and develop their educational, vocational, and psychological potentialities to achieve an optimal level of personal happiness and social usefulness and its Main goal of guidance and counselling is to help people understand themselves to deal with life experiences healthily, by being able to recognize the factors that cause problems and look for appropriate methods of resolving or avoiding the situations that may lead to unhealthy lifestyles.(Salgong et al., 2016). The Provision of guidance and counselling to teachers in secondary schools is critical and enhances their on-the-job performance, and if teachers' issues are not addressed and they feel supported by the school administrators, teachers will be demotivated and have low teaching morale, which will affect both students and the school's performance (Mbebe, 2022). In guidance and counselling, these two terms usually have different meanings. The guidance refers to helping the overall development of learners, while counselling is often focused on helping students with problems. In other words, the guidance focuses on prevention and development, whereas counselling leads to support and improvement. Habsy et al., (2024) is in agreement with the previous scholar in that guidance is a way of preventing problems and focus on individual development whereas counselling aims to solve individual problems and prevent significant problems from occurring.

In this study, guidance and counselling were conceptualized inform of information sharing, role model advice, and career tips.

### **2.4 Guidance and Counselling and Teacher Performance.**

Guidance and counselling significantly improve teacher performance by addressing stress, enhancing professional development, and fostering a more supportive school environment. Ahmad & Zadhya, (2021): Fozia & Caroline, (2025). Onsare & Archmedes, (2022); Kathukya et al., (2022), reveals that workplace counseling programs enhance employee performance at Hasbah Kenya Limited. Furthermore, Mbebe, (2022) indicates that guidance and counseling services influence teacher job performance in public secondary schools Arusha district council. In additional Wekesa et al., (2018) highlight that a nondirective counseling strategy is positive and significantly related to staff performance in public Universities in Kenya. In a related study, Wekesa et al., (2018) present that there was a significant correlation between counseling services and the performance of workers in the county government in Kenya. Ekpang, (2015) conducted a study on Counselling for Effective Work Performance: A Way for Service Improvement. Findings highlight that counselling plays a significant role in employee performance. Elsewhere, Kathukya et al., (2022) did a study on the Effect of Career Counselling

on Employee Performance in Murang'a Water and Sanitation Company Limited in Kenya. Results show a high correlation between the counselling services and employee performance. In addition, Inzai et al., (2016), surveyed Non-Directive Counselling Strategy and Staff Performance in Selected Public Universities in Kenya. The study's objective was therefore to prove the impact of a non-directive counselling strategy on staff performance, and the survey findings reveal that a non-directive counselling strategy is positively and significantly related to staff performance. Kriti Goel, (2022) carried out a Research study on the Benefits of Regular Psychological HR Counselling at the Workplace: Indian Context, and it was discovered that counselling can be an effective tool to improve employee well-being, productivity, and job satisfaction. Furthermore, Ng'eno et al, (2020) study on Employee counselling on the output of workers in Kenyan commercial banks. The purpose of the study was to ascertain how much employee counselling programs impacted workers' performance within commercial banks. Study results posit that Employee performance was found to be affected positively by the employee counselling programs. Previous Scholars have authored a number of works on guidance and counselling, but all the scholars in Uganda concentrated more on career counselling of students, and available real counselling studies were all conducted outside Uganda, which is totally different from the current case study. This study therefore focused on the impact of guidance and counselling regarding the performance of private secondary school teachers in a developing country, Uganda. Conclusively, this study aims to add to the body of literature by investigating how guidance and counselling affect teacher performance in relation to a developing country; Thus, it is hypothesized that,

**H1:** Guidance and counselling are positively and significantly related to teacher performance.

### 3.0 METHODOLOGY

#### 3.1 Research Design

The study employed a descriptive, correlational, and cross-sectional survey with both quantitative and qualitative research approaches. A descriptive design was adopted to answer questions of what, who, how, and when associated with the present study. (Etyang', 2018). The correlation design was adopted to determine whether the independent variable, (training) and the dependent variable (teacher performance), enabled the researcher to assess the strength of association between both constructs.

The research study was cross-sectional design was suitable as data was collected at one particular moment sample that represented the larger population. (Muzaki, 2017&Muhammad & Kabir, 2018). The cross-section was chosen because of its effectiveness and efficiency because it did not need follow-up with the respondents. Cross-sectional studies are particularly beneficial in situations where rapid data collection is required, without undermining the representativeness (Kigenyi & Kakuru, 2016: Kivunja & Kuyini, 2017: Kiiza, 2021).

The survey design allowed the researcher to gather information from a large participant, enabling generalization of the findings to the wider population of interest. The study employed quantitative technique in gathering and analysing data because it provided numerical information from the teachers, which strongly enriched the study (Kiiza, 2021).

#### 3.2 Study Area and Population

The study targeted 6,461 teachers in private secondary schools within Wakiso District, Uganda, since private institutions constitute 69% of all secondary schools nationally (UBOS, 2021). A sample of 421 respondents, including head teachers, district education officers, district inspectors of schools, commissioners from the Ministry of Education, and teachers, was selected to ensure diverse representation. These groups were chosen because their varied roles, expertise, and responsibilities in the education sector provided credible insights into training policies. Teachers, as the primary beneficiaries of such policies, formed the main unit of analysis

### 3.3 Study Sample

**Table 1: The study sample size**

NO	Category of Respondents	Population	Sample Size	Sampling Method
01	Head Teacher	225	10	Systematic sampling technique.
02	District Education Officer (DEO)	01	01	Purposive sampling technique.
03	District Inspector of Schools	01	01	Purposive sampling technique.
04	Teachers (FGDS)	63	16	Simple random
05	Commissioner of Private Secondary Schools (MOE)	01	01	Purposive sampling technique
06	Assistant Commissioner, private Secondary schools (MOE)	01	01	Purposive sampling technique
07	Teachers (for quantitative data)	6461	363	Simple random and proportionate sampling
08	Teachers (in-depth interview)	30	04	Simple random sampling

**Source:** Wakiso District Local Government School Report, 2020, and Ministry of Education 2023.

The study obtained a representative sample of 363 teachers, with 316 valid responses, yielding a response rate of 87.1%. The respondents comprised 59.8% male and 40.2% female, with the majority aged between 26–33 years, followed by those aged 33–40 and above. In terms of work experience, 27.5% had less than three years, 37.7% had between three and six years, and 34.8% had over six years of teaching experience. Most respondents (81.3%) held university degrees, while 10.4% had diplomas and 5.7% were postgraduates, ensuring the questionnaire was well understood. Regarding school characteristics, 89.3% had existed for over 10 years, providing credible insights, while 90.6% were both day and boarding schools, offering diverse perspectives on teacher training, development, and welfare.

### 3.4 Sampling Design

Both probability and non-probability sampling techniques were employed. District Education Officer, Commissioner of private secondary schools (MoES), and Assistant Commissioner were all selected purposively because of their knowledge in the education sector by virtue of their offices (Taherdoost et al., 2016).

systematic sampling, a probability sampling method was used in this study. According to Haute (2021), this approach entails choosing participants from a large population at fixed intervals, following a random starting point. Specifically, the researchers used a periodic interval of 22, meaning every 22nd individual in the sampling frame was selected. This strategy worked well, in selecting head teachers from a large population due to its simplicity, efficiency, and suitability for structured data collection.

Additionally, the study utilized simple random sampling, another probability-based technique, to select participants from the broader population. This approach reduced selection bias and improved the findings' applicability to private secondary schools by guaranteeing that every component had an equal probability of being included in the sample, thus enhancing the generalizability of the findings to private secondary schools. Through the application of these two sampling techniques, the research study successfully gathered extensive quantitative data on the impact of guidance and counselling on teacher performance in private secondary schools.

### **3.5 Data Collection**

Data were collected through face-to-face interviews and a closed-ended questionnaire. The questionnaire generated quantitative insights, while the interview guide provided deeper exploration and clarification. Combining these instruments enhanced reliability, ensured comprehensive data, and captured both breadth and depth in understanding the influence of guidance and counselling on teacher performance.

### **3.6 Data Management and Analysis**

#### **3.6.1 Quantitative Analysis**

Analysis and management of data were screened to measure and check the credibility of the instrument. Data was then entered in SPSS 23 and Smart Pls 4.0 for data analysis. Using descriptive statistical analysis, were to assess the degree and pattern of missingness. The analysis focused on the missingness pattern to determine whether information was completely absent and at random. SPSS 23 software was adopted to capture and enter the data for the additional study (Heri,2022). Therefore, the direct effect of guidance and counselling, and teacher performance are shown in Table 2, as explained.

### **3.7 Ethical Considerations**

To ensure accuracy in data collection and safeguard participants' rights, the researchers adhered to established ethical standards. Before commencing fieldwork, authorization letters were obtained from the university and the institutional research ethics committee. These approvals were required to secure a research permit from the Uganda National Council for Science and Technology (UNCST), which granted permission to conduct the study in Wakiso District. Ethical clearance from UNCST was secured before initiating data collection.

The researchers assumed full responsibility for the accurate interpretation and objective presentation of data. Strict confidentiality was maintained by anonymizing both respondents and participating private secondary schools. Informed consent was obtained from all

participants, who voluntarily agreed to take part after being fully briefed on the study’s purpose.

To reinforce ethical practice, the principal investigator sought guidance from academic supervisors and trained research assistants, with emphasis on ethical conduct and the importance of maintaining confidentiality throughout the data collection process.

**3.8 Validity and Reliability**

A structured questionnaire was used to collect data on guidance and counselling. A pilot test ensured clarity and appropriateness, eliminating ambiguous items. The instrument demonstrated strong reliability, with Cronbach’s alpha for the Guidance and Counselling construct at 0.874, and internal consistency exceeding 0.883 across other constructs. Content validity was confirmed using the Content Validity Index (CVI > 0.5), while composite reliability scores were above 0.865. Average Variance Extracted (AVE) values exceeded 0.5, and Variance Inflation Factor (VIF) values were within acceptable limits. These results collectively confirmed that the questionnaire was both valid and reliable, minimizing measurement error and enhancing the credibility and generalizability of the study findings

**Table 2: Reliability and Validity of the Study Instrument.**

	<i>Cronbach Alpha</i>	<i>Composite Reliability</i>	AVE	VIF
Guidance & Counselling	.874	.905	.613	1.766
Teachers Performance	.865	.906	.678	1.971

AVE- Average Variance Extracted  
VIF-Variance Inflation Factor

**4.0 RESULTS OF THE STUDY**

The major aim of the research study was to consider the effects of guidance and counselling on teacher performance in private secondary schools in Uganda. The results are discussed and presented accordance to the objective of the research study. Correspondingly to the study, the independent variable was guidance and counselling operationalized as in career tips, knowledge sharing whereas the dependent variable of the study was teacher performance that was conceptualized as teaching, assessment and evaluation, and participation in extra- co-curricular activities. The summary of the Descriptive Results, correlation and structural equation model are shown, and the section concluded with the discussion of the findings

**4.1 Descriptive Results**

The descriptive analysis was conducted to summarize the characteristics of the study sample with the findings presented in Table:3

**Table 3: Descriptive statistics on guidance and counselling**

Variable	T-Value	Mean	Standard deviation
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Guidance & Counselling	6.815	3.321	.886
Teacher Performance	1.105	3.909	.606

Source: Primary 2024

Descriptive results in Table 3 show that respondents rated themselves on average in terms instruction and growth (mean=3.321, standard deviation=.886, t-value =6.815 at a 0.01 significance level. On average, respondents rated guidance and counselling fairly positively.SD =0.886 implying a moderate variability in responses. Some teachers show a variation in how teachers responded with some showing more strength or confidence than others regarding guidance and counselling with t-value=6.815 indicating that guidance and counselling have a statistically significant effect because it was greater than 2, which is considered statistically significant. Therefore, the findings demonstrate that there is a strong and statistically significant indication that guidance and counselling are meaningfully perceived by respondents. The mean shows a generally positive view and a high t-value explain that findings were credible and supported by evidence not just coincidence

#### 4.2 Correlation of the Variable

For a clearer comprehension of the information is made feasible by correlation. It enables researchers to learn the relationships and patterns among factors that may not be immediately obvious, which improves empirical study (Heri,2022).

**Table 4: Correlation results of guidance and counselling and teacher performance**

	Mean	SD	Guidance & Counselling	Teacher Performance
Guidance & Counselling	3.321	.886	1.000	
Teacher Performance	3.909	.606	.413**	1.000

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficient analysis in Table 4 demonstrates a fairly positive relationship between guidance and counselling and teacher performance in private secondary schools in Uganda. Pearson correlation coefficient ( $r=.452^{**}$ ,  $p<.05$ ). showing a key role of guidance and counselling associated with good teacher performance. Similarly, a structural model was run in the next sub-section to confirm whether the relation is predictive.

#### 4.3 The Results of the structural equations model.

The (SEM) is a statistical technique employed to analyse relationships among observed and unobserved variables. SEM was therefore adopted to measure the relationship between guidance and counselling and teacher performance

**Table 5: Structural Equation Model Results**

	B	Se	T values	p values	95% bcci
Age Group → Teacher Performance	.056	.057	0.981	.326	-0.166,0.058
Position → Teacher Performance	.064	.058	1.105	.269	-0.051,0.176
Guidance & Counselling → Teacher Performance	.338	.050	6.815	.000	0.225,0.423

The study evaluated the significance of the structural model relationships, as outlined in table 4. the bootstrapping technique with 5000 samples with a two-tailed test. (Hair et al, 2022) was employed to look at the factors' direct correlation between the variables analysed, as shown in table 4

The results show that the guidance and counselling have a significant and positive effect on the teacher performance ( $\beta = .338, p < .05$ ), a clear signal that when schools make it a point to provide guidance and counselling services, teachers issues are appropriately addressed this will lead to improvement in teacher teaching and instruction outputs for the students. The direct effects of the model in the present study highlight that teacher performance revealed that 13.0 % of the variance in teacher performance is explained by guidance and counselling.

Illustrated in Figure 1.

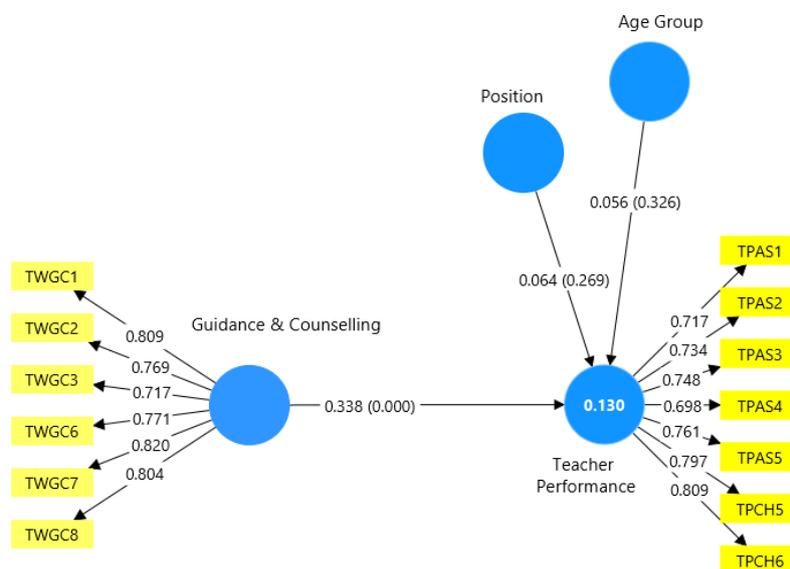


Figure 1. Path analysis

### 5.0 DISCUSSION OF THE FINDINGS

This study attempts to investigate how counselling and guidance affect the performance of teachers in private senior secondary schools in Uganda. The study reveals that guidance and counselling significantly contribute to predicting teacher performance within the framework of a developing country. The findings show a strong positive correlation between guidance and counselling services and teacher performance, as supported by the Social Exchange Theory.

Teachers who receive appropriate guidance and counselling tend to remain committed to their school duties, efficiently fulfill their obligations and dedicate sufficient time to both students and academic tasks. Their positive attitude and motivation contribute to improved instructional delivery and student outcomes.

These findings align with the findings of Ekpang (2015) and Maclean (2024), who emphasized that workplace counselling is essential for improving productivity, particularly when personal issues affect employees' performance. Qualitative interview data under the theme "Guidance and Counselling and its Influence on Teacher Performance" confirmed that guidance and counselling services significantly affect teacher effectiveness in private secondary schools. Schools that successfully implement these services often see improvements in teacher morale, emotional well-being, professional development, and job satisfaction.

Moreover, when guidance and counselling are tailored to the unique needs of individual teachers and aligned with the existing educational policies, they enhance teachers' ability to overcome personal and professional challenges. Such support boosts their overall effectiveness in the classroom. Mbele and Otieno (2022), in their study on public secondary schools in Arusha District, Tanzania, found that issues like absenteeism, inappropriate dressing, lack of respect and commitment, substance abuse, and misconduct can be mitigated through proper guidance and counselling. Their research showed that counselling is essential in conflict resolution, behavioural correction, and improved job performance.

Furthermore, schools that adopt non-directive counselling methods where teachers are encouraged to independently explore and resolve their issues promote greater autonomy and emotional balance. This approach helps teachers build resilience, manage their professional and personal lives more effectively, and consequently perform better. These results are consistent with those of Ng'eno et al. (2020), who observed a favourable association between structured guidance and counselling programs and performance of workers in commercial banks in Kenya.

The study also emphasizes the role of providing comprehensive counselling services, including orientation for new teachers, continuous in-service counselling, and vocational support even after teachers leave the institution. Such structured support systems enhance teacher commitment, promote career growth, and improve teaching outcomes over time.

Additionally, the qualitative data reinforces the importance of addressing problematic teacher behaviours such as absenteeism, indiscipline, and unethical conduct, through guidance and counselling. One deputy head teacher highlighted this point during interviews. These findings are echoed in the works of Onsare et al (2022), Cheta-Maclean (2024), Wekesa et al. (2018), Tuvulla & Byaruhanga (2017), and Ng'eno et al. (2020), who all affirm that effective use of counselling services in schools reduces misconduct and enhances teacher productivity.

In conclusion, the study supports the argument that adopting a clear policy on guidance and counselling in schools is critical in today's era of social, political, economic, and technological change. Such a policy is essential for cultivating a responsible, motivated, and professionally stable teaching staff in private secondary schools.

## **6.0 CONCLUSION**

The purpose of this paper is to examine whether guidance and counselling ensure good teacher performance in private secondary schools in Uganda. The results highlight that guidance and counselling were found to be positive and significant in private secondary schools in Uganda. Therefore, the model guarantees a strength of guidance and counselling in predicting teacher performance in private secondary schools in Uganda. It is on this note that teacher performance will continue to flourish when it becomes a policy to the heads of private institutions to provide guidance and counselling services to their teachers.

## **7.0 STUDY IMPLICATIONS**

### **7.1 Theoretical implications**

The findings signify the application of social exchange theory in explaining teacher performance. The findings support this analogy by illustrating how guidance and counselling enhance the morale, loyalty, commitment, motivation, and other capabilities, ultimately leading to excellence in employee performance (Homan 1958). Adopting that approach will sort out all issues regarding poor teacher performance, thus improving employee performance and institutional productivity at large.

### **7.2 Policy implications**

To improve on the performance of teachers, the government of Uganda through the Ministry of Education should enact guidance and counselling teacher policy in the country education system to be mandatory provided to teachers in both private and public educational institutions, this will ultimately improve the performance of teachers and students' performance in class and in the national examinations.

The government, through district heads, should take control of monitoring and supervising secondary schools to ensure that employers are fulfilling and implementing welfare service policies.

### **7.3 Managerial implications**

For private secondary schools to have stable and contented teachers, motivated teaching staff that is reliable and committed to their work, with minimal absenteeism, Headteachers and school administrators should provide guidance and counselling services to teachers if the country is to attain the best out of them.

The government of Uganda, through the Ministries of Labour and Social Development and Education, should enact the policy of teachers' welfare services in the education sector if Uganda is to move from a peasant to a money economy.

## **8.0 LIMITATION**

This study employed a cross-sectional survey method as it specifically focused on private senior secondary schools in Wakiso district, implying that the findings may not be generalized

to the entire country. Therefore, caution should be taken while applying the study's findings, particularly in light of regional comparisons.

## 9.0 FUTURE RESEARCH DIRECTION

Future studies should consider a longitudinal research approach while exploring additional factors like staff discipline, leadership development, flexitime, medical facilities, accommodation, job security, as predictors of employee performance to provide a more comprehensive understanding of teacher performance.

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