

**RELATIONSHIP BETWEEN ACADEMIC ADVICE AND GIRL-CHILD
RETENTION RATE IN JINJA DISTRICT
SECONDARY SCHOOLS**

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DECLARATION

I, Babirye Idah Annet, declare that this study is my original work and has, to the best of my knowledge, never been submitted for the award of a degree or any other award in a University or other institutions of higher learning.

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Babirye Idah Annet

.....

Date

APPROVAL

This dissertation has been done under my supervision and submitted for examination with my approval

.....

Dr. Ezati Betty

.....

Date

DEDICATION

This dissertation is dedicated to my beloved mum Esther and my husband, Dr. Balina Nseko Dan, whose sacrifice and encouragement resulted into its production.

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ABSTRACT

This study is aimed at examining the relationship between academic advice and the retention rate of the girl-child in secondary schools in Jinja District. Despite the extensive body of research addressing the problem of student retention, statistics indicated little improvement in retention rates among girl-students in secondary schools in Jinja District in Uganda. A low retention rate translated into negative consequences for the individual girl, the institution and society. The study focused on the academic advice offered; the relationship between academic advice, girl-child satisfaction with the school and girl-child retention; and the relationship between academic advice, girl-child career planning and girl-child retention.

A correlational survey design was used combining both qualitative and quantitative methods. The target sample was 128. Stratified sampling was used to select the schools while simple random sampling was used to select students and teachers. The senior women were automatically included in the sample. Administrators and director of studies were purposively selected. Questionnaires were used to collect the data. Frequency and percentages were used to determine the academic advice offered. In addition, correlations were computed to determine the relationship between academic advice, student satisfaction with the school experience and student career planning. Qualitative data was summarized and categorized into themes to support the quantitative findings.

The study established that all the selected secondary schools in Jinja District provided academic advice to students though not frequently. It focused on improving academic performance, morality, health, valuing life, education, career, sex, life skills and

discipline. It was established that better academic advice increases student satisfaction with the school and improves student career planning, which increase student retention.

It was concluded that effective academic advice is an important element in the management of schools in respect to student satisfaction with the school, their career planning and retention.

It is recommended that secondary schools in Jinja District should frequently provide adequate academic advice to students where providers of the academic advice relate very closely with the students. During academic advice, students should be given more opportunity to be responsible, capable of self-direction and integral, not peripheral, to educational planning.

CHAPTER ONE

INTRODUCTION

Background

The study examined the relationship between academic advice as a management role and the retention rate of the girl-child in Uganda using Jinja District as a case study. It begins with a discussion of the relevance of academic advice in management of retention and the importance attached to management of retention. Regarding the importance attached to management of retention, the study discusses globally, and then narrows down to the national situation in Uganda and to the district situation in Jinja District. The presentation is as follows: the historical, theoretical, conceptual, and contextual perspectives.

Historical perspective

Student attrition and its management, in terms of increasing student retention and persistence, have continued to grow in importance throughout the history of education both globally and in Uganda. Studies in Uganda revealed that for the years 1995, 1997, and 1998, more boys than girls at secondary level repeated classes (Ministry of Education and Sports, 2006). Findings revealed that the gap between female and male repeaters was quite wide and that there was a slight increase in the proportion of girl repeaters between 1995 and 1997 that needed to be addressed. However, no probable explanation for the wide gender gap in repetition rates in favour of girls was given.

Other earlier studies conducted in Uganda (Astin, 1993) focused on the characteristics of those students who did not persist and such studies were used as evidence for more quality control of low retention. Even by focusing on the characteristics of those students who did not persist, it did not address the problem of low student retention in secondary

schools. Because of this, the researchers had to change their focus. For example, in the 1970's the research began to focus on the reasons for low student retention and how schools could make changes or develop programs, which would increase the retention of their students (Muhwezi, 2004). Despite this, this effort also did not yield much and again focus of the researchers had to be changed.

Presently, the focus of low student retention has shifted from looking at students in general to female-student retention in Uganda (Ministry of Education and Sports, 2006). This is because of a number of reasons regarding the benefits of educating girls and the concern for the low retention rate among female students compared to male students. Regarding the benefits of educating a girl, it has been observed that educating girls serves as resources for the promotion of the social as well as the physical, health, and economic development of the country or a region (Kwesiga, 2002). For example, studies show that educated women are more likely to know how to prevent HIV infection, to delay sexual activity and to take measures to protect themselves. Education also accelerates behavior change among young women, making them more receptive to prevention messages. It is a central means to break the transmission of poverty. Given the necessary conditions to remain in schools, educated mothers are more likely to send their children to school, a key to breaking the cycle of poverty (Filmer, 1999; World Bank, 2003; UNICEF 2004b). These benefits can be applicable to the girl students and to the community from which the girls would live after completing education as well as to the country. It is against this that the study will be conceptualized in an effort to reduce the low retention rate of girl-child in Uganda and in particular in Jinja District.

Theoretical perspective

The study adopted Tinto's (1975) interactionist theory (theoretical model) of dropout behavior to explain the relationship between managers' academic advice and student retention in secondary schools. It addresses the complex interplay between students and the institutional environment and emphasizes integration of students into the academic and social domains of the school community, which occurs through experiences between the student and other members of the school. In the context of this study, this is where academic advice provided by school managers are seen to play an important role in the girl-child retention as explained in the following paragraphs.

Given that students spend a lot of time in school (almost three quarters of the year) than with their parents, it is imperative to examine the school managers' roles in increasing retention among students. This study will examine the management role of academic advice in relation to student retention.

In "The Introduction to Increasing Student Retention", Noel (2000) recognizes the impact of academic advice within institutions of education. Noel reasons that students' satisfaction with their schools - a state produced by capable and concerned individuals (the school managers) - influences student retention and this influences managers' enrolment decisions. For example, when students are not satisfied with their school, the retention rate will be low thus forcing school managers to think of enrolling new students. When students are satisfied with their school, they will stay in the school and school managers will not be forced to recruit new students. Noel portrays the student decision-making process concerning the choice to stay or depart from the school as a cost-benefit analysis. Students are continuously assessing the value of their experiences and weighing

them against the costs; when they sense that the benefits are not being delivered or that they are not valued members of the school, they make the decision to leave the institution and vice versa.

In order to tip the scales to the benefit side, Noel (2000) believes that extensive school efforts must be made to provide value-added and enriching educational experiences. This process involves giving students guidance, support and encouragement in their efforts to pursue their education. It places the emphasis on facilitating a convenient learning environment for the students. Facilitating a convenient environment involves commitment from all members of the academic community. Contrary to the belief that retention efforts should be considered a student and parents' responsibility, Noel maintains that the primary players involved in school retention effort are those on the academic side of the institution. Noel states, "This kind of guidance takes top-notch frontline teachers in the classroom, headteachers and their deputies, senior teachers, heads of departments, and school management committees who are willing and able to help the students" (p. 9). What Noel emphasizes is that school managers (the teachers, headteachers, deputy headteachers, senior teachers, heads of departments, and school management committees) must lead all other stakeholders in the retention of students by providing academic advice in the form of guidance, support and encouragement. This is important given that students spend most of their time at schools with the teachers, headteachers, deputy headteachers, senior teachers, heads of departments, and school management committees. In addition, the teachers, headteachers, deputies headteachers, senior teachers, heads of departments, and school management committees are responsible to implement almost all activities that take place at schools to ensure better change.

In light of the above, effective academic advice is considered a significant process within an enriching educational environment. However, Cuseo (2003) observes the following, which this study has adopted, that while the practice of advising and the outcome of student retention are often connected conceptually, their empirical connection has yet to be carefully documented and systematically synthesized. Cuseo (2003) observes that an indirect, causal connection between advising and retention can be established through the intermediating variables, namely student satisfaction with the school experience and effective student career planning. In this respect, this study will also attempt to examine how the academic advice relates with student retention through these variables that have been found to correlate strongly with student retention using the case study of Jinja District.

Tinto (1993) notes that strengthening institutional efforts aimed at increasing student retention may be a more effective enrolment-management strategy than devoting more resources to increasing student recruitment: “As more institutions have come to utilize sophisticated marketing techniques to recruit students, the value of doing so has diminished markedly. Institutions have come to view the retention of students as the only reasonable cause of action left to ensure their survival” (Tinto, 1993: p. 2).

The cost effectiveness on student retention is that when a school enrolls students in senior one and then half drop out, it implies that the classes ahead are all affected, thus the school’s population is lowered in the coming years. The cost effectiveness of focusing on student retention as a management strategy is insightfully captured by Astin (1993, p. 2), who reminds us that, “Any change that deters students from dropping out can affect three classes of students at once, whereas any change in enrolment practices can affect only one

class in a given year. From this viewpoint, investing resources to prevent dropping out may be more cost effective than applying the same resources to more vigorous enrolment”.

Most importantly, however, improving student retention not only fulfills the institutionally self-serving function of promoting financial solvency, it serves the more altruistic, student-centered purpose of promoting learning and development. As Astin (1993, p. 2) notes: “More important from an educational standpoint, changes that help students complete school, represent a real service to them, whereas successful enrollment efforts may simply change students’ choice of schools”.

Lastly, it should not be forgotten that student retention is an assessment outcome, and one that is amenable to accurate measurement. Retention functions as a fundamental or foundational student outcome, serving as a precondition or prerequisite for meaningful assessment of other outcomes. For instance, other commonly assessed outcomes of secondary school, such as knowledge acquisition, critical thinking, and attitude change, cannot possibly be accurately measured as final outcomes of the secondary school unless and until students have persisted to completion of the secondary school. Thus, it may be argued that any secondary school seriously interested in outcomes assessment should include student retention as a primary outcome measure, and should use it to make meaningful interpretations of other assessed outcomes. Furthermore, if the ultimate purpose of assessment is secondary school improvement, then improvement in student retention should be an intended outcome of any secondary school that is serious about using assessment results as a vehicle for promoting positive institutional change.

Conceptual perspective

The management roles of school managers that may address low girl retention in secondary schools include control, coordination, communication, advising, budgeting, organizing, planning, and directing. An attempt to examine all the management roles will make this study too broad. Thus, this study will only examine the management role of academic advice in relation to student retention because research elsewhere has emphasized its importance in management of retention and academic advice is one of the major academic and social domains of the secondary school experience that affect student decisions about staying or leaving the school.

Academic advice (which will also be used as academic advising) is a planning process that helps students to approach their education in an organized and meaningful way by bringing together all of the major dynamics in a student's life (Noel-Levitz, 1995, p. 1 & 3). According to Noel-Levitz, when he uses the term “planning” in defining academic advice, he implies that academic advice entails preparing students, setting up an environment that is conducive for students, and making arrangements for students, all these aiming at making education enjoyable to the students. Noel-Levitz explains that academic advice is a process of teaching students how to become responsible consumers of their own educations and how to make viable academic decisions. Academic advice also involves helping students deal with the confusion that comes with a new environment by clarifying their goals and get the most out of their education (Noel-Levitz, 1995). Therefore, the operational definition that this study adopts is that academic advice is an interactive process in which the adviser helps the student set and achieve academic goals, acquire relevant information and services, and make responsible decisions consistent with interests, goals, abilities, and schools requirements (Noel-

Levitz, 1995). In its simplest form, it implies that advising is a process of giving students guidance, support and encouragement in their efforts to pursue their education.

Poor student retention is a term utilized by other researchers in referring to a student's failure to pass from one class to another from one year to another (Bean, 2000). Thus, poor retention involves both students' repetition of a class and dropout of schools. Repetition occurs when a student spends more than one year in a class. Dropout occurs when a student fails to continue with his/her education in the school. In this study, retention will be measured in terms of students' repetition of a class and dropout of schools.

Contextual perspective

Despite the importance of girl-child education, poor retention of girls in secondary school is a major obstacle to their emancipation and attainment of equal educational opportunities in Uganda. According to Muhwezi (2004), the dropout rate at secondary school for girls in 1995 was 7.6 % while that of boys was 6%. By 1997, the rate for girls had gone down to 6.9 % while that for boys was still at 6%. The girls' retention rate was thus still lower than that of boys. In the year 2000, the number of secondary school drop out was at 48,570 out of whom 25,679 (52.9%) were girls and 22,891 (47.1%) were boys (MoES, 2006). Thus, data from administrative records of the Ministry of Education and Sports also indicate that retention in schools in the country is lower for the girls than boys at secondary level (Kasente, 2003). Table 1 presents percentages of boys' retention and girls' retention at secondary school.

Table 1: Secondary School Retention Rates at National Level

Year	% boys attrition		% girls attrition	
	Urban	Rural	Urban	Rural
2005(DHS)	84.3	92.2	77.4	92.1
1997	94.0		93.1	
1995	94.0		92.4	

Source: DHS 2005 pp 58 and Education Statistics Abstracts 1995, 1997

The table depicts low retention among girls compared to boys. The status of low retention at secondary school level indicates the same pattern over the years with more girls than boys dropping out and repeating. In respect of the region being urban or rural, the retention rate remains low for girls. For example, the 2000 retention rate for boys in urban areas was 84.3% compared to 77.4% for girls (DHS, 2005). In the rural areas, the retention rate for boys was 92.2% compared 92.1% for girls (DHS, 2005). Even in 1997 and 1995, retention rates for boys were higher compared to that for girls.

This trend is not only reflected in the national statistics but also in most the districts (Ugandan DHS survey (2001)). The following Table presents statistics of Jinja District.

Table 2: Secondary retention rates in Jinja District

Year	% Boys' attrition	% Girls' attrition
2000	85	76
2001	80	76
2002	83	75
2004	81	73

Source: District Education Office, Jinja District, 2005

The statistics reveal not only a lower retention rate among girls throughout the years but also an decrease in the retention rate for girls in Jinja District as the years progressed. The most critical period or stage of vulnerability for student attrition continues to be the early years of secondary school (Jinja Local Government, 2005). More than half of all students who withdraw from secondary school do so during their senior 1, resulting in a first-year

secondary school attrition rate of more than 25% in Jinja District (Jinja Local Government, 2005).

The implications of these alarmingly high rates of attrition leading to low retention are that they make the running of secondary schools in Jinja District difficult. Secondary schools that have been registered low retention rates have found it difficult to mobilize funds through school fees to purchase school requirements (Jinja Local Government, 2005). This is because money that would have been obtained through school fees reduces as more students drop out. Thus, the student has become a precious commodity. This is supportive of Gardner (1999, p. 79) who observes thus, “Institutions must now concern themselves with retaining students so that, if nothing else, budgets can be preserved”. Yet this is contrary to what is happening in secondary schools in Jinja District. Given the distressingly high levels of student attrition in Jinja District secondary schools, retention represents a student outcome that can be dramatically improved.

Problem Statement

Despite effort to addressing the problem of student retention in Uganda, little improvement had been made in retention rates among girl-students in secondary schools in Jinja District. In Jinja District, the retention rate of girls is 73-76% compared to that of boys, which is 80-85%. This shows that retention rate of girls is 7-9% lower to that of boys. Poor retention of girls in secondary school is a major obstacle to their emancipation and attainment of equal educational opportunities in Uganda.

A low retention rate among secondary school girls in Jinja District translated into negative consequences for the individual girl, the institution and society. For example, for

the girls, a low retention rate amongst them denies them their right to education, they are less likely to get better jobs and thus their welfare is likely to be low. For the institutions, financial planning gets complicated as the number of students who would pay school fees becomes also unpredictable smaller and thus the running of the schools becomes difficult. For the society, the contribution of girls to the development of society and the country is limited. In order to prevent future loss of girls in secondary schools in Jinja District, it was imperative that a study be conducted to investigate school management role of academic advice in relation to student retention given that students spend most of their time with school managers than their parents or any other stakeholders. This is because effective academic advice is considered significant in increasing student retention rate through increasing student satisfaction with the school and students' effective career planning (Noel, 1995).

Purpose of the Study

This study aimed at examining the relationship between academic advice and the retention rate of the girl-child in secondary schools in Jinja District.

Objective of the Study

The following were the objectives of the study:

1. To find out the academic advice offered to girls in secondary schools by school managers
2. To investigate the relationship between academic advice, girl-child satisfaction with the school and girl-child retention
3. To examine the relationship between academic advice, girl-child career planning and girl-child retention

Research Questions

The following questions guided the study;

1. What academic advice do the school managers offer to girls in secondary schools?
2. What is the relationship between academic advice, girl-child satisfaction with the school and girl-child retention?
3. What is the relationship between academic advice, girl-child career planning and girl-child retention?

Hypotheses

1. There is no relationship between academic advice, girl-child satisfaction with the school and girl-child retention.
2. There is no relationship between academic advice, girl-child career planning and girl-child retention

Scope of the Study

The study targeted only two categories of schools (purely girls' schools and the mixed secondary schools) in Jinja district because these types of schools educated girls who were central to the investigation of this study. All the four purely girls' schools in the district were selected. In order not to bias the selection, four mixed secondary schools were selected. Thus, the study was restricted to 8 schools in both rural and urban areas. It targeted head-teachers, deputy head-teachers, directors of studies, senior women teachers and students.

The study focused on the type of academic advice offered to students and what secondary school managers had done in order to increase retention of girls` from secondary school

in Jinja district. On what secondary school managers had done the study specifically examined the guidance, support and encouragement offered to students in respect to student satisfaction with the school and student career planning in order to increase the retention rate of girl-child.

Significance of the Study

Ministry of Education and Sports may benefit from this study by formulating policies based on the findings of the study. This may improve policies relevant for increasing retention in secondary schools. Secondary school administrators may benefit from the findings of study in that it may create awareness of the importance of providing academic advice to girl attrition. In addition, they may use the recommendations that will be suggested by the study by finding how best they should be adopted in increasing student retention. The findings may help girls continue with their education, which may improve their well-being. This may be achieved if the study findings help to increase girl-child retention and increase the girls' opportunity to study further. The public/society may benefit from the findings of the study if more girls become educated. This will increase the number of people who are educated in society, which may be more productive to the society. This may also increase the nation's economic growth and overall productivity. Scholars, researchers and learners may benefit from the study because it may supplement the existing literature about the role of academic advice as a management role in increasing retention rate of girl-child. They may use this literature in their various professions.

CHAPTER TWO

THEORETICAL AND LITERATURE REVIEW

Introduction

This chapter presents the literature review. It is divided into two major sections. The first section presents literature on the quality of academic advice. The second section presents literature on empirical relationships between student advisement and student retention

Theoretical Review and Conceptual Framework

Theoretical Review

The study adopted Tinto's (1975) interactionalist theory (theoretical model) of dropout behavior to explain the relationship between managers' academic advice and student retention in secondary schools. Tinto (1975) introduced a theoretical model of student retention that addressed the complex interplay between students and the institutional environment. He identified student integration into the academic and social domains of the school community as the critical piece of the attrition/retention puzzle. Integration occurs through experiences between the student and other members of the school. The level of student integration predicts whether the student will either persist until completion of education or voluntarily depart prior to completion of education. Braxton, Bray and Berger (2000) stated, "Tinto's interactionalist theory of student departure has near-paradigmatic stature with more than 400 citations to the theory" (p. 215). A solid body of foundational literature (Baumgart & Johnstone, 1977; Getzlaf, Sedlacek, Kearney & Blackwell, 1984; Munro, 1981; Pascarella, Duby & Iverson, 1983; Pascarella, Duby, Miller & Rasher, 1981; Pascarella & Terenzini, 1976; 1979; 1980; Terenzini & Pascarella, 1976; 1977) addressed the predictive validity of Tinto's conceptual

framework. This series of studies yielded significant evidence to support the effectiveness of Tinto's model.

Tinto's (1975) model of student departure has laid a foundation for retention research in education, dramatically altering the methodological approach taken by researchers in the field. His theory of student departure is unique in its longitudinal approach. It captures the complex processes between the individual and the institution, which can result in early departure. Tinto based his theory on the extensive body of literature that identified key factors associated with student persistence. Pantages and Creedon's (1978) review of the literature offered the contextual setting for Tinto's conceptual framework and provided a comprehensive examination of factors comprising the dimensions of the model.

Previous models of departure grew out of psychological, environmental, economic or organizational theory, yet according to Tinto (1993) these yielded few relevant findings and failed to address the dynamic forces contributing to individual departure decisions. In a meta analysis of retention literature, Pantages and Creedon (1978) identified similar limitations of the research. Many studies focused on one or two factors thought to cause student attrition. Other investigations examined student characteristics of departing students without any comparison groups. A final weakness reported in the research prior to Tinto's model was the lack of discrimination among different leaving behavior (Pantages and Creedon, 1978). For example, prior to Tinto's model (1975), departing students were often stereotyped and classified solely as "dropouts". Tinto observed,

...dropouts have been frequently portrayed as having a distinct personality profile or as lacking in a particularly important attribute needed for education completion. Consequently, we have been given the mistaken view that student dropouts are different or deviant from the rest of the student population. Such stereotypes are reinforced by a language, a way of talking about student departure, which labels individuals as failures for not having completed their education. In this regard, the

label dropout is one of the more frequently misused terms in our lexicon of educational descriptors. (Tinto, 1993, p. 3)

Tinto separated the causes and roots of student departure into three critical areas: 1) individual characteristics prior to enrollment in school, 2) the experiences of the individual upon entry into the school community, and 3) the effect of external forces that interfere with the school experience. Within each area are specific factors or experiences that contribute significantly to student departure.

Tinto identified two individual characteristics central to the issue of student departure: 'intention' and 'commitment' (Tinto, 1993, p. 37). Intention is the individual's primary goal that directs all related educational activity, and according to Tinto, the higher the educational goal, the more likely the student will persist. Commitment is the individual's level of motivation that provides the drive to get through an education program. Tinto wrote, "These not only help set the boundaries of individual attainment but also serve to color the character of individual experiences within the school following entry" (Tinto, 1993, p. 37).

At the institutional/school level, Tinto (1993) identified four clusters of occurrences or circumstances that effect the student's decision to either depart or remain at the institution. These clusters were identified as adjustment, difficulty, incongruence, and isolation. They describe how the individual interacts within the institutional/school environment.

The first experience, adjustment, describes the process of transitioning from one world to another. A student is compelled to separate from the familiar world of family and friends to an entirely new set of social and intellectual demands. A student's intentions,

commitments, and level of resiliency will contribute to the success of this initial adjustment. Tinto wrote, “Lest we forget, most new students are teenagers who have precious little chance to live on their own and attend the many challenging issues of adult life” (Tinto, 1993, p.47). Thus for most, the adjustment period is personally challenging, but for some, it is so difficult that it leads to departure from the institution.

The second experience, difficulty (Tinto, 1993), is the student’s inability to meet minimal academic standards. Tinto credited this difficulty to a lack of necessary academic skills and cited several research studies that identified a deficiency in school preparation, inconsistent grading policies among different schools and a growing trend of individual unpreparedness as reasons for student difficulty (Tinto, 1993). Tinto also pointed out that contrary to widely held assumptions within the academic community that this experience applies only to disadvantaged students; difficulty affects students from all backgrounds and ages.

The third experience, incongruence, “refers in general to the mismatch or lack of fit between the needs, interests, and preferences of the individual and those of the institution/school” (Tinto, 1993, p. 50). The student does not feel he or she fits into the new institutional community. Within the educational realm of the institution, incongruence manifests itself in either academic under-qualification or over-qualification; the student finds the coursework to be either undemanding or exceedingly challenging. Within the social realm, incongruence is reflected primarily in peer relationships when students feel that their own values and interests do not match those of other students. Tinto addressed the need for schools to present a clear picture of the school climate as a method for better matching prospective students with specific school offerings.

The final institutional experience, isolation, is the experience of individuals who cannot establish themselves into a social network and thus lack the “personal bonds that are the basis for membership in the communities of the institution” (Tinto, 1993, p. 56). The absence of meaningful contacts between the student and other members of the institutional community contribute to this sense of isolation. Several studies cited by Tinto, revealed that relationships between the student and peers, school and other members of the school are all critical in this process. Again, it is not uncommon for students to feel at a loss when transitioning to the new environment, but for some the experience of isolation is so difficult that it results in departure.

The third cause of student departure discussed by Tinto is the influence of external forces on students’ departure decisions. Tinto identified students’ competing obligations and multiple roles as factors often contributing to withdrawal decisions. Students attending non-residential institutions are more susceptible to external forces through the actions or circumstances of family, community members or state and national organizations (Tinto, 1993). Tinto explained that the weaker academic and social systems of nonresidential institutions are unable to provide sufficient safeguard against external threats to students’ educational interests.

According to Tinto (1993), to address the above mention experiences and causes of students departure from school, requires a holistic intervention in the form of academic advice. He based this on Noel (1985) who recognized the impact of schools and professional academic advisors within education. Noel reasoned that enrollment decisions are the by-product of student satisfaction, a state produced by capable and concerned

individuals who operate out of the principle that their focus is on positively influencing students' lives. Noel portrayed the student decision-making process concerning the choice to stay or depart from the institution as a cost-benefit analysis. Students are continuously assessing the value of their experiences and weighing them against the costs; when they sense that the benefits are not being delivered or that they are not valued members of the institution, they make the decision to leave the institution.

In order to tip the scales to the benefit side, Noel (1985) believed that extensive institutional efforts must be made to provide value-added and enriching educational experiences. This process involves identifying and cultivating student talents. It places the emphasis on student learning, growth and development. It includes clear interpretations of curricular requirements and explanations of curricular options. Facilitating a staying environment involves commitment from all members of the academic community. Contrary to the belief that retention efforts should be considered a student services responsibility, Noel maintained that the primary players involved in a retention effort are those on the academic side of the institution.

Noel stated, "This kind of guidance takes top-notch frontline teachers in the classroom and academic advisers in the advising office who are willing and able to interpret the curriculum for students" (p. 9). In order to realize the significance of academic advice within a staying institutional climate, the role of the academic advisor will now be considered.

King (1993) wrote,

Academic advice is the only structured service in schools that guarantees students some kind of interaction with concerned representatives of the institutions.

Advising can therefore be viewed as the hub of the student services wheel, providing the linkages with other support services such as career planning, counseling, financial aid and teaching. Advisors play a key role in helping students become integrated within the academic and social systems at school, which in turn contributes to student growth, satisfaction and persistence. (p. 21-22)

Crockett (1985) explained that academic advice evolved from a simple perfunctory activity where advisors prescribed required courses, to a more comprehensive and purposeful activity that emphasized student development. O'Banion (1972) was the original theorist who made this distinction between prescriptive and developmental advising. Five steps of O'Banion's model were listed as 1) exploration of life goals, 2) exploration of career goals, 3) selection of a major or program of study, 4) selection of courses and 5) scheduling of courses. Based on existing research, the advising function can be separated into three primary responsibility areas: the conveyer of knowledge, the referral agent, and the mentor.

The first, conveyer of knowledge involves the role of resource person. Advisors are responsible for knowing and communicating current institutional rules, procedures, timetables and policies (Petress, 1996). The transmission of this information is made within a broader context of the student's interests, values, potential major and career choices (Fago, 1995; Frost, 1991; Wade & Yoder, 1995). Fiddler and Alicea (1996) wrote that this function involves assessing student needs, eliciting cognitive, affective and behavioral information, analyzing personal and institutional data, interpreting students goals, and determining the most effective intervention strategies.

The second primary responsibility involves that of referral agent (Beasley-Fielstein, 1986; Petress, 1996). Fago (1995) explained that academic advisors should be equipped with basic knowledge of career counseling, study skills, and low-level interpersonal problem

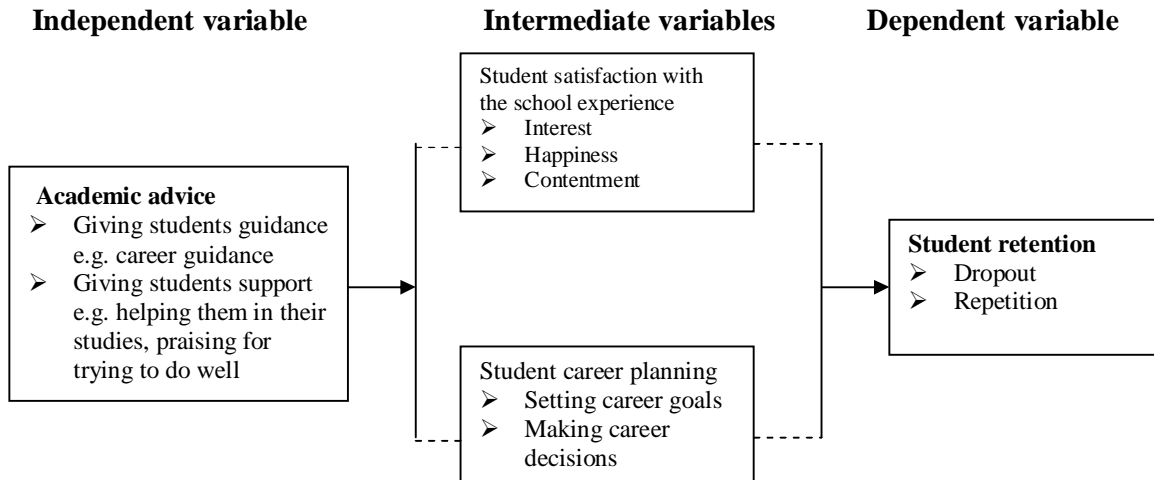
solving. When the extent of a problem moves beyond the purview of the academic advisor, it is the responsibility of the advisor to be aware of appropriate offices on or off-school campus that specialize in the student's particular situation. Petress (1996) wrote that the academic success of students depends on their physical, mental, emotional and spiritual health. In many cases a referral to another service on school campus is necessary, however it is "the advisor's initial understanding, empathy, and competent referral that is the key to student well being. Students who do not really know, trust, and frequently interact with their advisor, seldom seek the help they need and deserve" (Petress, 1996, p.2).

The final role of the academic advisor is that of personal mentor. This involves establishing and sustaining rapport and trust while focusing on the student's individual needs and personal growth requirements (Wade & Yoder, 1995). Frost (1996) asserted that the recognition of the student's individuality makes this relationship responsive to pluralism through the encouragement of students to explore their differences as positive factors. Fiddler and Alicea (1996) concurred and stated that the abilities to communicate and counsel, rest on respect for the individuality of each learner and the goal of establishing and sustaining rapport and trust with a richly diverse population of students. The role of mentor involves a commitment of time and a demonstration of a caring attitude towards the student (Beasley-Fielstein, 1986). This relationship also offers stability, assurance and consistency while serving as a source of confidential guidance, affirmation and support (Petress, 1996).

Thus, from the theoretical review, a conceptual framework was developed to guide this study. The following is the conceptual framework.

Conceptual Framework

The conceptual framework shows the relationship between academic advice as a manager's role and student retention.



The conceptual framework shows that academic advice exerts its impact on student retention through its association with variables such as student satisfaction with the school and student career planning. It was conceptualized that the better academic advice (that the better the guidance and support to students), the more student would be satisfied with the school and the better student would plan their career. This in turn would increase student retention. On the other hand, the poorer the academic advice (that the poorer the guidance and support to students), the less student would be satisfied with the school and the poorer student would plan their career. This in turn would reduce student retention.

Literature Review

Academic advice offered to students in secondary schools

Findings reviewed point to the conclusion that enhancing the quality of academic advice should improve the rate of student retention and this depends on the type of academic advice offered (Crookston, 2000). Three approaches to academic advice appear to be

prominent in the literature and these are prescriptive, developmental and intrusive academic advice (Crookston, 2000). Inherent in each is an assumption about the nature of students.

The prescriptive advising approach assumes that students are immature and irresponsible (Creamer, 2000). Because of this, prescriptive advising emphasizes the authority of school managers and the limitations of students. In this type of advising, school managers supply answers to specific questions but rarely address broad-based academic concerns. A school manager using the prescriptive approach supplies information to the student, giving out information to the students while helping the student with problems the student is encountering (Creamer, 2000).

Thus, it can be observed from above that prescriptive advising makes students to be peripheral, not integral, to the educational planning process. It show that the role of the advisor is not to guide, support and encourage decision-making but, rather, to make decisions for students. The advising relationship is based on authority, which provides little opportunity for the student to exercise control. From the researcher's observation, this leads to a relationship, which is highly convenient and desirable to some school managers, allowing them to control yet remain relatively uninvolved in the relationship.

Developmental advising, on the other hand, assumes that students are striving, responsible, and capable of self-direction and should be integral, not peripheral, to educational planning (Crookston, 2000). Crockett in Creamer (2000) defined developmental advising as "assisting students to realize the maximum educational benefits available to them by helping them to understand better themselves and to learn to

use the resources of the institution to meet their special educational needs and aspirations.”

It is observed that advising, in this sense, is viewed as a partnership between the student and his or her school manager, with the school manager's role being defined as facilitator and educator rather than prescriber. Thus, developmental advising urges students to take responsibility for their own problems and career goals. In a developmental advising relationship, students and the school manager share responsibility. This form of advising contributes to students' rational processes, environmental and interpersonal interactions, and behavioral awareness, as well as problem-solving, decision-making and evaluation skills.

Intrusive academic advisement is based on the philosophy that the school manager and the student share responsibility for student academic success or failure (Connell, 2003). It reflects the concept that students are people who matter and indicates an understanding that students' well being (or lack thereof) has an effect on their academic outcome. The intrusive school manager is actively concerned for the welfare of every student. This requires responsible, pro-active behavior on the part of the school manager. Students are seen as individuals whose uniqueness and diversity are taken into consideration from the beginning of their academic journey until they complete their education (Cheryl & Minton, 2004).

The study established which of the three type of academic advice was applied in secondary school with a hope that they might explain why there are low girl retention rates. It was expected that it is more of prescriptive academic advice used to help the

students and yet this is not the best type of academic advice that should be offered to students. Developmental or intrusive academic advice is appropriate.

Relationship between academic advice, student satisfaction with the school and student retention

There is evidence of the relationship between quality of academic advice and students' level of satisfaction with the school and thus the rate of students' retention at that school (Noel, Levitz, & Saluri, 1995). That is, quality of academic advice is a "primary predictor" of student satisfaction with the school, which is a "predictor" of student persistence (Noel & Levitz, 1995).

Research on the quality of academic advice in school reveals a pattern of disappointing findings. Astin (1993) reports the results of a national survey in which academic advice ranked 25th among the 27 different types of services evaluated by students in terms of quality, with only 40% of the surveyed students indicating the quality of academic advice they received at their school as either "good" or "very good". In addition, Ender, Winston and Miller (2000) found that low students' satisfaction with the school was related to the poor quality of academic advice students received at school and this reduced students' retention.

According to Creamer (2000) school efforts that are intentionally designed to improve academic advice offered to students should serve to improve students' level of school satisfaction and, in turn, their retention. Metzner (1999) also provides empirical evidence for a relationship between the quality of advising students receive at their school and students satisfaction with the school and the effect of this on students' retention at that

school. Results revealed that students who received good quality academic advice were satisfied with the school and thus withdrew from the school at a rate that was 25% lower than that of students who reported receiving “poor academic advice”. Students receiving poor academic advice were more dissatisfied with the school and withdrew at a rate that was 40% less than that of students who received no advising at all. Meaning that students who do not receive any academic advice are most dissatisfied with the school and thus their retention rates were lower than students who received academic advice. Thus, findings revealed that the quality academic advice has a statistically significant, indirect effect on student persistence, which was mediated by its positive association with students’ level of school satisfaction and its negative (inverse) association with students’ intent to leave the school.

National surveys of student retention practices provide additional evidence for a link between school improvement made in the quality of advising delivered to students and improvement in student retention. For instance, in a national survey of 944 schools, school administrators identified “inadequate academic advice” as the number-one characteristic linked to students’ dissatisfaction with the school leading student low retention. The same administrators reported that “improvement of academic advice” was the most common retention strategy adopted by their schools because it increases students’ school satisfaction (Beal & Noel, 1999). The effectiveness of this strategy is suggested by other national-survey data indicating that schools, which make improvements in their academic advice, experience an increased students’ satisfaction with the school and thus substantial gains in their student retention rates (Cartensen & Silberhorn, 1999).

Consistent with the foregoing survey findings are the on-site observations of Lee Noel who reports:

In our extensive work on schools over the years, [we] have found that schools where significant improvement in retention rates has been made, almost without exception, give extra attention to careful life planning and to academic advice (Noel, 1995, p. 13).

Life planning in the quotation is a wide concept, which includes an organization planning of an individual's life, group's life and the community's life. In the school content, this is schools planning for the students' life by making the school environment better to the satisfaction of the students through guidance and support, which constitute academic advice. One of the reasons why students left school in Jinja District is their satisfaction with the school, expressed in term of lack of interest (Jinja Local Government, 2005). Despite this evidence, no effort was made to find out why students lack interest in the school and this could be related to the academic advice offered to the students. Thus, this intends to fill in this gap.

Relationship between academic advice, student career planning and student retention

Retention research suggests that student commitment to educational and career goals is perhaps the strongest factor associated with student persistence to study (Wyckoff, 1999). Thus, effective advising can exert appreciable impact on student retention through its salutary influence on students' educational and career planning. The need for student support in the academic planning and decision-making process is highlighted by research findings, which indicate that (a) three of every four students are uncertain or tentative about their career choice (Titley & Titley, 1999; Frost, 1991), (b) only 8% of new students feel they know "a great deal about their subjects" (Lemoine, cited in Erickson & Summers, 1991) (c) over half of all students who enter school with an interest in a

subject, change their mind at least once before completing their education (Foote, 1999; Gordon, 2000). This degree of student uncertainty and propensity for changing educational plans has been reported in secondary schools (Marchese, 1992).

Such findings strongly suggest that students' final decisions about subjects and careers do not occur before entering secondary school, but typically materialize during the secondary school. Thus, it is not accurate to assume that students who enter secondary school with an interest in a subject are truly "decided". Instead, it is more accurate to conclude that some students entering secondary school are actually undecided about their academic and career plans, and some of the subjects they are interested in are "prematurely decided", and thus students will eventually change their minds, leading to their attrition in those subjects.

Naturally, some of this indecisiveness and changing of direction about subjects is healthy, reflecting initial exploration and eventual crystallization of educational goals that naturally accompany personal maturation and increased experience with the secondary school curriculum. It is unrealistic to expect first-year students to make long-term educational commitments until they have gained experience with specific academic programs that comprise the secondary school curriculum, some of which they may have never encountered. As Tinto points out on student retention:

Among any population of young adults who are just beginning in earnest their search for adult identity, it would be surprising indeed, if one found that most were very clear about their long-term goals. The school years are an important growing period in which new social and intellectual experiences are sought as a means of coming to grips with the issue of careers. They enter school with the hope that they will be able to formulate for themselves, not for their parents, a meaningful answer to that important question. Lest we forget, the school experience is as much, if not more, one of discovery as one of confirmation (Tinto, 1993, p. 40).

The above quotation shows that students enroll in schools clear of what they want. However, schools are big communities with new realities and experiences for the students. Through these new realities and experiences, students who thought that they knew what they wanted are influenced to change. With each growing day in the schools, students are in trial and error process of discovery searching for a new identity. While acknowledging this healthy trial-and error process of discovery, it is also true that some of the student vacillation underlying the subject-changing phenomenon reflects confusion, procrastination, or premature decision-making - due to students' lack of knowledge about themselves and their compatibility with their initial choice, or lack of knowledge about the relationship between school subjects and future careers. This is emphasized by Upcraft, Finney, and Garland (1999) as they noted thus;

“Some of the confusion about subjects and careers may result from students [being] pushed into careers by their families, while others have picked one just to relieve their anxiety about not having a career choice. Still others may have picked popular or lucrative careers, knowing nothing of what they are really like or what it takes to prepare for them. However, once they enroll in schools, they confront confusion of what they really want and this may contribute to their decision to stay in the school” (p. 18).

This shows a relationship between students' career planning and their low retention at schools. The relationship between effective educational decision-making and student retention is also empirically documented by Astin (2000), whose research indicates that prolonged indecision about an academic subjects and career goals is correlated with low student retention. Lenning, Beal, and Sauer (1999) also report that students' goal motivation/commitment correlates positively with persistence to pass from one class to another, and this correlation has been found to hold true for both men and women (Anderson, 2000). In addition, Willingham (1995) reports “poor sense of direction” to be one of the most frequently cited reasons identified by students as a factor that detracted them from their experiencing a more successful and satisfying secondary school career. In

fact, Levitz and Noel (2000) found “lack of certainty about a subject and/or career” to be the number-one reason cited by students for their decision to drop out of secondary school. The implication of these findings for academic advice is suggested by survey by Beal and Noel (2000), who found that, “Many students leave one subject - or sometimes drop out - simply because they do not know much about subject” (p. 103).

The indecisiveness of students in their career choice as explained earlier and as shown in by Upcraft, Finney and Garland (1999) and its relationship to low students’ retention requires interventions from those running schools by providing guidance and support to the students in their career decisions to enable students continue staying in schools. Secondary school students clearly need support through effective academic advice to negotiate the challenging and sometimes confusing process of educational planning and decision-making. In support of this, Tinto emphatically states:

It is part of the educational mandate of schools to assist students in coming to grips with the important question of career choice. The regrettable fact is that some schools do not see student uncertainty in this light. They prefer to treat it as a deficiency in student development rather than as an expected part of that complex process of personal growth. The implications of such views for policy are not trivial [because] unresolved intentions over an extended period can lead to departure from the schools. When plans remain unformulated over extended periods, students are more likely to depart without completing their education (Tinto, 1993, p. 41).

Viewed collectively, the research reviewed in this section point directly to the conclusion that students need support to engage in effective educational planning and decision-making, and if this support is received, they will more likely persist in their studies. Moreover, if this support is delivered proactively to students immediately they join senior one, they may make more thoughtful, more accurate, initial choices about subjects and careers. This may serve to not only promote student retention, but also reduce the probability of prolonged student indecisiveness and premature decision-making, which

can eventuate in changing of subjects at later stages in the secondary school experience or even completely abandon schooling. Student indecisiveness and late subject-changing may result repetition of a class and thus, delayed progress in their education. This may be one factor contributing to the extended length of time it now takes secondary school students in Jinja District to complete their education. It is reasonable to anticipate that receipt of proactively delivered developmental advising will promote earlier and more complete crystallization of secondary school education, thereby reducing their average time to education completion.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter deals with the methodology of the study upon which findings, interpretations, and conclusions were drawn. It highlights the process of design, study area population, sample size, sample selection method, research instruments, data management, data presentation, analysis and limitations.

Research Design

This was a correlational survey design, which used both qualitative and quantitative methods. According to Doyle (2000), a survey can be a powerful and useful tool for carrying out a study on human characteristics, attitudes, thoughts, and behavior. The survey had two distinct characteristics. First, the survey produced quantitative descriptions of some aspects of the study population and second it primarily concerned relationships between academic advice as a manager's role and retention rate of girl-child. Qualitative methods were used to collect text data in form of unstructured questions, also referred to as open-ended questions (see appendix 1 to 4). According to Abranovic (1997), unstructured questions are questions without predetermined responses for respondents to choose from, which allow the respondents room to briefly explain an issue at hand. Quantitative methods involved collecting numeric data in form of structured questions, also referred to as close-ended questions, which were later coded numerically (see appendix 1 to 4). According to Abranovic (1997), structured questions are questions with predetermined responses, where the respondents were limited to specific responses.

Area of Study

The research was conducted in Jinja district. Jinja district is located in the Eastern Region of Uganda comprising of 11 sub counties. It is 87 km away from Kampala, the capital city and the district is bordered with Iganga district to the East, Kamuli district to the North and Mokono district to the West, while with Lake Victoria in the south. Jinja district was selected because it had a low rate of girl-student retention rate. Some schools were chosen from Jinja municipality while others came from rural.

Population

The study was conducted in both government and private schools. Given that it targeted girl-children, the schools under study were girls only and mixed schools. In Jinja district, there were only four girls only schools, of which two were government and two were private. In addition, there were 25 mixed schools in Jinja district of which 10 were government and 15 were private. Thus, the population of the study consisted of secondary school administrators, teachers, senior women, director of studies and O' and A' level girls from these 29 girls-only and mixed schools in Jinja district. The total population of these categories of respondents was 1280. School administrators were targeted because they were at the top of the hierarchy in the management of schools and thus were involved in the running of the schools and therefore, they were in position to have knowledge about academic advice offered by middle managers and student retention in the schools. Teachers, senior women and director of studies are the middle managers in schools, who were the focus of this study in respect providing academic advice, which was sought to influence students' decision to stay or leave the schools. They are supposed to teach students how to become responsible education consumers, make viable academic decisions and deal with the confusion that comes with a new education environment by

clarifying students' goals for them to get most out of their education. Given that their roles differ as spelt out by schools, they were expected to have knowledge of what, why, how they do or fail to do in their role as middle managers.

Sample Size

All the four purely girls schools, of which two were government and two were private, were selected. This influenced the selection of the mixed schools whereby two government and two private mixed were selected. In total, eight schools were selected and from these schools, the total population of the categories of respondents was 1280. The study sampled 10% of categories of respondents as recommended by Abranovic (1997) and thus the total sample was 128. From each school, two school administrators (one from O' level and one from A' level), two teachers (one from O' level and one from A' level), one senior woman, one director of studies and 10 girls (five from O' level in senior four and five from A' level in senior six) were selected. Thus, 16 school administrators, 16 teachers, 8 senior women, 8 director of studies and 80 O' and A' level girls were selected.

Sample Selection Method

Stratified sampling was used to select the schools. This method was preferred because the study targeted different types of school and using this method, each individual in the different types of schools had an opportunity to be selected. After selecting the schools, simple random sampling was used in each type of school to select the teachers and secondary school girls, respectively. Since this category of respondents was too big, simple random sampling eased the selection process while at the same time giving an equal opportunity to all members of these categories to be selected. The senior women in

each of the schools were automatically included in the sample since there was one senior woman per school. Administrators and director of studies were purposively selected because of the positions they hold.

Research instruments

The researcher used questionnaires as a source of data. A questionnaire is a data collecting method where questions are set for the respondents to answer by their own. Questionnaires were used because they eased data collection from a big group of respondents in terms of the time required given that they are self-administered whereby respondents fill them in by themselves. The questionnaire approach was also selected because it enabled the respondents to express freely their opinion about the variables under study. As a form of research instrument, questionnaires offer anonymity and increase the likelihood of obtaining accurate information when sensitive information is required. Questions were used to collect quantitative and qualitative information about academic advice and student retention through its association with variables such as student satisfaction with the school experience and student career planning. The questionnaires comprised open-ended questions and a few closed-ended questions for all the categories. The reason for employing this instrument was that all the respondents could read and write.

Validity of Research Instruments

According to Abranovic (1997), validity of instruments refers to the extent to which a test measures what it is supposed to measure. Since validity is a very important psychometric property of measurement, there was need to establish it before the instruments were used by doing the following: The questions in the questionnaire were subjected to face validity

by the supervisor. Their appropriateness and generalizability to the topic were validated by use of four raters who were experts in the field of study under research. The content validity index of the questionnaire items was then computed using the formula:

$$CVI = \frac{\text{Number of items rated as relevant}}{\text{Total number of items in the questionnaire}}$$

The CVI was .76, .73, .79 and .82 for the questionnaires for school administrators, senior women, teachers, and students, respectively. These CVIs were above 0.7, and thus the questionnaires were considered valid.

Reliability of Research Instruments

Reliability means consistency in the instrument to get the similar results (Abranovic, 1997). After establishing the validity of the research instruments, a pretest was carried out among twenty respondents whose respondents' view were subjected to a cronbach Alpha coefficient reliability test using the following formula:

$$\text{Reliability} = \frac{K}{K - 1} \left[1 - \frac{\sum Sdi^2}{SDt^2} \right]$$

Where; $\sum Sdi^2$ = Sum of variance of individual items in the questionnaire
 SDt^2 = Variance of the entire questionnaire
 K = Number of items in the questionnaire

The reliability coefficients were .71, .83, .75 and .72 for the questionnaires for school administrators, senior women, teachers, and students, respectively. These were above 0.7, and thus the questionnaires were considered reliable for collecting data.

Procedure

The researcher got approval from the supervisor to proceed to collect data. A letter of introduction from the Department of Higher Education, School of Education, Makerere University was presented to the authorities in secondary schools. With the help of directors of studies at the schools, the researcher was able to administer and collect the questionnaires from the respondents. The whole exercise of data collection lasted one month.

Data Analysis

Quantitative data collected from the targeted population was edited, coded, and analyzed using The SPSS analysis package. For quantitative data, frequency and percentages were used to determine the academic advice offered to girls in secondary schools. This was based on how the majority of the respondents responded to the questions. In addition, correlations were computed to determine the relationship between academic advice, student satisfaction with the school experience and student career planning. In particular, the Spearman Rank Correlation was computed because the questions in the questionnaire were accompanied by an ordinal scale. The correlation coefficient was used to determine the strength of the relationship between academic advice, student satisfaction with the school experience and student career planning. The sign of the correlation coefficient was used to determine the nature of the relationship between academic advice, student satisfaction with the school experience and student career planning. The significance level of the correlation coefficient was used to determine the researcher's confidence with the findings about the relationship between academic advice, student satisfaction with the school experience and student career planning. Qualitative data was summarized and categorized into themes, which were used to support the quantitative findings.

Ethical Considerations

Each questionnaire contained an opening introductory letter requesting for the respondents' cooperation in providing the required information for the study. The respondents were further assured of confidentiality of the information provided and that it would be used for academic purposes only. In addition, verbal consent was sought from all the respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter presents the analysis and results of the study. It is divided into four sections according to the objectives of the study. The first section presents the analysis and results on the respondents' profile. The second section presents the analysis and results on the academic advice offered to girls in secondary schools by school managers. The third section presents the analysis and results on the relationship between academic advice, girl-child satisfaction with the school and girl-child retention. The fourth section presents the analysis and results on the relationship between academic advice, girl-child career planning and girl-child retention.

Respondents' Profile

The respondents' profile included the location of their schools, type of their schools, category of their schools and ownership of their schools. Findings are presented in the following table accompanied with an analysis and interpretation.

Table 3: Distribution of respondents by their profile

	Respondents				Total
Location of school	Administrators	Teachers	Senior woman	Students	
Urban	25.0%	25.0%	28.6%	25.7%	25.7%
Semi urban	25.0%	25.0%	28.6%	25.7%	25.7%
Rural	50.0%	50.0%	42.9%	48.6%	48.6%
Type of school	Administrators	Teachers	Senior woman	Students	
Purely girls	50.0%	50.0%	57.1%	50.0%	50.5%
Mixed	50.0%	50.0%	42.9%	50.0%	49.5%
Category of school	Administrators	Teachers	Senior woman	Students	
Day school	31.3%	33.3%	28.6%	29.7%	30.3%
Boarding school	37.5%	33.3%	42.9%	39.2%	38.5%
Day & boarding school	31.3%	33.3%	28.6%	31.1%	31.2%
Ownership of school	Administrators	Teachers	Senior woman	Students	Total
Government	50.0%	50.0%	42.9%	50.0%	49.5%
Private	50.0%	50.0%	57.1%	50.0%	50.5%

More administrators, teachers, senior women and students from rural schools(42.9-50%) participated in the study compared to 25-28.6% from the urban and semi-urban schools. The reason for selecting more rural schools than urban and semi-urban schools was that girl retention in secondary schools was low in rural schools compared to urban and semi-urban schools. Almost an equal percentage of administrators, teachers, senior women and students from purely girls and mixed schools participated in the study. In addition, almost an equal percentage of administrators, teachers, senior women and students from day schools, boarding schools and day and boarding schools participated in the study. Lastly, almost an equal percentage of administrators, teachers, senior women and students from government and private schools participated in the study.

Research Question 1: What Academic Advice Do the School Managers Offer to Girls in Secondary Schools?

Before establishing the academic advice offered to girls in secondary schools by school managers, there was need to first find out from the school managers (who comprised headteachers, deputy headteachers, directors of studies, senior women and teachers) and the students whether school managers actually provide academic advice. Findings are presented in Table 4.

Table 4: Respondents’ view on whether school managers provide academic advice

Respondents	Response		Total
	Yes	No	
	Frequency (%)	Frequency (%)	Frequency (%)
Headteachers, deputy headteachers and directors of studies	16 (100%)	0 (0%)	16 (100%)
Senior women teacher	7 (100%)	0 (0%)	7 (100%)
Teachers	12 (100%)	0 (0%)	12 (100%)

When the school managers were asked whether they provided academic advice (guidance and support) to students, all responded in affirmative. Confirming their view, students also reported that they received guidance and support during academic time at school from school managers. The implication of these findings is that students in secondary schools in Jinja District received academic advice in form of guidance and support.

In respect to what academic advice was offered, the school managers and students reported that the guidance and support offered to students in the school focused on

improving students' academic performance and morality, and teaching students on how to avoid contracting diseases such as HIV/AIDS and STDs. Others reported that the focus is on valuing life, continuing with studies, developing ones career, sex education, life skills and respect of the authority. Details of this data are presented in Table 5.

Table 5: Respondents' view on the focus of academic advice

Respondents	Respondents' view									Total respondents
	Academic performance	Morality	Teaching about HIV/AIDS & STDs	Valuing life	Continuing with studies	Career development	Sex education	Life skills	Respect of authority	
	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	
Headteachers, deputy headteachers and directors of studies	16 (100%)	12 (75%)	8 (50%)	5 (31%)	11 (69%)	13 (81%)	7 (44%)	16 (100%)	14 (88%)	16 (100%)
Senior women teacher	7 (100%)	6 (88%)	0 (0%)	2 (29%)	6 (86%)	7 (100%)	6 (86%)	7 (100%)	3 (43%)	7 (100%)
Teachers	12 (100%)	9 (75%)	7 (58%)	5 (42%)	10 (83%)	11 (92%)	5 (42%)	12 (100%)	8 (67%)	12 (100%)
Students	74 (100%)	57 (77%)	48 (65%)	53 (72%)	69 (93%)	67 (91%)	43 (58%)	74 (100%)	55 (74%)	74 (100%)

Note that this was an open-question where respondents reported more than one answer (multiple answers) and thus the computed percentages were based on the number of times an answer was mentioned by a category of respondents divided by the of respondents in that category. For example, for the category of teachers who were 12 in total, if an answer was reported by only 4 teachers, the percentage was computed as follows: $4/12 \times 100\%$.

Findings in Table 5 show that all managers and students reported that the guidance and support focused on academic performance and life skills. Most managers and students (that 60% to 90%) reported that the guidance and support focused on morality, continuing with studies and career development. Thus, these findings suggest these were major focus of the guidance and support provided to the students in secondary schools in Jinja district. In addition, the findings in Table 5 highlight who does what during academic advice. For example, all the middle managers at school focus on academic performance and life skills and most focus morality, continuance with studies, and career development. However, findings show that in addition to these various managers focus on different issues when providing academic advice. For example, senior women teachers focus on sex education while headteachers, deputies, directors of studies and teachers focus respect of authority.

The school managers and students were then asked the adequacy of academic advice provided to students. Findings are presented in Table 6.

Table 6: Respondents' view on adequacy of academic advice provided to students

Respondents	Response			Total
	Inadequate	Fairly adequate	Adequate	
	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
Headteachers, deputy headteachers and directors of studies	0 (0%)	9 (56.2%)	7 (43.8%)	16 (100%)
Senior women teacher	0 (0%)	5 (71.4%)	2 (28.6%)	7 (100%)
Teachers	0 (0%)	7 (58.3%)	5 (41.7%)	12 (100%)
Students	2 (2.7%)	40 (54.1%)	32 (43.2%)	74 (100%)

When the school managers were asked how adequate the guidance and support they provide to students was, 56.2% to 71.4% of them reported that the academic advice provided to students was fairly adequate compared to 28.6% to 43.8% who were of the view that it was adequate. Among the students on the other hand, 54.1% of them reported that the academic advice provided as fairly adequate compared to 43.2% who said advising provided was adequate and 2.7% students who reported that advising provided was inadequate. Thus, from these findings it can be concluded that the academic advice provided to students was general fairly adequate in most secondary schools in Jinja District.

The school managers, senior women teachers, teachers and students were then asked about the quality of guidance and support provided to students. Findings are presented in Table 7.

Table 7: Respondents' view on the quality of guidance and support provided to students

Respondents	Response			Total
	Poor	Fair	Good	
	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
Headteachers, deputy headteachers and directors of studies	0 (0%)	9 (56.2%)	7 (43.8%)	16 (100%)
Senior women teacher	0 (0%)	5 (71.4%)	2 (28.6%)	7 (100%)
Teachers	0 (0%)	7 (58.3%)	5 (41.7%)	12 (100%)
Students	1 (1.4%)	49 (66.2%)	24 (32.4%)	74 (100%)

Table 6 shows that most of the respondents held the view that the quality of academic advice provided to students was fair. Furthermore, 28.6% to 43.8% was of the view that the quality of academic advice provided to students was good. Similarly, when students were asked about the quality of the guidance and support offered to them, 66.2% responded that the quality of academic advice provided to students was fair. It was only 1.4% of the students with the view that the quality of academic advice provided to students was poor. Thus, from these finding it can be concluded that the quality of academic advice provided to students was generally fair in most secondary schools in Jinja District.

Respondents were asked how close the relationship between student and the providers of school academic advice was. Forty-four school managers and students said the relationship between student and the provider of school academic advice was very close. Among the reasons given were that teachers freely interacted with the students and expressed themselves freely, providers of school academic advice call students every

week to guide them in school activities, and teachers were very social when providing such a service.

Fifty-nine school managers and students said the relationship between student and the provider of school academic advice was fair. In this respect, the following reasons emerged that students tend to fear management, students rarely see those responsible to offer such services, and in other schools, students receive different people who come to provide such services and some who offer such services are part-timers.

Six school managers said the relationship between student and the provider of school academic advice was very poor. The major issues that were cited were that teachers were not friendly and approachable for most students seeking help and they tend to favor a few students.

The school managers and students were asked how the guidance and support were offered to students in the school. Findings are presented in Table 8.

Table 8: Respondents' view on how the guidance and support were offered to students in the school

Response	Headteachers, deputy headteachers, directors of studies	Senior women teacher	Teachers	Students
	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
Only when there is scheduling of classes and registration	1 (6.3%)	0 (0%)	0 (0%)	0 (0%)
During class time	3 (18.8%)	1 (14.3%)	5 (41.7%)	9 (12.2%)
During the few weeks prior to registration each new term	9 (56.3%)	3 (42.9%)	7 (58.3%)	61 (82.4%)
Goes throughout the academic year	3 (18.8%)	3 (42.9%)	0 (0%)	4 (5.4%)
Total	16 (100%)	7 (100%)	12 (100%)	74 (100%)

Findings reveal that apart from the senior women teachers, most of school headteachers, deputy headteachers and directors of studies (56.3%), teachers (58.3%) and students (82.4%) responded that the guidance and support were offered to students during the few weeks in the school (e.g. prior to registration each new term). Thus, this further shows that academic advice is less frequently provided to girls in secondary schools in Jinja District.

The students were asked to describe how the behavior of school managers has been in the process of guidance and support offered to students. Most students (75.0%) described the behavior of those who provide guidance and support to them as fair. This is evident from Table 9, which shows the views of school managers and students on the behavior of those who provide guidance and support to the students. Following the table is the interpretation of the findings

Table 9: Respondents' view on the behavior of school managers in providing guidance and support

Questions about the extent the school managers have performed academic advice functions	School managers' s response				Students' s response			
	Poor	Fair	Good/ Excellent	Total	Poor	Fair	Good/ Excellent	Total
1. Extent school managers interacted with students outside the classroom on a less formal basis	2 (6%)	17 (47%)	16 (46%)	35 (100%)	13 (18%)	38 (51%)	23 (31%)	74 (100%)
2. Extent school managers served students as someone whom they feel comfortable seeking out, who knows them by name, who knows their individual interests, aptitudes, and values	0 (0%)	26 (74%)	9 (26%)	35 (100%)	15 (20%)	38 (51%)	21 (29%)	74 (100%)
3. Extent school managers served students as someone who takes special interest in their personal experiences, progress, and development	3 (9%)	18 (51%)	14 (40%)	35 (100%)	6 (6%)	52 (48%)	51 (46%)	74 (100%)
4. Extent school managers acted as a confidante to whom students can turn for advice, counsel, guidance, or encouragement	1 (3%)	21 (60%)	13 (37%)	35 (100%)	2 (3%)	58 (78%)	14 (19%)	74 (100%)
5. Extent school managers listened to students actively, empathically, and non-judgmentally	0 (0%)	24 (69%)	11 (31%)	35 (100%)	5 (7%)	43 (58%)	26 (35%)	74 (100%)
6. Extent school managers allowed students to freely explore their personal values and belief systems	1 (3%)	20 (57%)	14 (40%)	35 (100%)	14 (19%)	37 (50%)	23 (31%)	74 (100%)
7. Extent school managers treated students as people to be served and developed	1 (3%)	24 (69%)	10 (29%)	35 (100%)	6 (8%)	46 (62%)	22 (30%)	74 (100%)
8. Extent school managers brought integration and coherence to the students' school experience - by promoting their appreciation of the purpose of general education and the co-curriculum	2 (6%)	19 (54%)	14 (40%)	35 (100%)	6 (8%)	33 (45%)	35 (37%)	74 (100%)
9. Extent school managers helped students become more self-aware of their distinctive interests, talents, values, and priorities	1 (3%)	24 (69%)	10 (29%)	35 (100%)	3 (4%)	47 (64%)	24 (32%)	74 (100%)
10. Extent school managers broadened students' perspectives with respect to their personal life choices	1 (3%)	20 (57%)	14 (40%)	35 (100%)	14 (19%)	32 (43%)	28 (39%)	74 (100%)

When asked to what extent school managers interacted with students outside the classroom on a less formal basis, more school managers (47%) and students (51%) explained that it was fair compared to 46% school managers and 31% students who said that it was good/excellent and 6% school managers and 18% students who said that it was poor. Thus, this shows that in most secondary schools in Jinja District, the extent the school managers interacted with students outside the classroom on a less formal basis was fair while in reasonable proportion of secondary schools, it was good/excellent.

When asked to what extent school managers served students as someone whom they feel comfortable seeking out, who knows them by name, who knows their individual interests, aptitudes, and values, more school managers (74%) and students (51%) clarified that it was fair compared to 26% school managers and 29% students who said it was good/excellent and 0% school managers and 20% students who said it was poor. Thus, this shows that in most secondary schools in Jinja District, the extent the school managers served students as someone whom they feel comfortable seeking out, who knows them by name, who knows their individual interests, aptitudes, and values was fair while in reasonable proportion of secondary schools, it was good/excellent.

Regarding extent to which school managers served students as someone who takes special interest in their personal experiences, progress, and development, more school managers (51%) and students (48%) reported that it was fair compared to 40% school managers and 46% students who explained it was good/excellent and 9% school managers and 6% students who explained it was poor. Thus, this shows that in most secondary schools in Jinja District, the extent the school managers served students as someone who takes

special interest in their personal experiences, progress, and development was fair while in reasonable proportion of secondary schools, it was good/excellent.

Concerning the extent school managers acted as a confidante to whom students can turn for advice, counsel, guidance, or encouragement, more school managers (60%) and students (78%) explained that it was fair compared to 37% school managers and 19% students who elucidated that it was good/excellent and 3% school managers and 3% students who said that it was poor. Thus, this shows that in most secondary schools in Jinja District, the extent the school managers acted as a confidante to whom students can turn for advice, counsel, guidance, or encouragement was fair while in reasonable proportion of secondary schools, it was good/excellent.

Relating to the extent school managers listened to students actively, empathically, and non-judgmentally, more school managers (69%) and students (58%) reported that it was fair compared to 31% school managers and 35% students who said it was good / excellent and 0% school managers and 7% students who said it was poor. Thus, this shows that in most secondary schools in Jinja District, the extent the school managers listened to students actively, empathically, and non-judgmentally was fair while in reasonable proportion of secondary schools, it was good / excellent.

As to the extent school managers allowed students to freely explore their personal values and belief systems, more school managers (57%) and students (50%) reported that it was fair compare to 40% school managers and 31% students who suggested it was good/excellent and 3% school managers and 19% students who suggested it was poor. Thus, this shows that in most secondary schools in Jinja District, the extent the school

managers allowed students to freely explore their personal values and belief systems was fair while in reasonable proportion of secondary schools, it was good / excellent.

Relating to the extent school managers treated students as people to be served and developed, more school managers (69%) and students (62%) reported that it was fair compared to 29% school managers and 30% students, who said that it was good/excellent and 3% school managers and 8% students, who said that it was poor. Thus, this shows that in most secondary schools in Jinja District, the extent the school managers treated students as people to be served and developed was fair while in reasonable proportion of secondary schools, it was good / excellent.

With regard to the extent school managers brought integration and coherence to the students' school experience - by promoting their appreciation of the purpose of general education and the co-curriculum, more school managers (54) and students (45%) explained that it was fair compared to 40% school managers and 37% students who said it was good/excellent and 6% school managers and 8% students who said it was poor. Thus, this shows that in most secondary schools in Jinja District, the extent the school managers brought integration and coherence to the students' school experience - by promoting their appreciation of the purpose of general education and the co-curriculum was fair while in reasonable proportion of secondary schools, it was good/excellent.

Regarding the extent school managers helped students become more self-aware of their distinctive interests, talents, values, and priorities, more school managers (69%) and students (64%) explained that it was fair compared to 29% school managers and 32% students who said it was good/excellent and 3% school managers and 4% students who

said it was poor. Thus, this shows that in most secondary schools in Jinja District, the extent the school managers helped students become more self-aware of their distinctive interests, talents, values, and priorities was fair while in reasonable proportion of secondary schools, it was good / excellent.

Regarding the extent school managers broadened students' perspectives with respect to their personal life choices, more school managers (57%) and students (43%) said that it was fair compared to 40% school managers and 39% students who reported that it was good/excellent and 3% school managers and 19% students who reported that it was poor. Thus, this shows that in most secondary schools in Jinja District, the extent the school managers broadened students' perspectives with respect to their personal life choices was fair while in reasonable proportion of secondary schools, it was good/excellent.

Research Question 2: What is the Relationship between Academic Advice, Girl-Child Satisfaction with the School and Girl-Child Retention?

Before establishing the relationship between academic advice, girl-child satisfaction with the school and girl-child retention, there was need to establish the respondents' views on girl-child satisfaction with the school and girl-child retention (that is girl-child dropout in the school and girl-child class repetition in the school). Data showed that the majority of the students 58.1% were fairly satisfied with the academic advice while 52.7% were satisfied . Only 4.1% were not satisfied. Respondents were also asked to rate girls' dropout. Respondents' views are presented in Table 10.

Table 10: Respondents' rating of girl-child dropout in the school

Respondents	Response			Total
	High	Moderate	Low	
	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
Headteachers, deputy headteachers and directors of studies	2 (12.5%)	7 (43.8%)	7 (43.8%)	16 (100%)
Senior women teacher	2 (28.6%)	5 (71.4%)	0 (0%)	7 (100%)
Teachers	0 (0%)	9 (75.0%)	3 (25.0%)	12 (100%)
Students	3 (4.1%)	32 (43.2%)	39 (52.7%)	74 (100%)

It is clear from Table 10 that more teachers (75%) and senior women teachers (71.4%) thought dropout was moderately high compared to 25% teachers and 0% senior women who thought it was low and 0% teachers and 28.6% senior women who said it was high. However, more students (52.7%) reported that it was low compared to 43.2% who said it was moderate and 0% who said it was high. On the other hand, more school headteachers, deputy headteachers and directors of studies (43.8%) rated girl-child dropout in the school as moderate while a similar proportion school headteachers, deputy headteachers and directors of studies (43.8%) rated it as good compared to 12.5% who rated it as high. A headteacher from one of the schools said “*On average, 3-4 girls dropout per class*”. A second headteacher said “*Roughly every term 2 dropout per class*”. A third headteacher said “*Every term 2-3 dropout per class*”. A fourth headteacher said “*Every term 4 dropout per class*”. These findings generally show that a moderate to low girl-child dropout in most schools and a high girl-child dropout in few schools

School managers and students were asked to rate girl-child class repetition in the school. Findings are presented in Table 11.

Table 11: Respondents' rating of girl-child class repetition in the school

Respondents	Response			Total
	High	Average	Low	
	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
Headteachers, deputy headteachers and directors of studies	1 (6.3%)	6 (37.5%)	9 (56.3%)	16 (100%)
Senior women teacher	0 (0%)	6 (85.7%)	1 (14.3%)	7 (100%)
Teachers	0 (0%)	9 (75.0%)	3 (25.0%)	12 (100%)
Students	2 (2.7%)	34 (45.9%)	38 (51.4%)	74 (100%)

Table 11 shows that repetition is generally low to moderate as reported by 85.7% of the senior women teachers and 75% of the teachers compared to 14.3% senior women teachers and 25% teachers who said it was low. More headteachers, deputy headteachers, directors of studies (56.3%) and students (51.4%) said it was low compared to headteachers, deputy headteachers, directors of studies (37.5%) and students (45.9%) said it was moderate. A headteacher from one of the schools said “*Four girls repeat a class*”. A second headteacher said “*Two girls repeat a class*”. A third headteacher said “*Every term 2-3 girls repeat a class*”. A fourth headteacher said “*Every term 2 girls repeat a class*”.

Hypothesis 1: There is No Relationship between Academic Advice, Girl-Child Satisfaction with the School and Girl-Child Retention

Having established the respondents' views on academic advice, girl-child satisfaction with the school and girl-child retention, a relationship between these variables was determined. Findings are presented in Tables 12.

Table 12: Correlation of academic advice, girl-child satisfaction with the school and girl-child retention

	Adequacy of academic advice provided	Quality of academic advice provided	Students' satisfaction with the school
Students' satisfaction with the school	r = .347 p = .000 n = 109	r = .387 p = .000 n = 109	
Girl-child school dropout			r = -.529 p = .000 n = 109
Girl-child class repetition			r = -.634 p = .000 n = 109

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

There was a weak correlation ($r = .347$) between adequacy of academic advice (guidance and support) provided to students and students' satisfaction with the school. The weak correlation implied that a change in adequacy of academic advice provided to students results into a slight change in students' satisfaction with the school. The correlation was positive. The positive sign of the correlation implied that the less the adequacy of academic advice (guidance and support) provided to students, the lower the students' satisfaction with the school, and vice versa. Testing the above findings, the significance

of the correlation ($p = .000$) was less than the critical significance at .05. This implied the findings could be relied upon.

There was a weak correlation ($r = .387$) between quality of academic advice provided to students and students' satisfaction with the school. The weak correlation implied that a change in quality of academic advice provided to students results into a slight change in students' satisfaction with the school. The correlation was positive. The positive sign of the correlation implied that the poorer the quality of academic advice (guidance and support) provided to students, the lower the students' satisfaction with the school, and vice versa. The significant of correlation ($p = .000$) was less than the critical significance at .05. This implied the findings could be relied upon.

There was a moderate correlation ($r = -.529$) between students' satisfaction with the school and girl-child dropout in the school. The moderate correlation implied that a change in students' satisfaction with the school results into a moderate change in girl-child dropout in the school. The correlation was negative. The negative sign of the correlation implied that the more the students' satisfaction with the school, the lower the girl-child dropout in the school, and vice versa. The significant of correlation ($p = .000$) was less than the critical significance at .05. This implied the findings could be relied upon.

There was a strong correlation ($r = -.634$) between students' satisfaction with the school and girl-child class repetition in the school. The strong correlation implied that a change in students' satisfaction with the school results into a big change in girl-child dropout in the school. The correlation was negative. The negative sign of the correlation implied that

the more the students' satisfaction with the school, the lower the girl-child class repetition in the school, and vice versa. The significant of correlation ($p = .000$) was less than the critical significance at .05. This implied the findings could be relied upon.

Thus, from the findings, given that the correlation coefficients were significant, hypothesis 1 was accepted and it can be observed that the relationship depicted in the conceptual framework is confirmed. It is shown that the better academic advice, the more student are satisfied with the school. This in turn increases student retention. On the other hand, the poorer the academic advice, the less student are satisfied with the school. This in turn reduces student retention.

Research Question 3: What is the Relationship between Academic Advice, Girl-Child Career Planning and Girl-Child Retention?

Before establishing the relationship between academic advice, girl-child career planning and girl-child retention, there was need to establish the respondents' views on girl-child career planning. Findings are presented in Tables 12 and 13.

Table 13: Respondents' view on how well students set their career goals

Respondents	Response			Total
	Poor	Fair	Good	
	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
Managers	1 (6.3%)	10 (62.5%)	5 (31.3%)	16 (100%)
Senior women teacher	1 (14.3%)	5 (71.4%)	1 (14.3%)	7 (100%)
Teachers	0 (0%)	9 (75.0%)	3 (25.0%)	12 (100%)
Students	5 (6.8%)	43 (58.1%)	26 (35.1%)	74 (100%)

Findings reveal that most school headteachers, deputy headteachers and directors of studies (62.5%) rated students' setting of their career goals as fair. In support, most senior women teachers (71.4%), teachers (75.0%) and students (58.1%) rated students' setting of their career goals as fair. Thus, from these finding it can be deduced that in most secondary schools in Jinja District, the students were fairly well in setting their career goals.

Table 14: Respondents' view on how well students make career decisions

Respondents	Response			Total
	Poor	Fair	Good	
	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
Managers	2 (12.5%)	6 (37.5%)	8 (50.0%)	16 (100%)
Senior women teacher	2 (28.6%)	5 (71.4%)	0 (0%)	7 (100%)
Teachers	0 (0%)	9 (75.0%)	3 (25.0%)	12 (100%)
Students	5 (6.8%)	41 (55.4%)	28 (37.8%)	74 (100%)

Findings reveal that most school headteachers, deputy headteachers and directors of studies (50.0%) rated students' career decisions as good. However, contrary to school

headteachers, deputy headteachers and directors of studies, most senior women teachers (71.4%), teachers (75.0%) and students (55.4%) rated students' career decisions as fair. Thus, from these finding it can be deduced that in most secondary schools in Jinja District, students were fairly well making their career decisions.

Hypothesis 2: There is no Relationship between Academic Advice, Girl-Child Career Planning and Girl-Child Retention

Having established the respondents' views on academic advice, girl-child career planning and girl-child retention, a relationship between these variables was determined. Findings are presented in Tables 14.

Table 15: Correlation of academic advice, girl-child satisfaction with the school and girl-child retention

	Adequacy of academic advice provided	Quality of academic advice provided	Students' career goal setting	Students' career decision-making
Students' career goal setting	r = .322 p = .000 n = 109	r = .308 p = .000 n = 109		
Students' career decision-making	r = .327 p = .000 n = 109	r = .313 p = .000 n = 109		
Girl-child school dropout			r = -.543 p = .000 n = 109	r = -.614 p = .000 n = 109
Girl-child class repetition			r = -.582 p = .000 n = 109	r = -.492 p = .000 n = 109

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

There was a weak correlation ($r = .322$) between adequacy of academic advice (guidance and support) provided to students and students' career goal setting. The weak correlation implied that a change in adequacy of academic advice provided to students results into a slight change in students' career goal setting. The correlation was positive. The positive sign of the correlation implied that the less the adequacy of academic advice provided to students, the poorer the students' career goal setting, and vice versa. The significance of the correlation ($p = .000$) was less than the critical significance at .05. This implied that the above findings are reliable.

There was a weak correlation ($r = .327$) between adequacy of academic advice provided to students and students' career decision-making. The weak correlation implied that a change in adequacy of academic advice provided to students results into a slight change in students' career decision-making. The correlation was positive. The positive sign of the correlation implied that the less the adequacy of academic advice provided to students, the poorer the students' career decision-making, and vice versa. The significance of the correlation ($p = .000$) was less than the critical significance at .05. This implied that the above findings are reliable.

There was a weak positive correlation ($r = .308$) between quality of academic advice provided to students and students' career goal setting. The weak correlation implied that a change in quality of academic advice provided to students results into a slight change in students' career goal setting. The correlation was positive. The positive sign of the correlation implied that the poorer the quality of academic advice provided to students, the poorer the students' career goal setting, and vice versa. The significance of the

correlation ($p = .000$) was less than the critical significance at .05. This implied that the above findings are reliable.

There was a weak positive correlation ($r = .313$) between quality of academic advice provided to students and students' career decision-making. The weak correlation implied that a change in quality of academic advice provided to students results into a slight change in students' career decision-making. The correlation was positive. The positive sign of the correlation implied that the poorer the quality of academic advice provided to students, the poorer the students' career decision-making, and vice versa. The significance of the correlation ($p = .000$) was less than the critical significance at .05. This implied that the above findings are reliable.

There was a moderate negative correlation ($r = -.543$) between students' career goal setting and girl-child dropout in the school. The moderate correlation implied that a change in students' career goal setting results into a moderate change in girl-child dropout in the school. The correlation was negative. The negative sign of the correlation implied that the more the students' career goal setting, the lower the girl-child dropout in the school, and vice versa. The significance of the correlation ($p = .000$) was less than the critical significance at .05. This implied that the above findings are reliable.

There was a moderate correlation ($r = -.582$) between students' career goal setting and girl-child class repetition in the school. The moderate correlation implied that a change in students' career goal setting results into a moderate change in girl-child class repetition in the school. The correlation was negative. The negative sign of the correlation implied that the more the students' career goal setting, the lower the girl-child class repetition in the

school, and vice versa. The significance of the correlation ($p = .000$) was less than the critical significance at .05. This implied that the above findings are reliable.

There was a strong correlation ($r = -.614$) between students' career decision-making and girl-child dropout in the school. The strong correlation implied that a change in students' career decision-making results into a big change in girl-child dropout in the school. The correlation was negative. The negative sign of the correlation implied that the more the students' career decision-making, the lower the girl-child class dropout in the school, and vice versa. The significance of the correlation ($p = .000$) was less than the critical significance at .05. This implied that the above findings are reliable.

There was a moderate correlation ($r = -.492$) between students' career decision-making and girl-child class repetition in the school. The moderate correlation implied that a change in students' career decision-making results into a moderate change in girl-child class repetition in the school. The correlation was negative. The negative sign of the correlation implied that the more the students' career decision-making, the lower the girl-child class repetition in the school, and vice versa. The significance of the correlation ($p = .000$) was less than the critical significance at .05. This implied that the above findings are reliable.

Thus, from findings, given that the correlation coefficients were significant, hypothesis 2 was accepted and it can be observed that the relationship depicted in the conceptual framework is confirmed. It is shown that the better academic advice, the better student plan their career planning. This in turn increases student retention. On the other hand, the

poorer the academic advice, the poorer student plan their career planning. This in turn reduce student retention.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the discussion, conclusions and recommendations of the study. It is divided into three sections. The first section presents the discussion according to the objectives of the study. The second section presents the conclusions. The third section the recommendations.

Discussion

Academic advice offered to girls in secondary schools by school managers

The study established that all secondary schools in Jinja District provided academic advice (that is guidance and support) to students. However, the academic advice provided to students was fairly adequate in most secondary schools in Jinja District. In addition, the quality of academic advice provided to students was generally fair in most secondary as explained in the following paragraph. These findings are consistent with other researchers (such as Wade & Yoder, 1995; Fiddler & Alicea, 1996; Petress, 1996; Fago, 1995; Wade & Yoder, 1995; Frost, 1996; Fiddler & Alicea, 1996) who found that usually there are varying degrees of satisfaction among the individual measures of academic advice. This is because students make their judgement about the advisors' knowledge of general education and major requirements, how they perceived advisors as easy to talk to and available when they needed assistance, the degree to which the schools provide them with assistance, the extent that advisors help students match the students' needs with potential challenges.

In this study, it was found out that in some schools where the relationship between student and the provider of school academic advice was very close, it was because teachers freely interacted with the students and expressed themselves freely. In addition, providers of school academic advice called students every week to guide them in school activities, and teachers were very social when providing such a service. This suggests that a partnership between the student and her school manager, with the school manager's role being defined as facilitator and educator rather than prescriber; that is students and the school manager share responsibility. This is similar to the developmental academic advice that Crookston (2000) and Creamer (2000) advocate for schools. Thus, in some schools, the academic advice provided to students was developmental advising. This is because in these schools, the relationship between student and the provider of school academic advice in school reflect Crookston's (2000) and Creamer's (2000), who emphasize that developmental advising assumes that students are striving, responsible, and capable of self-direction and should be integral, not peripheral, to educational planning.

It was also found out that in some schools where the relationship between student and the provider of school academic advice was very fair, it occurred when students feared management, rarely saw those responsible to offer such services, received different people who came to provide such services and where those who offered such services were part-timers. In schools where the relationship between student and the provider of school academic advice was very poor, it was because teachers were not friendly and approachable for most students to seeking help and favored a few students. Findings show that the role of the advisor was not to guide, support and encourage decision-making but, rather, to make decisions for students. The advising relationship was based on authority, which provided little opportunity for the student to exercise control. With this type of

advising, students are peripheral, and not integral, to the educational planning process. These findings suggest that the kind of academic advice provided to students was prescriptive advising. This is because prescriptive advising approach assumes that students are immature and irresponsible and it emphasizes the authority of school managers and the limitations of students (Creamer, 2000). According to Creamer (2000), a school manager using the prescriptive approach supplies information to the student, giving out information to the students while helping the student with problems the student is encountering.

The findings in the previous two paragraphs relate to the literature separating academic advice into two distinct camps, prescriptive academic advice and developmental academic advice. Crookston (1972), an original theorist calling attention to this distinction, described prescriptive advising as an authoritarian relationship similar to a doctor and patient dynamic, where the advisor imparts information. In contrast, the developmental advising approach encompasses a unique relationship with each student that both stimulates and supports the student's quest for an enriched educational experience (Ender, 1997).

Following an extensive review of the literature, a description of developmental advising was set forth by Ender and Wilkie (2000). These researchers outlined developmental advising as an ongoing relationship between the advisor and student that is initiated by the advisor. It is based on a holistic concern for the student's maturation within the cognitive, affective, career, physical and moral domains of the student's world. Developmental advising entails a goal oriented process where academic decisions are discussed within a context of school and long-range life goals. Developmental advisors

operate within a network of student service providers requiring that the advisor remain connected to the school and community resource representatives.

It was established in this study that academic advice offered varied in different schools. It focused on improving on academic performance and morality, and avoiding contracting diseases such as HIV/AIDS and STDs, valuing life, continuing with studies, developing ones career, sex education, life skills and respect of the authority. Schools concentrated on a few of these and left out most. In addition, the study established that in most secondary schools in Jinja District, the behavior of those who provided guidance and support to students was fair. For example, school managers interacted with students outside the classroom on a less formal basis. The school managers made students feel comfortable, knew them by name, their individual interests, aptitudes, and values. The school managers acted as a confidante to students, listened to students actively, empathically, and non-judgmentally they brought integration and coherence to the students' school experience - by promoting their appreciation of the purpose of general education and the co-curriculum. In addition, school managers also became more self-aware of their distinctive interests, talents, values, and priorities.

These findings support the message promoted by academic advice researchers (Crockett, 2001; Frost, 2000; Habley, 1991) that in addition to providing accurate information, advisors are needed to assist students with decisions pertaining to career and life planning. According to Cuseo, students' decisions about courses or subjects occur while students are in school. It is unrealistic to expect students to make these decisions without first identifying and exploring a range of suitable curricular offerings. Implementation of

the developmental advising approach poses a challenge to be pursued by educators committed to the academic advice enterprise. Frost (2000) concluded,

The relationship between academic advice, girl-child satisfaction with the school and girl-child retention

There was a weak significant positive relationship between adequacy and quality of academic advice (guidance and support) provided to students and students' satisfaction with the school. The weak relationship implied that a change in adequacy and quality of academic advice provided to students resulted into a small change in students' satisfaction with the school. The positive sign of the relationship implied that the less the adequacy and the poorer quality of academic advice (guidance and support) provided to students, the lower the students' satisfaction with the school, and vice versa. These findings support Tinto's model, which included academic advice as a measure of the academic integration (Getzlaf, Sedlacek, Kearney & Blackwell, 1984; Grosset, 1991; Nordquist, 1993).

There was a moderate significant negative relationship between students' satisfaction with the school and girl-child dropout in the school. The moderate relationship implied that a change in students' satisfaction with the school resulted into a moderate change in girl-child dropout in the school. The negative sign of the relationship implied that the more the students' satisfaction with the school, the lower the girl-child dropout in the school, and vice versa. In addition, there was a strong significant negative relationship between students' satisfaction with the school and girl-child class repetition in the school. The strong relationship implied that a change in students' satisfaction with the school resulted into a big change in girl-child dropout in the school. The negative sign of the relationship

implied that the more the students' satisfaction with the school, the lower the girl-child class repetition in the school, and vice versa.

Thus, from the findings, it was shown that the better academic advice, the more student were satisfied with the school. This in turn increase student retention. On the other hand, the poorer the academic advice, the less student were satisfied with the school. This in turn reduce student retention. Thus, the findings concur with the current literature examining academic advice as an essential component of their educational experience. Many aspects of the total college experience contribute to a student's overall satisfaction as the university's product is the sum of the student's academic, social, physical, and spiritual experiences (Sevier, 1996).

The findings of this study support Noel, Levitz, and Saluri (1995) who found a relationship between quality of academic advice and students' level of satisfaction with the school and thus the rate of students' retention at that school. That is, quality of academic advice is a predictor of student satisfaction with the school, which is a "predictor" of student persistence. In addition, the study finding concur with Astin's (1993) with results in which good quality academic advice students received at their school positively influenced their academic performance. The findings are also supportive of Winston and Miller (2000) and Metzner (1999) who found that low students' satisfaction with the school was related to the poor quality of academic advice students received at school, which reduces students' retention. The findings agree with Creamer (2000) because they also show that school efforts that are intentionally designed to improve academic advice offered to students serve to improve students' level of school satisfaction and, in turn, their retention.

The findings of this study agree with Crockett (1985) who stated, “Academic advice, effectively delivered, can be a powerful influence on student development and learning and as such, can be a potent retention force for the schools” (p.244). They also support Habley (1991) who defined academic advice as “providing assistance in the mediation of dissonance between student expectations and the actualities of the educational environment” (p. 46). According to Habley, student dissonance occurs at two levels, at the first level students enter the institution with unclear expectations regarding their own goals and academic abilities. At the second level students enter the university without sufficient knowledge of how the higher education experience will contribute to the realization of their goals. Habley stated, “The existence of services within higher education which assist in the mediation of these dissonances is critical and academic advice plays a pivotal role in the search for meaning in the educational environment” (p 46).

Habley (1991) developed the advisement-retention model as a method for understanding the factors within the educational climate that contribute to a student’s decision to remain or leave the institution. The academic advisor positively affects retention by understanding these factors and assisting the student with creating an environment that best matches student goals with institutional offerings. However, it first must be established that in order for advising to effectively influence student retention, it must be a student-centered, developmental process rather than a prescriptive and clerical activity undertaken for the promulgation of institutional rules and regulations. Habley also asserted that institutions must recognize that the best method for retaining students is to

make a concerted effort to continually improve the services that allow students to better grasp their educational objectives and connect these objectives to campus programs.

Habley's (1991) model for student retention had three components: the educational environment, reasons for leaving, and reasons for staying. The educational environment encompasses the aspects of the climate that contribute to the overall school experience and dictate either reasons for leaving or reasons for staying. The continua that predicted retention or attrition include institutional match versus mismatch, academic relevance versus irrelevance, classroom stimulation versus boredom, concern for students versus lack of concern for students, and high E (effort) + A (ability) + R (reward) versus low E + A + R. Habley stated that the role of the advisor is to significantly guide a student to the side of the continuum that leads to the student's persistence. For instance, an advisor can help students select the right course, offer course suggestions that contribute to the student's goals, provide accurate assessment so students are placed in appropriate course levels, and can demonstrate a genuine concern for the student's well-being.

The findings of study are supported by Creamer (1980) who proposed how advising can contribute to factors that predict retention rates. Creamer stated, "The quality of educational advisement may be as basic to the achievement of student and college goals as is the quality of teaching" (p. 11). What was identified in this research study was analogous to Habley's linking advising to retention.

The relationship between academic advice, girl-child career planning and girl-child retention

There was a weak significant positive relationship between adequacy and quality of academic advice provided to students and students' career goal setting and career decision-making. This implied that a change in adequacy and quality of academic advice provided to students results into a small change in students' career goal setting and career decision-making.

There was a moderate significant negative relationship between students' career goal setting and girl-child dropout and class repetition in the school. The moderate relationship implied that a change in students' career goal setting results into a slight reduction in girl-child dropout and class repetition in the school. There was also a moderate significant negative relationship between students' career decision-making and girl-child class repetition in the school. The moderate relationship implied that a change in students' career decision-making results into a moderate change in girl-child class repetition in the school. These findings are similar to other researchers (e.g., Brown & Trusty, 2005; Niles & Harris-Bowlsbey, 2005) and longitudinal research (e.g., Adelman, 1999; Trusty, 2004). The findings also show that effective education-career planning help students become intentional in their educational and career development.

It is shown that the better academic advice (that the better the guidance and support to students), the better student plan their career planning. This in turn increases student retention. On the other hand, the poorer the academic advice (that the poorer the guidance and support to students), the poorer student plan their career planning. This in turn

reduces student retention. These findings concur with other findings that showed that academic advice is the “cornerstone of student retention” (Crockett, 2001).

The above findings support Wyckoff (1999) that student commitment to educational and career goals is the a factor associated with student persistence to study and effective advising exerts an impact on student retention through its influence on students’ educational and career planning. This shows the need for student support in the academic planning and decision-making process in secondary schools in Jinja District. The study findings concur with Astin (2000), whose research indicated that prolonged indecision about academic career goals is correlated with low student retention. The study findings also support Lenning, Beal, and Sauer (1999) who reported that students’ goal motivation/commitment correlates positively with persistence to pass from one class to another, and this correlation has been found to hold true for both men and women (Anderson, 2000). This shows that secondary school students clearly need support through effective academic advice to negotiate the challenging and sometimes confusing process of educational planning and decision-making. Students need support to engage in effective educational planning and decision-making, and if this support is received, they will more likely persist in their studies.

Findings of this support retention research that suggests that student commitment to educational and career goals is a strongest factor associated with student persistence to education completion (Wyckoff, 1999). Thus, effective advising can exert appreciable impact on student retention through its salutary influence on students’ educational and career planning and decision-making. The need for student support in the academic planning and decision-making process is highlighted by research findings, which indicate

that (a) three of every four students are uncertain or tentative about their career choice at college entry (Titley & Titley, 1980; Frost, 1991), (b) only 8% of new students feel they know “a great deal about their intended major” (Lemoine, cited in Erickson & Summers, 1991) (c) over half of all students who enter college with a declared major change their mind at least once before they graduate (Foote, 1980; Gordon, 1984), and (d) only one senior out of three will major in the same field they preferred as a freshman (Willingham, 1995). This degree of student uncertainty and propensity for changing educational plans has been reported at all institutional types, including selective private universities (Marchese, 1992), large research universities (“What We Know About First-Year Students,” 1996; What Do I Want to Be,” 1997), and small liberal arts colleges (“Alpha Gives Undecided Students a Sense of Identity,” 1996). Such findings strongly suggest that students’ final decisions about careers do not occur before entering college, but typically materialize during the school experience.

Conclusion

The study established that all secondary schools in Jinja District provided academic advice (that is guidance and support) to students although not frequent. It focused on improving on academic performance and morality, and avoiding contracting diseases such as HIV/AIDS and STDs, valuing life, continuing with studies, developing ones career, sex education, life skills and respect of the authority. The school managers’ while providing guidance and support to the students was also found wanting. This was because the extent school managers interacted with students informally, made students feel comfortable and confident, showed interest in listening to them, allowed students to freely explore their personal values and belief systems, treated students humanely, and helped

students become more self-aware of their distinctive interests, talents, values, and priorities while helping them was just fair.

The study established that better academic advice (good quality guidance and support to students) leads to more student satisfaction with the school. This in turn increases student retention. On the other hand, poorer the academic advice (poor quality guidance and support to students), leads to less students' satisfaction with the school). This in turn reduces student retention.

The study established that better academic advice (good quality guidance and support to students) leads to better student career planning. This in turn increase student retention. On the other hand, the poorer the academic advice (poor quality guidance and support to students), the poorer student plan their career planning. This in turn reduces student retention.

Recommendations

1. Secondary schools in Jinja District should frequently provide adequate academic advice to students where providers of the academic advice relate very closely with the students. It is important to review and evaluate strategies for advising students and organizations to ensure implementation of processes that offer the greatest possibility for success in achieving the goals of the advisee, adviser, academic unit, and institution.
2. During academic advice, students should be given more opportunity to be responsible, capable of self-direction and integral, not peripheral, to educational planning. This can be achieved through sensitization, training and workshops conducted for secondary

school managers about academic advice. In addition to these, all school managers should interacted with students informally, make students feel comfortable and confident, show interest in listening to them, allow students to freely explore their personal values and belief systems, treat students humanely, and help students become more self-aware of their distinctive interests, talents, values, and priorities while helping them.

3. Student advising strategies that are developed, evaluated, and refined by engaging the input of all levels of the institution have the greatest chance for long-term success. As noted by Turkey (1996), it is important to take a "systems" approach to academic advising in order to effectively address the goals of the students, individual academic units, and the overall institution

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APPENDICES

Appendix 1: Questionnaire for Headteachers, Deputy Headteachers Directors of Studies

Instructions

Answer all questions honestly by circling the appropriate answer or filling the blank spaces, there is no correct or wrong answers, so answer the questionnaire without any fear or favor.

All information given shall be treated as highly confidential and your name is not required because it will not appear anywhere in this report. You are therefore required to feel free to give any answer of your choice. This information is important for both planning and scientific research in the education sector in Uganda. Therefore, answer the questions to the best of your knowledge and accuracy. Thank you.

Section A

1. Where is the school situated? a) Urban b) Semi -urban c) Rural
2. Type of school a) Purely girls b) Mixed
3. Category of school a) Day school b) Boarding school
 c) Day and Boarding school
4. Ownership of school a) Government b) Private

Section B

Academic advice offered to secondary school girls

1. Do you as school managers provide academic advice (guidance and support) to students? a) No 2) Yes

If yes, proceed and answer the rest of the questions

2. What has the guidance and support offered to students been focusing on in your school?

3. How adequate is guidance and support you provide to students?

- a) Inadequate b) Fairly adequate c) Adequate

4. How do you rate the quality of guidance and support to students? a) Poor

- b) Fair c) Good

Why do you rate the quality as in above? _____

5. How close is the relationship between student and school manager? _____

6. How is the guidance and support offered to students in your school?

- a) Only when there is scheduling of classes and registration
- b) During class time
- c) During the few weeks (e.g. prior to registration each new term)
- d) Goes on all during the academic year

7. To what extent have school managers performed the following functions (Tick in the boxes):

Functions	Poorly	Fairly	Good/ excellently
a) Interacted with students outside the classroom on a less formal basis			
b) Served students as someone whom they feel comfortable seeking out, who knows them by name, who knows their individual interests, aptitudes, and values			
c) Served students as someone who takes special interest in their personal experiences, progress, and development			
d) Acted as a confidante to whom students can turn for advice, counsel, guidance, or encouragement			
e) Listened to students actively, empathically, and non-judgmentally			
f) Allowed students to freely explore their personal			

values and belief systems			
g) Treated students as people to be served and developed			
h) Brought integration and coherence to the students' school experience - by promoting their appreciation of the purpose of general education and the co-curriculum			
i) Helped students become more self-aware of their distinctive interests, talents, values, and priorities			
j) Broadened students' perspectives with respect to their personal life choices			

b) Students' satisfaction with the school

b) Students' career planning

8. How do you rate how students set their career goals?

- a) Unsatisfactory b) Fair c) Satisfactory

Explain why you rate as above _____

9. How do you rate how students make career decisions?

- a) Unsatisfactory b) Fair c) Satisfactory

Explain why you rate as above _____

f) Rate of retention of girl-child

10. How do you rate girl-child drop out in the school

- a) High b) Fair c) Low

11.How do you rate girl-child class repetition in the school

a) High

b) Fair

c) Low

Thank you for your cooperation

Appendix 2: Questionnaire for Senior Women Teacher

Instructions

Answer all questions honestly by circling the appropriate answer or filling the blank spaces, there is no correct or wrong answers, so answer the questionnaire without any fear or favor.

All information given shall be treated as highly confidential and your name is not required because it will not appear anywhere in this report. You are therefore required to feel free to give any answer of your choice. This information is important for both planning and scientific research in the education sector in Uganda. Therefore, answer the questions to the best of your knowledge and accuracy. Thank you.

Section A

1. Where is the school situated? a) Urban b) Semi -urban c) Rural
2. Type of school a) Purely girls b) Mixed
3. Category of school a) Day school b) Boarding school
 c) Day and Boarding school
4. Ownership of school a) Government b) Private

Section B

Academic advice offered to secondary school girls

1. Do you as a senior woman teacher provide guidance and support to students? a) No
 2) Yes

If yes, proceed and answer the rest of the questions

2. What has the guidance and support offered to students been focusing on in your

school? _____

3. How adequate is the guidance and support you provide to students?

- a) Inadequate b) Fairly adequate c) Adequate

4. How do you rate the quality of guidance and support you provide to students?

- a) Poor b) Fair c) Good

Why do you rate the quality as in above? _____

5. How close is the relationship between student and you as a senior woman teacher? ____

6. How do you as a senior woman teacher provide guidance and support offered to

students in your school?

- a) Only when there is scheduling of classes and registration
- b) During class time
- c) During the few weeks (e.g. prior to registration each new term)
- d) Goes on all during the academic year

7. To what extent have you as a senior woman teacher performed the following functions (Tick in the boxes):

Functions	Poorly	Fairly	Good/ excellently
a) Interacted with students outside the classroom on a less formal basis			
b) Served students as someone whom they feel comfortable seeking out, who knows them by name, who knows their individual interests, aptitudes, and values			
c) Served students as someone who takes special interest in their personal experiences, progress, and development			
d) Acted as a confidante to whom students can turn for advice, counsel, guidance, or encouragement			
e) Listened to students actively, empathically, and non-judgmentally			
f) Allowed students to freely explore their personal values and belief systems			

g) Treated students as people to be served and developed			
h) Brought integration and coherence to the students' school experience - by promoting their appreciation of the purpose of general education and the co-curriculum			
i) Helped students become more self-aware of their distinctive interests, talents, values, and priorities			
j) Broadened students' perspectives with respect to their personal life choices			

b) Students' career planning

8. How do you rate how students set their career goals?

- a) Unsatisfactory b) Fair adequate c) Satisfactory

Explain why you rate as above _____

9. How do you rate how students make career decisions?

- a) Unsatisfactory b) Fair c) Satisfactory

Explain why you rate as above _____

f) Rate of retention of girl-child

10. How do you rate girl-child drop out in the school

- a) High b) Fair c) Low

11. How do you rate girl-child class repetition in the school

- a) High b) Fair c) Low

Thank you for your cooperation

Appendix 3: Questionnaire for Teachers

Instructions

Answer all questions honestly by circling the appropriate answer or filling the blank spaces, there is no correct or wrong answers, so answer the questionnaire without any fear or favor.

All information given shall be treated as highly confidential and your name is not required because it will not appear anywhere in this report. You are therefore required to feel free to give any answer of your choice. This information is important for both planning and scientific research in the education sector in Uganda. Therefore, answer the questions to the best of your knowledge and accuracy. Thank you.

Section A

1. Where is the school situated? a) Urban b) Semi -urban c) Rural
2. Type of school a) Purely girls b) Mixed
3. Category of school a) Day school b) Boarding school
 c) Day and Boarding school
4. Ownership of school a) Government b) Private

Section B

Academic advice offered to secondary school girls

1. Do you as a teacher provide academic advice (guidance and support) to students? a)
No 2) Yes

If yes, proceed and answer the rest of the questions

2. What has the guidance and support offered to students been focusing on in your

school? _____

3. How adequate is the guidance and support you provide to students?

- a) Inadequate b) Fairly adequate c) Adequate

4. How do you rate the quality of the guidance and support offered to students? a) Poor

- b) Fair c) Good

Why do you rate the quality as in above? _____

5. How close is the relationship between student and you as a teacher? _____

6. How do you as a teacher conduct the guidance and support offered to students in your school?

- a) Only when there is scheduling of classes and registration
- b) During class time
- c) During the few weeks (e.g. prior to registration each new term)
- d) Goes on all during the academic year

7. What has the guidance and support offered to students been focusing on in your school? _____

8. To what extent have you as a teacher performed the following functions (Tick in the boxes):

Functions	Poorly	Fairly	Good/ excellently
a) Interacted with students outside the classroom on a less formal basis			
b) Served students as someone whom they feel comfortable seeking out, who knows them by name, who knows their individual interests, aptitudes, and values			
c) Served students as someone who takes special			

interest in their personal experiences, progress, and development			
d) Acted as a confidante to whom students can turn for advice, counsel, guidance, or encouragement			
e) Listened to students actively, empathically, and non-judgmentally			
f) Allowed students to freely explore their personal values and belief systems			
g) Treated students as people to be served and developed			
h) Brought integration and coherence to the students' school experience - by promoting their appreciation of the purpose of general education and the co-curriculum			
i) Helped students become more self-aware of their distinctive interests, talents, values, and priorities			
j) Broadened students' perspectives with respect to their personal life choices			

b) Students' career planning

9. How do you rate how students set their career goals?

- a) Unsatisfactory b) Fair c) Satisfactory

Explain why you rate as above _____

10. How do you rate how students make career decisions?

- a) Unsatisfactory b) Fair c) Satisfactory

Explain why you rate as above _____

f) Rate of retention of girl-child

11. How do you rate girl-child drop out in the school

- a) High b) Fair c) Low

12. How do you rate girl-child class repetition in the school

- a) High b) Fair c) Low

Thank you for your cooperation

school? _____

3. How adequate is the guidance and support provided to you?

a) Inadequate b) Fairly adequate c) Adequate

4. How do you rate the quality of guidance and support provided to you? a) Poor b) Fair

c) Good

Why do you rate the quality as in above? _____

5. How close is the relationship between you and those who provide the guidance and support to you? _____

6. When is the guidance and support provided to you conducted in your school?

- a) Only when there is scheduling of classes and registration
- b) During class time
- c) During the few weeks (e.g. prior to registration each new term)
- d) Goes on all during the academic year

7. What has the guidance and support provided to you been focusing on in your school? _

8. How would you describe the behavior of those who provide guidance and support to you? a) Poor b) Fair c) Good

Please elaborate _____

9. To what extent have those who provide academic advice performed the following functions (Tick in the boxes):

Functions	Poorly	Fairly	Good/ excellently
k) Interacted with students outside the classroom on a less formal basis			
l) Served students as someone whom they feel comfortable seeking out, who knows them by name, who knows their individual interests, aptitudes, and values			
m) Served students as someone who takes special interest in their personal experiences, progress, and development			
n) Acted as a confidante to whom students can turn for advice, counsel, guidance, or encouragement			
o) Listened to students actively, empathically, and non-judgmentally			
p) Allowed students to freely explore their personal values and belief systems			
q) Treated students as people to be served and developed			
r) Brought integration and coherence to the students' school experience - by promoting their appreciation of the purpose of general education and the co-curriculum			

s) Helped students become more self-aware of their distinctive interests, talents, values, and priorities			
t) Broadened students' perspectives with respect to their personal life choices			

b) Students' satisfaction with the school

10. How do you rate students' satisfaction with the school in terms of interest, happiness and contentment?

- a) Unsatisfactory b) Fair c) Satisfactory

Explain why you rate the role of school managers on students' effective satisfaction with the school as above _____

b) Students' career planning

11. How do you rate how students set their career goals?

- a) Unsatisfactory b) Fair c) Satisfactory

Explain why you rate as above _____

12. How do you rate how students make career decisions?

- a) Unsatisfactory b) Fair c) Satisfactory

Explain why you rate as above _____

f) Rate of retention of girl-child

13. How do you rate girl-child drop out in the school

- a) High b) Fair c) Low

14. How do you rate girl-child class repetition in the school

- a) High b) Fair c) Low

Thank you for your cooperation

Appendix 5: Raw Data Used in the Calculations

RESPONDENT	SCHOOL	LOCATEIN	TYPE	CATEGORY	OWNERSH	PROVIDE	ADQUATE	QUALITY	GUIDANCE	DISCRIBE	INTRACT	SERVID1	SERVID2	ACTED	LISTENED	ALLOWED	TREATED	BROUGHT	HELPED	BROADENED	RATE2	RATE3	RATE4	RATE5	RATE6	
1	St. Florence	2	2	3	2	2	2	2	3	2	3	2	3	2	3	2	2	3	2	3	1	1	2	3	3	
1	St. Florence	2	2	3	2	2	3	3	4	3	3	2	3	3	3	2	2	2	2	2	1	1	2	2	3	
1	Pikington College	3	2	1	1	2	2	2	2	3	3	2	2	2	2	2	3	2	3	2	1	2	2	1	3	
1	Pikington College	3	2	1	1	2	3	3	1	3	1	3	1	1	2	3	1	3	1	3	1	1	1	2	2	
1	Maasee Girls	1	1	2	2	2	3	3	3	3	3	3	1	3	2	1	3	3	3	3	2	3	3	2	2	
1	Nkanyonyi	2	1	2	2	2	2	2	3	3	3	2	2	2	3	2	3	3	3	2	2	2	1	3	3	
1	St. James	1	2	3	2	2	2	3	3	2	2	3	3	3	2	2	2	2	2	2	3	1	2	2	1	2
1	St. James	1	2	3	2	2	2	2	4	2	2	2	2	2	3	2	2	2	2	2	1	1	1	3	3	
1	St. James	1	2	3	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	1	2	1	3	3	
1	Jupa SS	1	2	1	1	2	3	2	4	2	2	2	3	2	3	2	2	2	2	2	1	2	3	2	3	
1	Jupa SS	1	2	1	1	2	3	2	3	2	2	2	2	2	3	2	2	2	2	2	1	2	1	3	2	
1	Jupa SS	1	2	1	1	2	2	2	3	2	2	2	2	2	3	2	2	2	2	2	1	2	2	2	3	
1	PDM Jupa Girls	1	1	3	1	2	2	2	3	2	2	2	2	2	3	2	2	2	2	2	2	1	1	2	2	
1	St. Peter	1	2	3	1	2	3	2	2	3	3	3	2	2	3	3	2	2	3	3	1	2	2	3	2	
1	St. Peter	1	2	3	1	2	3	3	3	2	2	2	3	2	2	3	2	2	2	3	2	2	1	2	1	
1	St. James	1	2	3	2	2	2	2	3	2	2	2	2	2	3	2	2	2	2	2	1	2	1	3	3	
2	Pikington College	3	2	1	1	2	3	3	3	2	2	2	2	3	2	2	2	2	3	3	2	3	3	1	2	
2	Nkanyonyi	2	1	2	2	2	3	3	3	3	3	2	3	2	3	2	2	3	2	3	1	1	3	2	3	
2	St. James	1	2	3	2	2	3	3	4	3	2	2	2	3	3	3	3	3	3	3	1	2	2	1	2	
2	Jupa SS	1	2	1	1	2	2	2	2	2	3	2	3	3	3	2	2	2	2	2	2	2	2	2	2	
2	PDM Jupa Girls	1	1	3	1	2	3	3	4	3	2	3	3	2	3	3	3	2	2	2	2	2	2	2	2	
2	St. Peter	1	2	3	1	2	3	3	4	3	3	3	3	3	2	3	3	3	3	3	2	2	2	2	2	
2	St. Peter	1	2	3	1	2	2	2	3	2	3	2	2	2	3	2	2	2	3	3	2	2	2	2	2	
3	St. Florence	2	2	3	2	2	3	3	2	2	3	2	2	2	3	2	2	2	3	2	2	2	2	2	2	
3	Pikington College	3	2	1	1	2	3	3	3	2	2	2	2	3	3	2	2	2	3	3	2	3	2	2	2	
3	Maasee Girls	1	1	2	2	2	3	3	3	2	1	2	3	3	3	2	2	3	3	3	2	2	1	2	2	
3	Maasee Girls	1	1	2	2	2	2	2	3	3	3	2	1	3	2	3	2	1	3	1	2	2	2	2	2	
3	Maasee Girls	1	1	2	2	2	3	3	3	2	2	2	2	2	3	3	3	3	3	2	2	2	2	2	2	
3	Maasee Girls	1	1	2	2	2	3	3	2	2	3	3	3	3	2	3	2	3	3	3	2	2	2	2	2	

3	Jaja SS	1	2	1	1	2	3	3	2	3	3	3	3	3	2	3	3	3	3	3	2	2	2	2	2	2	
3	Jaja SS	1	2	1	1	2	2	2	2	2	2	2	2	2	3	3	3	3	2	2	3	1	1	1	1	3	3
3	PMM Jaja Gals	1	1	3	1	2	2	2	2	2	2	2	3	2	3	2	3	3	3	3	1	1	1	1	3	3	
3	St. Peter	1	2	3	1	2	3	3	2	3	3	2	3	2	3	3	2	2	2	2	2	2	2	2	2	2	
3	Jaja Gals	1	1	1	1	2	2	2	2	2	3	2	2	2	3	3	2	1	3	2	1	1	1	1	3	3	
3	Jaja Gals	1	1	1	1	2	2	2	3	2	3	3	2	2	3	3	2	3	2	2	2	2	2	2	2	2	
4	St. Florence	2	2	3	2	2	2	2	3	2	3	2	3	2	3	2	2	3	2	3	1	1	1	1	3	3	
4	St. Florence	2	2	3	2	2	2	2	4	2	2	2	2	2	3	3	2	3	1	3	1	1	1	1	3	3	
4	St. Florence	2	2	3	2	2	3	3	3	3	2	1	3	2	2	3	2	3	3	3	2	2	2	2	2	2	
4	St. Florence	2	2	3	2	2	3	3	2	2	3	2	2	2	2	2	3	2	1	2	3	2	2	2	2	2	
4	St. Florence	2	2	3	2	2	2	2	3	2	3	2	2	2	2	2	1	2	3	3	3	1	1	1	1	3	3
4	St. Florence	2	2	3	2	2	2	2	3	2	3	1	2	2	3	3	3	2	2	1	2	2	1	1	1	3	3
4	Pikington College	3	2	1	1	2	3	3	3	3	1	1	3	3	1	2	3	3	2	2	2	2	2	2	2	2	2
4	Pikington College	3	2	1	1	2	3	3	3	3	2	2	1	3	2	2	2	1	2	3	3	2	2	2	2	2	2
4	Pikington College	3	2	1	1	2	3	3	3	3	2	3	2	3	2	2	1	2	2	2	3	3	3	1	1	1	1
4	Pikington College	3	2	1	1	2	2	2	3	2	2	3	3	2	2	2	1	3	3	2	1	2	2	2	2	2	2
4	Pikington College	3	2	1	1	2	2	2	3	2	2	2	2	3	2	2	2	2	3	3	1	2	2	2	2	2	2
4	Pikington College	3	2	1	1	2	3	3	3	3	1	3	2	3	2	2	3	3	3	1	2	2	2	2	2	2	2
4	Pikington College	3	2	1	1	2	2	2	3	3	1	3	2	3	2	3	3	2	2	3	1	1	1	1	3	3	3
4	Pikington College	3	2	1	1	2	2	2	2	2	2	2	2	3	2	2	1	3	3	3	1	2	2	2	2	2	2
4	Pikington College	3	2	1	1	2	2	2	2	2	2	2	2	3	2	2	2	2	2	3	1	3	1	1	1	3	3
4	Nakanyonyi	2	1	2	2	2	2	2	3	2	3	2	3	2	3	2	2	3	2	3	1	1	1	1	3	3	3
4	Nakanyonyi	2	1	2	2	2	2	2	4	2	2	2	2	2	2	3	3	2	3	1	3	1	1	1	1	3	3
4	Nakanyonyi	2	1	2	2	2	3	3	3	3	2	1	3	2	2	3	2	3	3	2	2	2	2	2	2	2	2
4	Nakanyonyi	2	1	2	2	2	3	3	2	2	3	2	2	2	2	3	3	2	1	2	3	2	3	2	2	2	2
4	Nakanyonyi	2	1	2	2	2	2	2	3	2	3	2	2	2	2	2	1	2	3	3	3	1	1	1	1	3	3
4	Nakanyonyi	2	1	2	2	2	2	2	3	2	3	1	2	2	2	3	3	2	2	2	2	1	1	1	1	3	3

4	Nakayoshi	2	1	2	2	2	2	2	3	2	2	3	2	2	2	2	3	2	2	3	2	2	2	2	2	
4	Nakayoshi	2	1	2	2	2	2	2	3	2	3	2	2	2	2	2	1	2	2	2	2	1	1	1	3	3
4	Nakayoshi	2	1	2	2	2	3	3	3	2	2	3	3	2	3	3	2	3	2	2	1	1	1	3	3	
4	Nakayoshi	2	1	2	2	2	2	2	3	1	2	2	3	3	3	2	2	1	2	2	1	1	1	3	3	
4	Wayang Girls	2	1	2	1	2	3	3	4	2	2	3	2	2	3	3	3	3	2	2	2	1	1	1	3	3
4	Wayang Girls	2	1	2	1	2	3	3	3	3	3	3	3	3	3	2	3	2	2	2	3	2	2	2	2	2
4	Wayang Girls	2	1	2	1	2	2	2	3	2	2	2	3	2	1	3	2	2	2	2	2	1	1	1	3	3
4	Wayang Girls	2	1	2	1	2	3	3	3	2	2	3	3	2	3	2	2	3	2	3	1	1	1	3	3	
4	Wayang Girls	2	1	2	1	2	2	2	3	2	2	3	3	2	3	2	2	2	3	3	2	2	2	2	2	2
4	Wayang Girls	2	1	2	1	2	3	3	2	3	1	1	1	1	1	2	3	3	3	3	3	2	2	2	2	2
4	Wayang Girls	2	1	2	1	2	1	1	3	2	2	2	3	2	2	2	2	2	3	3	1	1	1	3	3	
4	Wayang Girls	2	1	2	1	2	3	3	2	3	1	1	3	2	1	1	2	2	2	3	2	2	2	2	2	2
4	Wayang Girls	2	1	2	1	2	3	3	3	2	2	3	1	2	2	1	2	2	2	3	2	2	2	2	2	2
4	Jupa SS	1	2	1	1	2	3	3	3	3	1	1	3	3	1	2	3	3	2	2	2	2	2	2	2	2
4	Jupa SS	1	2	1	1	2	3	3	3	2	2	1	3	2	2	2	1	2	3	3	2	2	2	2	2	2
4	Jupa SS	1	2	1	1	2	3	3	3	2	3	2	3	2	2	1	2	2	2	2	3	3	3	1	1	1
4	Jupa SS	1	2	1	1	2	2	2	3	2	2	3	3	2	2	1	3	3	2	1	2	2	2	2	2	2
4	Jupa SS	1	2	1	1	2	2	2	3	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2
4	Jupa SS	1	2	1	1	2	3	3	3	2	3	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2
4	Jupa SS	1	2	1	1	2	3	3	3	3	1	3	2	3	2	2	3	3	3	1	2	2	2	2	2	2
4	JSS	1	2	1	1	2	2	2	3	2	3	2	3	2	3	2	2	3	2	3	1	1	1	3	3	3
4	JSS	1	2	1	1	2	2	2	4	2	2	2	2	2	3	3	2	3	1	3	1	1	1	3	3	3
4	JSS	1	2	1	1	2	3	3	3	3	2	1	3	2	2	3	2	3	3	2	2	2	2	2	2	2
4	JSS	1	2	1	1	2	3	3	2	2	3	2	2	2	2	2	3	2	1	2	3	2	2	2	2	2
4	JSS	1	2	1	1	2	2	2	3	2	3	2	2	2	2	1	2	3	3	3	3	1	1	1	3	3
4	JSS	1	2	1	1	2	2	2	3	2	3	1	2	2	3	3	2	2	2	2	2	1	1	1	3	3
4	JSS	1	2	1	1	2	2	2	3	2	2	3	2	2	2	2	3	2	2	3	2	2	2	2	2	2
4	JSS	1	2	1	1	2	2	2	3	2	3	2	2	2	2	2	1	2	2	2	2	1	1	1	3	3
4	JSS	1	2	1	1	2	3	3	3	2	2	3	3	2	3	3	2	3	2	2	1	1	1	3	3	3
4	JSS	1	2	1	1	2	2	2	3	1	2	2	3	3	3	2	2	1	2	2	2	1	1	1	3	3

