

## EFFECT OF COUNSELING SERVICES ON LIFE SKILLS DEVELOPMENT AMONG SELECTED SECONDARY SCHOOLS IN MUDUUMA SUB-COUNTY, MPIGI DISTRICT. A CROSS-SECTIONAL STUDY.

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### Abstract Background

The perception of guidance and counseling services and life skills enhancement in primary schools varies depending on the specific location. The study aims to assess the effect of counseling services on life skills development among selected secondary schools in Muduuma Sub-County, Mpigi District.

#### Methodology

A cross-sectional study utilizing both qualitative and quantitative research methods. Qualitative component involved obtaining graphs, and charts. Simple Random Sampling and Purposive Sampling were used.

#### Results

The mean score for participants' belief in the benefits of guidance and counseling services for personal development was  $M = 3.98$  ( $SD = 1.165$ ). The relatively low mean suggests a moderate level of Participants indicated a mean effectiveness score of  $M = 3.56$  ( $SD = 1.156$ ) for the guidance and counseling services' ability to address students' specific needs and concerns. The guidance and counseling sessions were reported as helpful in improving well-being and academic performance, with a mean score of  $M = 3.71$  ( $SD = 1.024$ ). Participants perceived the guidance and counseling services as providing valuable support in handling personal and social challenges, resulting in a mean score of  $M = 3.59$  ( $SD = 1.042$ ). The relatively low mean, Participants reported a positive impact of guidance and counseling services on their overall school experience, with a mean score of  $M = 3.61$  ( $SD = 0.913$ ). The mean likelihood score of recommending guidance and counseling services to other students was  $M = 3.76$  ( $SD = 1.150$ ).

#### Conclusion

Guidance and counseling services positively impacted the overall school experience of students

#### Recommendations

The Ministry of Gender, Labor, and Social Development and the Ministries of Education must promote diverse counseling approaches within educational institutions.

**Keywords:** Effect of counseling services, Life skills development, Muduuma Sub-County.

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### Background

In Asia, the perception of guidance and counseling services in primary schools has also evolved. Traditional educational systems in some Asian countries prioritized academic achievement over other aspects of student development. However, in recent years, there has been an increasing emphasis on the importance of holistic education and the recognition of the role of guidance and counseling services. Several Asian countries, such as Japan and South Korea, have implemented counseling programs to address students' academic, career, and personal/social needs (Hundred, 2021). However, the specific approaches and practices related to guidance and counseling can vary between countries like in Ugandan schools. Each country may have its policies, strategies, and resources dedicated to these services. Cultural factors, such as attitudes towards mental health and seeking help, can also influence the implementation and perception of counseling services in different European countries. It was therefore important to understand and respect the unique educational systems and cultural contexts of each European country when considering the provision of

guidance and counseling services in Ugandan schools. This variability provides an opportunity for sharing best practices and learning from the experiences of different countries to enhance the effectiveness of these services across Europe.

The perception of guidance and counseling services and life skills enhancement in primary schools can also vary in Southern African countries like South Africa, Namibia, Botswana, Zimbabwe, and others (MoESWorldBankug, 2020). In my view, South Africa, for example, has a relatively well-developed school counseling system, while other countries might face challenges similar to those mentioned in other regions, such as limited resources and a shortage of trained professionals (Lutaaya, 2021). It was important to recognize that there was no uniform perception of guidance and counseling services and life skills enhancement in primary schools across these regions. Factors such as cultural beliefs, economic disparities, political stability, and government policies play a significant role in shaping the availability and effectiveness of counseling and guidance

services (Lutaaya, 2021). To obtain more specific and up-to-date information, it would be best to refer to research studies, reports, or surveys conducted within each country or region of interest.

Eastern Uganda is a diverse region with both urban and rural areas. The perception of guidance and counseling services and life skills enhancement in primary schools varies depending on the specific location (Lutaaya, 2021). However, some schools in urban centers may have better access to counseling services and life skills training due to the presence of NGOs, government initiatives, and private institutions. However, rural areas might face challenges in terms of limited resources and the availability of trained professionals.

In Western Uganda, perceptions of guidance and counseling services and life skills enhancement in primary schools can vary (Lutaaya, 2021). Some schools in urban centers and larger towns might have better access to counseling services and life skills training due to the presence of NGOs and government initiatives. However, remote and rural areas might face challenges in terms of limited resources and trained professionals. Southern Uganda, similar to other regions, may have varying perceptions of guidance and counseling services and life skills enhancement in primary schools (Gemma Ahaibwe and Swaibu Mbowa, 2014). However, urban areas might have better access to counseling services and life skills training due to the presence of NGOs, government initiatives, and private institutions. However, rural areas might face challenges in terms of limited resources and the availability of trained professionals. The study aims to assess The aim of the study is to assess the effect of counseling services on life skills development among selected secondary schools in Muduuma Sub-county, Mpigi District.

## Methodology

### Research Design

A cross-sectional study. Initially, quantitative data sources were collected and organized into tables or charts, providing a foundation for the subsequent qualitative data collection and analysis. The qualitative data was gathered, allowing for a deeper exploration and understanding of the research topic. Finally, the findings from both the quantitative and qualitative data sets were combined and integrated to inform the final interpretation of the research outcomes.

## Research Approaches

The researcher utilized a mixed research approach for this study, combining qualitative and quantitative research methods. The qualitative research component involved obtaining comprehensive descriptions of the phenomena by directly capturing respondents' narratives, opinions, and suggestions. This entailed reviewing and analyzing relevant documents. On the other hand, quantitative data was collected in numerical form and presented through tables, graphs, and charts. This numerical data was interpreted alongside the qualitative narratives provided by the respondents, allowing for a comprehensive and integrated analysis of the research findings.

## Study population

The study population entailed students in Muduma sub-county; Mpigi district with a total population of 30403 and a target population of 161 (UBOS, 2020).

## Sampling Techniques

The sampling techniques below were used while taking samples;

### Simple Random Sampling

Respondents were selected without considering their background knowledge about the subject under investigation. Each of the respondents was sampled randomly to provide a wider opportunity for respondents to contribute opinions and suggestions about the progress of guidance and counseling life skills in their organization and community.

Respondents such as teachers and learners are to be sampled randomly without following their background knowledge of the guidance and counseling or life skills.

### Purposive Sampling

Here respondents were sampled with a bias. Their background knowledge of the subject matter was first confirmed before involving them. These include parents, opinion leaders, and community elders. References leading to these respondents were obtained from students, teachers, or parents.

## Study Samples

**Table 1: A summary of this sample size**

Key Participants	Target Population	Sample Size	Sampling Technique
Headteachers	3	3	Purposive
Teachers	28	15	Simple Radom
Learners	130	97	Simple Radom
<b>Total</b>	<b>161</b>	<b>115</b>	

The respondents were accessed from communities of Mpigi, especially in Muduuma Sub-county.

### Determining Sample Size

The sample size was developed using Yamane's formula (Yamane, 1967) for inferential statistical data. Thus by substituting the above data into the formula below;

$N =$  Population size;  $n =$  Sample size;  $e =$  Degree of precision  
 $= 115$

### Primary Data

Primary data was gathered using interviews and questionnaires set in the English language. Primary data was used to derive quantities, suggestions, and opinions of respondents. Data was organized and correlated to conclude.

### Secondary Data

Secondary data was gathered from texts that are useful to this study and was followed by a document checklist. This unearthed fact cannot be obtained using interviews and questionnaires but from other scholars. Thus, journal articles, reports, and online documents were analyzed.

### Data collection methods

Data collection methods play a crucial role in gathering information for research studies. In this context, three commonly used data collection methods are questionnaire surveys, interviews, and documentary reviews.

### Questionnaire Survey

A questionnaire survey involves administering a set of structured questions to a targeted group of individuals. Questionnaires can be delivered in various formats, such as online, paper-based, or face-to-face interviews. This method was used because it allows for the collection of data from a large number of respondents. Closed-ended questions with predetermined response options are typically used, making data analysis and comparison relatively straightforward. Questionnaire surveys are useful for obtaining information on attitudes, beliefs, behaviors, and demographic characteristics.

### Interviews

Interviews involve direct interaction between the researcher and the participant, allowing for in-depth exploration and understanding of the research topic. Interviews can be conducted in person, over the phone, or via video conferencing. They provided an opportunity for participants to share their perspectives, experiences, and insights in their own words. Interviews can be structured (with predetermined questions), semi-structured (with a flexible question guide), or unstructured (allowing for free-flowing conversation). Interviews are particularly effective for gathering rich qualitative data and exploring complex phenomena.

### Documentary Review

Documentary review involves the systematic analysis of existing documents or records relevant to the research topic. These documents can include reports, articles, books, policy documents, organizational records, or historical archives. Researchers review and analyze these sources to extract relevant information, identify patterns or themes, and gain insights into the research area. Documentary reviews were valuable for gaining historical context, verifying information, and supplementing primary data collection methods. It was especially useful in social science and humanities research.

### Data Collection Instruments

The research employed questionnaires, interviews, and document reviews were instruments for collecting data. These have been briefly explained below;

### Questionnaires

The researcher organized both structured and unstructured questionnaires to capture responses. These had both open-ended and closed-ended questions to enable the collection of qualitative and quantitative data. Questionnaires were used to collect data from participants who can read and write. Ample space was provided for respondents to reply to these questionnaires without being influenced. Questionnaires were used because they leave a traceable record of responses and respondents can reply to them at their convenience.

### Interviews

Interviews were used because they enabled the researcher to have one-on-one interactions with the respondents, asking questions and meditating about the scenario surrounding a response. An interview guide was drawn to enable orderly questioning but within the scope of the objectives of the study. Respondents responded to the interview on free will. Therefore, they were requested to respond and those willing participated. Respondents who were not able to read and write also participated in the interview process. The questions presented during interviews were translated in the local language, Luganda for respondents who are strained by the English language. An interview guide was used to guide the process of data collection.

### Documentary Review checklist

Documents were gathered using a document checklist and reviewed according to the objectives of the study. These included sources such as the internet, articles, and journals. The data collected in these documents were quoted citing the reference within this research. A document checklist was employed in collecting this data.

### Data Quality Control Validity of the Instruments

The research instruments were tested for content validity. The instruments were given to three experts in the field of

research and mostly in the education sector to rate the relevance of the items. These experts included the research supervisor and some research methodology lecturers at Nkumba University. The results of their judgments were analyzed to find the CVI. This was done by using the Content Validity Index (CVI) obtained by the formula;

$$CVI = \frac{\text{No. of items judged relevant by all the judges } X}{100}$$

Total number of items

The tools would be valid if the CVI of 0.5 or above is attained as illustrated in Table 3.2

**Table 2: Degree of Accuracy (Construct Validity Test)**

Interpretation	Mean Range
Not Acceptable	Below 0.50
Acceptable	0.50 to 0.699
Good	0.70 to 0.799
Great	0.80 to 0.899
Superb	Above 0.90

*Source: Polit (2006)*  
 $50/54 = 0.870$

The Content Validity Index was found to be 0.870 for all the items on the questionnaire and interview guide combined. Thus the questionnaire was considered valid given that a CVI of at least 0.8 was considered great in measuring validity.

### Reliability of the Research Instruments

The researcher ensured the reliability of qualitative data by recording accurate facts, responses, observations, and events. The reliability of quantitative data was obtained by the pre-test method. Here the instruments were

administered to a small number of respondents 1 month before the actual study. The researcher then computed the reliability of the variables using Statistical Package for Social Sciences (SPSS) version 25 computer software to find Cronbach's Alpha coefficient. The results of Cronbach's Alpha Coefficient on each were above 0.70 for the instruments to be reliable. Pretesting also helped to show the clarity of the instrument. Unclear instructions, wrong numberings, and similar questions were corrected and modified before the instruments were administered to the actual sample.

**Table 3 Reliability**

Variable	Cronbach Alpha Value
Counselling orientation services	.801
Counselling information services	.722
Counselling services	.834
Life Skills Development	.811

*Source: Primary data, 2023*

According to Cronbach (1950), a coefficient alpha of 0.7 and above was considered adequate. From the results all the Cronbach alpha coefficients ranged from .722 to .834, therefore meeting the acceptable standards.

### Research Procedure

The researcher ethically followed procedures to get to the aforementioned respondents. An introduction letter was obtained from the School of Education (SEDU) and presented to community members and school management to be allowed to access respondents. The researcher had a university identity card to prove that she belonged to Nkumba University.

### Ethical Consideration

The researcher kept maximum confidentiality of responses from the field and therefore did not have a pane in the interviews or questionnaires requiring respondents to indicate their names. The researcher did not delegate the work of collecting data to any enumerator or agents but conducted interviews about guidance counseling and life skills herself. This self-assignment proceeded to stages of data analysis, conclusion, and recommendation. The researcher continued following the data collection tools at each instance of data collection, referencing or citing quotations. The quotations were cited in Quotes and presented in Italics.

### Privacy

Privacy in research involves safeguarding the confidentiality and personal information of participants. It encompasses protecting the privacy rights and sensitive data provided by participants during the research process. The study established protocols to handle and store data securely, ensuring that unauthorized individuals do not have access to participants' personal information. Respecting privacy involves using appropriate data protection measures, such as encryption, password protection, and restricted access to data.

### Anonymity

Anonymity refers to the protection of participants' identities. When research is conducted with anonymity, the researcher ensures that the participants' identities cannot be linked to their responses or data. This was typically achieved by removing any identifying information or assigning unique identifiers to participants instead of using their names. Anonymity provides participants with a sense of safety and confidentiality, as their responses cannot be traced back to them.

### Data Analysis Procedure

The baseline data obtained from interviews and questionnaires were analyzed sequentially.

### Content analysis

Data analysis was collected on tools, entered in Word and excel documents, edited, and coded accordingly. It was then analyzed to obtain the most filtered and meaningful information relating to the objective under study. This analysis followed the themes derived right from the set objectives of the study.

### Qualitative Data analysis

Qualitative data was analyzed by normal data processing by identifying the responses that were relevant to the research problem and within each theme. Responses were quoted directly from tools and presented within the data.

### Quantitative Data Analysis

Quantitative data was collected from questionnaires, entered in the spreadsheet, and correlated to obtain frequencies and mode ranges. Quantitative data analysis involves the process of transforming numerical data into meaningful insights and conclusions. These were later presented in the form of tables, graphs, and charts. The study used the techniques used in quantitative data analysis below:

### Descriptive Statistics

Descriptive statistics were used to measure the central tendency to provide a summary of the main characteristics and features of the data. Measures such as mean, median, mode, standard deviation, and frequency distributions were used to describe and summarize the data while, Inferential Statistics: Inferential statistics were used to help draw conclusions or make inferences about a larger population based on a sample. Techniques such as hypothesis testing, confidence intervals, and analysis of variance (ANOVA) were used to determine whether there are significant differences, relationships, or patterns in the data.

### Area of the Study

This study was concentrated in primary schools located in the Muduuma Sub-county of Mpigi District of Uganda.

### Results

#### Response Rate

The study used a questionnaire and an interview guide to collect data from respondents. The study considered 115 respondents as the sample. A total of 97 questionnaires were distributed among respondents and 18 interviews were arranged. However, questionnaires distributed and interviews arranged were not all attended to by some respondents as indicated in table 4.

**Table 4: Study Response Rate**

Tools		Frequency	Percentage
1. Questionnaires	Distributed questionnaires	97	100%
	Returned questionnaires	82	84.5%
2. Interviews	Arranged interviews	18	100%
	Carried out interviews	14	80%

*Source: Primary Date (2023)*

Table 4 indicates that out of the 115 respondents, a total of 96 respondents participated in the study. This makes a response rate of 84.3%. According to Mugenda and Mugenda (2010), a response rate of 50% is adequate, 60% is good and above 70% is very good. Therefore, the study response rate of 84.3% is considered sufficient for the

study. In addition, the researcher is confident that the results from the high response rate are representative of the target population. Some respondents' failure to participate in the study can be attributed to the busy schedule of their tasks.

**Table 5: Gender**

		Frequency	Valid Percent
Valid	Male	46	56.1
	Female	36	43.9
	Total	82	100.0

*Primary data (2023)*

Table 5 shows that the majority of participants were male (56.1%), while the remaining participants were female (43.9%). The gender distribution is somewhat skewed toward males in this sample.

**Table 6: School Section**

		Frequency	Valid Percent
Valid	Boarding Section	44	53.7
	Day section	38	46.3
	Total	82	100.0

*Primary data (2023)*

Data findings in Table 6 reveal that in terms of the school section, a slight majority of participants were from the boarding section (53.7%), with the remaining participants being from the day section (46.3%).

### Effect of counseling services on life skills development.

**Table 1: Descriptive Statistics for Effect Of Counselling Services on Life Skills Development**

	Mean	Std. Deviation
I am aware of the availability of guidance and counseling services at this school.	3.71	1.024
I believe that guidance and counseling services are beneficial for students' personal development.	3.98	1.165
I am satisfied with the quality of guidance and counseling services provided at the school.	3.05	1.216
The guidance and counseling services effectively address students' specific needs and concerns.	3.56	1.156
I find the guidance and counseling sessions helpful in improving my well-being and academic performance.	3.71	1.024
The guidance and counseling services provide valuable support in handling personal and social challenges.	3.59	1.042
I feel comfortable discussing my academic and personal concerns with the guidance and counseling facilitators.	2.71	1.392
The guidance and counseling services have positively impacted my overall experience at this school.	3.61	.913
I am likely to recommend the guidance and counseling services to other students in the school.	3.76	1.150
The guidance and counseling services contribute significantly to my life skills development.	3.46	1.045
Valid N (listwise)		

*Primary data (2023)*

Participants reported a mean awareness score of  $M = 3.71$  ( $SD = 1.024$ ) regarding the availability of guidance and counseling services at the school. This indicates a moderate level of awareness among participants, with relatively limited variability in their responses.

The mean score for participants' belief in the benefits of guidance and counseling services for personal development was  $M = 3.98$  ( $SD = 1.165$ ). This suggests a generally high level of perceived benefits, with responses clustering closely around the mean.

Participants' satisfaction with the quality of guidance and counseling services yielded a mean score of  $M = 3.05$  ( $SD = 1.216$ ). The relatively low mean suggests a moderate level of satisfaction, yet the high standard deviation points to notable variability in satisfaction levels.

One of the respondents reported that:

*Based on what I have seen, students who have received guidance and counseling have dealt with stress management because they can associate with their fellows who interact with them (KII, 2023).*

Another respondent explained that:

*The effectiveness of guidance and counseling promotes and supportive and inclusive community in the following areas: helps to avoid bad peer groups; helps to avoid stigma and; moral development among others (KII, 2023).* Participants indicated a mean effectiveness score of  $M = 3.56$  ( $SD = 1.156$ ) for the guidance and counseling services' ability to address students' specific needs and concerns. This moderate mean suggests varying perceptions of effectiveness among participants.

The guidance and counseling sessions were reported as helpful in improving well-being and academic performance, with a mean score of  $M = 3.71$  ( $SD = 1.024$ ). The moderate average helpfulness is accompanied by a relatively low degree of variability in responses.

Participants perceived the guidance and counseling services as providing valuable support in handling personal and social challenges, resulting in a mean score of  $M = 3.59$  ( $SD = 1.042$ ). This suggests a moderately positive perception, with responses clustering around the mean.

Participants' comfort level in discussing academic and personal concerns with the guidance and counseling facilitators was reported as  $M = 2.71$  ( $SD = 1.392$ ). The relatively low mean, accompanied by a high standard deviation, indicates substantial variability in comfort levels.

Participants reported a positive impact of guidance and counseling services on their overall school experience, with a mean score of  $M = 3.61$  ( $SD = 0.913$ ). This suggests a generally positive impact, with responses clustered closely around the mean.

The mean likelihood score of recommending guidance and counseling services to other students was  $M = 3.76$  ( $SD = 1.150$ ). This suggests a moderately high likelihood of recommendation, with responses varying around the mean.

Participants reported a mean score of  $M = 3.46$  ( $SD = 1.045$ ) for the guidance and counseling services' contribution to their life skills development. This suggests a moderate perception of effectiveness, accompanied by variability in participants' responses.

The descriptive statistics provide valuable insights into participants' perceptions of the effect of guidance and counseling services on their life skills development. The calculated means and standard deviations offer an

overview of participants' average responses and the variability in their perceptions.

The findings highlight areas that can significantly impact students' life skills development. Notably, the relatively high mean scores for participants' belief in the benefits of services ( $M = 3.98$ ) and the positive impact on their overall school experience ( $M = 3.61$ ) suggest a positive sentiment. This underscores the potential for counseling services to play a vital role in fostering personal growth and skill development among students.

However, the presence of variability, as indicated by the standard deviations, is noteworthy. This variability suggests that while the average perceptions may be positive, diverse viewpoints and experiences exist among participants. Consequently, counseling programs should consider this diversity to tailor their services to the unique needs and preferences of students.

Another interviewee commented that:

*Guidance and counselling services give the students a place to feel safe and wanted with love hence improving their overall wellbeing. from my experience, classrooms with uncoordinated teachers were changed, girls in relationships were guided out of them so that they could focus on their studies, and boys in bad groups were counseled for the betterment of their academics (KII, 2023).*

Another theme that came up during the thematic analysis is that of intervening in home issues of the students as shown by one person who reported that:

*Sometimes in counseling sessions, we have to deal with issues probably caused or that are a result of home environments. For instance, a child stopped taking ARVs because she was annoyed with her parents but during our sessions, she was advised, comforted, and supported and she resumed her medication even with a smiling face (KII, 2023).*

### Correlation Analysis

The correlation analysis aimed to investigate the relationship between participants' perceptions of counseling services and their reported levels of life skills. Pearson correlation coefficients were computed to determine the strength and significance of these relationships.

**Table 8: Correlations between Effect Of Counselling Services on Life Skills Development**

		Counselling Services	Life Skills
Counselling Services	Pearson Correlation	1	.249*
	Sig. (2-tailed)		.024
	N	82	82
Life Skills	Pearson Correlation	.249*	1
	Sig. (2-tailed)	.024	
	N	82	82

*\*. Correlation is significant at the 0.05 level (2-tailed).  
Primary data (2023)*

Participants' perceptions of counseling services were positively correlated with their reported levels of life skills

( $r = .249$ ,  $p = .024$ ). This correlation coefficient suggests a moderate positive relationship between the two

variables. This finding indicates that individuals who perceived the counseling services more positively were also more likely to report higher levels of life skills. The correlation between participants' perceptions of counseling services and their reported levels of life skills was statistically significant at the 0.05 level (2-tailed). The observed positive correlation between participants' perceptions of counseling services and their reported levels of life skills has important implications for educational institutions and counseling programs. This finding suggests that a more favorable view of counseling services is associated with higher reported levels of life skills among students. This result underscores the potential synergies between effective counseling programs and the development of essential life skills. Institutions can leverage this insight to enhance not only students' perceptions of their support services but also their acquisition of practical life skills that are crucial for personal growth and future success.

## Discussion

The research findings provide further insights into students' perceptions of the impact of guidance and counseling services on their life skills development. While the data suggests a generally high level of belief in the benefits of these services for personal development, it also reveals some nuances. For instance, the satisfaction level with the quality of guidance and counseling services appears moderately low, although with notable variability among respondents.

Similarly, the perceived effectiveness of the services in addressing students' specific needs and concerns has a moderate mean score, indicating varying perceptions among participants. However, the findings underscore that the guidance and counseling sessions are indeed helpful in improving overall well-being and academic performance, with moderate average scores and relatively low variability.

The literature reviewed in this study establishes the pivotal role of guidance and counseling in fostering the acquisition and application of life skills (UNESCO and WHO, 2018). Life skills are fundamental attributes encompassing problem-solving, decision-making, effective communication, empathy, and the ability to cope with stress and emotions. These skills are not just beneficial but are deemed essential for personal growth and success.

Moreover, guidance and counseling are portrayed as dynamic agents of change, instrumental in shaping individuals' attitudes, beliefs, and behaviors (UNESCO and WHO, 2018). Through guidance and counseling, students receive vital support, knowledge, and direction that are essential for making informed decisions and developing effective life skills. In essence, guidance and counseling services catalyze personal growth and self-awareness.

The research findings provide further insights into students' perceptions of the impact of guidance and counseling services on their life skills development. While the data suggests a generally high level of belief in the benefits of these services for personal development, it also reveals some nuances. For instance, the satisfaction level with the quality of guidance and counseling services

appears moderately low, although with notable variability among respondents.

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Importantly, the LSGCM is portrayed as an effective approach for addressing students' multifaceted adjustment challenges. These encompass not only the intellectual aspects but also the emotional, social, physical, and even moral-religious dimensions of student life. This holistic approach aligns with the principles advocated by scholars, emphasizing the need for comprehensive and student-centered counseling services.

## Conclusion

Guidance and counseling services positively impacted the overall school experience of students

## Recommendations

The Ministry of Gender, Labour, and Social Development and the Ministries of Education must promote diverse counseling approaches within educational institutions to cater to the diverse needs and preferences of students.

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## List of Abbreviations

ASCA	American School Counselor Association
G&C	Guidance and Counselling
HIA	Health Impact Assessment
IAEVG	International Association for Educational and Vocational Guidance
LSGCM	Life Skills Guidance and Counselling Model
NCDC	National Curriculum Development Center

NGO	Non-Governmental Organization
NTP	National Teacher Policy
PTA	Parent-Teacher Association
UBTEB	Uganda Business & Technical Examination Board
UNEB	Uganda National Examinations Board
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WHO	World Health Organization

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### Conflict of interest

The author did not declare any conflict of interest.

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Zawedde Josephine is a Master's degree student in education management and planning at Nkumba University.

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