Students' and Teachers' Perception of Guidance and Counseling Services in Eastern Uganda:
Case study of Secondary Schools in Pallisa District

By

Felecia C. Nyan

2011/HD03/4802X

A Dissertation Submitted to the School of Psychology in Partial Fulfilment of the Requirements for the Award of Degree of Master of Arts in Counseling

Makerere University

April, 2014

DECLARATION

I, Felicia C. Nyan, hereby declare that this dissertation is my original work and has never been submitted to any institution of learning for any academic award. Where work or material from other authors is used/ quoted, it has been duly acknowledged.

Name: Nyan, Felecia Choloplay

Signed: .....

Date: .....

APPROVAL

This dissertation titled “Students’ and Teachers’ Perception of Guidance and Counseling Services: A Case Study of Palisa District” has been submitted to Makerere University with my approval as the research Supervisor.

Supervisor: Dr. Janet Nambi

Signature: .....

Date: .....

DEDICATION

Commitment, effort, and dedication were fundamental elements for the completion of my dissertation, but even more was the support of my family. To my husband and the greatest projects of my life: my children Emmanuel, Jerome, Alice and Mr. and Mrs. Richard Barclay. Today I dedicate to them this important professional achievement because without their presence, support, I would not have achieved my goal. I love you.

ACKNOWLEDGMENT

First of all I thank God, for life, health, and the energy that he has given me to reach my professional goals. The success of this research had been attributed to many people. Many thanks to my supervisor, Dr. Janet Nambi, who read my numerous revisions and helped, make some sense of the confusion. Thanks to my lecturers especially Madam Janet Nekesa for her words of encouragement.

Thanks to the Liberia Teacher Training Program (LTTP)/Fhi-360, (The Science of Improving Lives) for awarding me this scholarship provided me with the financial means to complete this project, and also to my employer Ministry of Education.

And finally thanks to my husband, children, parents, and numerous friends, who endured this long process with me, always offering Prayers, support, love, encouragement and moral support during my studies.

TABLE OF CONTENTS

Declaration i

Approval ii

Dedication iii

Acknowledgment iv

Table of contents v

List of tables viii

List of figures x

Abstract xi

CHAPTER ONE: INTRODUCTION 1

Background 1

Historical perspective 1

Theoretical perspective 6

Conceptual perspective 8

Definition of the Key Concepts 8

Contextual perspective 9

Statement of the Problem 12

Purpose of the Study 13

Research objectives were 13

Research Questions 14

Scope of the study 14

Significance of the research 15

Conceptual Framework 16

CHAPTER TWO: LITERATURE REVIEW.....18

Introduction.....18

Teachers and Students Perception on the Need for Counseling Services.....18

Perception of the availability of resources needed for guidance and counseling 25

Perception on the Talent Availability and Counseling Services.....30

Non-financial resource availability.....32

CHAPTER THREE: RESEARCH METHODOLOGY 36

Introduction.....36

Research design 36

Study population 36

Sample of the Study.....37

Sampling Techniques.....38

Data Collection Instruments 38

Validity and Reliability of the Instrument 39

Data collection procedure 40

Data processing and analysis 41

Ethical consideration.....42

CHAPTER FOUR: DATA PRESENTATION, INTERPRETATION AND ANALYSIS 44

Introduction.....44

Background of Respondents 44

Distribution of the dependent variable: Perception of Counselling services 47

Answering of the research questions of the study 50

Research question one.....51

Evaluation 51

Potency.....53

Research question two 56

Financial resources.....56

Non-financial resource availability 59

Research question three 63

Counselor's Commitment.....63

Levels of awareness 66

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS....72

Introduction.....72

Discussion of the findings.....72

Teachers and students perceptions on the need for counseling services in schools 72

Teachers and students perceptions on the availability of resources needed for guidance and counseling in secondary schools.....73

Teachers' and students' perceptions on counseling and guidance talents in secondary schools...75

Conclusions.....78

Recommendations.....79

References 80

Appendix A: Questionnaire 88

LIST OF TABLES

Item **Page**

Table 3.1: Summary of population and sample size……37

Table 3.2: Cronbach's Alpha Coefficient……. 40

Table 4.1: Distribution of respondents by gender…… 44

Table 4.2: Distribution of respondents by age ……..… 45

Table 4.3: Distribution of teachers by employment status …….……... 46

Table 4.4: Distribution of teachers by work experience …… 46

Table 4.5: Distribution of teachers by level of education……..… 47

Table 4.6: Distribution of students by class of study……47

Table 4.7: Perception of teachers and students on the extent of which counseling services are provided ……...……..……. 48

Table 4.8: Distribution of teachers' and students' views on evaluation ……..… 52

Table 4.9: Distribution of teachers and students views on potency (strength/weakness)… 54

Table 4.10: Pearson's Correlation Co-efficient index between counseling services and teacher student perceptions……55

Table 4.11: Distribution of teachers' and students' views on financial resource availability……... 57

Table 4.12: Distribution of teachers' and students' views on non- financial resources….. 60

Table 4.13: Pearson's Correlation Co-efficient index between counseling services and resource constraints……..… 62

Table 4.14: Distribution of teachers' and students' views on commitment …..... 64

Table 4.15: Distribution of teachers' and students' views on the levels of awareness creation and provision of counseling services……... 67

Table 4.16: Pearson's Correlation Co-efficient Index between counseling services and Talent availability…. ……. 69

Table 4.17: Regression analysis results for teachers' and students' perceptions of counseling services, resource constraints and talent availability on provision of counseling services …… 70

LIST OF FIGURES

Figure 2.1: Conceptual Framework ……..17

ABSTRACT

The purpose of this study was to establish students' and teachers' perception of counseling services in Pallisa District. The study was guided by three objectives namely; to establish the relationship between the teachers' and students' perception of counseling services, resources availability, talent availability and counseling services in secondary schools in Pallisa District. The study was purely quantitative guided by a cross-sectional survey design involving 30 teachers and 255 students selected from 10 schools. The secondary schools in Pallisa District were selected using simple random technique. Data was collected using a self-administered questionnaire for both teachers and students. It was analyzed using SPSS computer package. At single variable level, descriptive statistics (frequencies, percentages and graphs) were used while at the two variable level, Pearson's correlation coefficient index and regression analysis techniques were employed.

The study revealed a moderate positive relationship between teacher-students' perception, resource availability, talent availability and counseling services in secondary schools. From the study findings it was concluded that teacher-students' perception, resource availability and talent availability were positively related with counseling services in secondary schools.

From the study conclusions, it was recommended that if counseling services are to be improved in secondary schools in Pallisa District, the Ministry of Education and Sports, parents, the community and Non-Governmental Organizations should facilitate by creating awareness to both teachers and students about the importance of guidance and counseling. The government should provide more resources both financial and non-financial to schools and should ensure that teachers are delegated with counseling responsibilities, allowed to make decisions about students' talents and should be fully empowered to enable them perform effectively.

CHAPTER ONE

INTRODUCTION

Background

The study examined the students' and teachers' perception of counseling services in Pallisa District. This chapter presents the background to the study, problem statement, purpose of the study, objectives, research questions, purpose of the study, Contextual perspective, Theoretical perspective, Contextual perspective, Conceptual perspective, the scope of the study, justification, significance of the study, conceptual framework, and operational definition of terms. This section presented the background of the study through the historical, theoretical, conceptual and contextual perspectives.

Historical perspective

The history of school counseling formally started at the turn of the twentieth century, although a case can be made for tracing the foundations of guidance and counseling principles to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle. There is evidence to argue that some of the techniques and skills of modern-day guidance counselors were practiced by Catholic priests in the middle ages, as can be seen by the dedication to the concept of confidentiality within the confession. Near the end of the sixteenth century, one of the first texts about career options appeared: Wrenn (1962) highlighted the need for more cultural sensitivity on the part of school counselors. Nevertheless, formal guidance programs using specialized textbooks did not start until the turn of the twentieth century.

An overarching policy known as "ABC", which consisted of abstinence, monogamy and condoms, was set up with the aim of helping to curb the spread of AIDS in Uganda, where HIV infections reached epidemic proportions in the 1980s. The prevalence of HIV

began to decline in the late 1980s and continued throughout the 1990s. In fact, between 1991 and 2007, HIV prevalence rates declined dramatically. Various claims have been made on the extent of these declines, but mathematical models estimated falls from about 15% in 1991 to about 6% in 2007.

The Go-to-school, Back-to-school and Stay-in-school (GBS) campaign has been a key strategy for the restoration of education in conflict affected areas of Uganda. This was launched in 2007 by the Ministry of Education and Sports, UNICEF, the World Food Programme and other partners, The campaign aimed at accelerating enrolment, retention and completion of boys and girls, and reducing gender disparity in schooling (with a Particular focus on the conflict affected northern and north-eastern parts of the country, Pallisa inclusive).The campaign was started in Lira district in order to target 45,000 children returning home from displacement camps, as well as 4,500 teachers in 650 schools in five districts in the Lango sub-region. The campaign was expanded and set to benefit some 1.3 million children in and out of school as well as 13,000 teachers in 1,600 schools in 18 districts. UNICEF assisted the campaign by providing educational materials such as writing tools, mathematical sets and school bags; hygiene supplies such as sanitary cloths and soap; and sports equipment such as football and volleyball kits. UNICEF also provided teacher training materials for use by primary school teachers and preprimary caregivers, and supported local drama and music groups to incorporate the campaign messages into their performances. This campaign entailed the important use of guidance and counseling services in schools to enable learners stay in school and achieve their full potential (Ministry of Education and Sports, 2007).

Professional counseling in Uganda has foundations in traditional cultures of its peoples, guidance offered in schools, and counseling to curb especially the HIV/AIDS

epidemic. Currently, a definitive professional counselor profile in Uganda is being established. The Uganda Counselling Association continues the process of seeking legal authority to regulate counselor training, supervision, and practice. Counselors need to carry out more research to make counseling more relevant to the African situations, cultures, and customs.

Ministry of Education and Sports; (Journal of Guidance & Counseling 2012) Guidance and Counseling (G & C) is a relatively new movement in Uganda, like in most African countries. Guidance and Counseling have a long history in Uganda, it started with introduction of formal education by missionaries (Ministry of Education and Sports Report 2004). The need for formal Guidance and Counseling in schools was realized in the 1960s, when the Ministry of Education then established the office of Career Guidance at its headquarters in Kampala. The Minister of Education in the 1960s, the late J.S Luyimbazi Zake did a lot to promote the Career Guidance and Counseling movement in this country. He also emphasized the need for school leavers to choose appropriate careers for their future.

Eugene Shayo (2011) in several literatures and sources, guidance and counseling in education sector in Tanzania and some other African countries is regarded as the youngest discipline. This is evidenced by First International Conference on Guidance, Counseling and Youth Development in Africa held in Nairobi, Kenya from 22nd to 26th April, 2002 which pointed out that the Guidance, Counseling and Youth Development Programme was initiated in Africa in April 1994, following the First Pan African Conference on the Education of Girls that was held in Ouagadougou in 1993. It is designed to introduce or strengthen guidance and counseling in African countries. It focuses on capacity building in the countries involved and provides training at both regional and national levels on issues of guidance and counseling of schools and colleges.

Since Uganda got independence, it has become necessary to gear the education of the children towards national development. The Guidance and Counseling Department of the Ministry of Education and Sports charged with the duty of helping teachers in schools to ensure provision of guidance and counseling to the young ones: Help them think about their future occupations and guide them to select or opt for occupations, in which they would fit best, Appropriate subjects or courses to pursue in order to realize these occupations, hence crucial Vocational, education and personal guidance are all equally important. Therefore there is need for a wide program of guidance service in schools.

The Government White Paper of (1992) on Education recognized the importance of Guidance and Counseling movement in this country. The paper also emphasized the need for school leavers to choose appropriate careers for their future. It recognized the importance of guidance and counseling services at all levels of education. It recommended, among other recommendations, that, each school ranging from primary to tertiary should have at least one teacher responsible for Guidance and Counseling.

The government has intensified it since the advent of provision of Universal Primary Education (UPE) in 1997. Guidance and counseling on choice of subjects and careers remain important, however, the emphasis has now shifted to meeting the emotional needs of pupils, particularly those infected and affected by HIV/AIDS. A guide for training senior women and men teachers has been developed. Information materials have also been developed for children and youth for reference. School counselors help to make learning a positive experience for every student. They are sensitive to individual differences. They know that a classroom environment that is good for one child is not necessarily good for another. Counselors facilitate communication among teachers, parents, administrators, and students to

adapt the school's environment in the best interests of each individual student. They help individual students make the most of their school experiences and prepare them for the future.

Ministry of Education and Sports Report (2004) like elementary school counselors, the roles of middle and high school counselors vary depending on the district and the school administrators. Counselors deal with a vast array of student problems–personal, academic, social, and career issues. Typically, these areas get blended together when working with a student on any one topic; hence, it is impossible to separate the duties of a counselor on the basis of a particular problem. Counselors in middle and high school have experience with all these areas and work with others in the school and community to find resources when a need arises. It is common for a school counselor to be the first person a student with a difficulty approaches. The school counselor then assesses the severity of the problem in order to provide appropriate support. School administrators sometimes assign counselors such responsibilities as class scheduling, discipline, and administration. These tasks can be integrated with the goals of school counseling but can also dilute the time available for helping individuals.

According to the recent policy in Universal Secondary Education in Uganda (USE) as reported by Chapman, Burton and Werner (2010), there is a move to increase access and the transition rate from primary to secondary school levels for both Ordinary and Advanced levels of secondary education. Additionally, there is a policy objective to increase the retention and completion rates of both levels of secondary education. To increase the number of girls accessing and completing secondary schooling was also considered to be important as part of the objectives.

The other side of counseling is making a person understand their status quo and the meaning of that status quo. This is always the hardest part in the work of counseling. For instance, someone has failed an examination he or she never expected to fail, there is need to

make this person understand and accept that there is life even after failing. Showing the possibility of making good the failure is the most important concept at this point. This goes hand in hand with people who may have contracted a terrible disease and find it hard to accept the situation or even those people who have been traumatized due to the terrible past and fail to accept that they could have a normal life, for instance, people who have been affected by war or ladies who may have been raped in their young age (Gladding, 2004).

Since then various changes in emphasizing counseling have occurred mainly because of the diversity of students and their social, economic and cultural background. Likewise in Pallisa District it was pointed out by the District Education Officer that there is need to help students in their different challenges so as to enable them complete the school cycle. Teachers and students need to be helped to develop a positive attitude towards guidance and counseling. This study was therefore, primarily done to investigate the relationship between teacher-student perceptions, resource availability, talent availability and counseling services in secondary schools in Pallisa district.

Theoretical perspective

The study was guided by the "Person-centered therapy" of counseling by Carl Rogers (1940). As the father of client-centered therapy, Rogers stated that "the counselor should be non-directive in the sessions"--- his job is to reflect the counselee's responses back to him and, thus, set up a catalytic atmosphere of acceptance. Such an environment is supposed to allow the client to get in touch with the innate resources within him/her for successfully dealing with life and developing self-esteem.

Rogers viewed human nature as basically good. He believed that if given the appropriate environment of acceptance, warmth and empathy, the individual would move toward self--actualization which motivates individual to move toward growth, meaning and

purpose and the perception of reality is accepted as reality for the individual. Roger's emphasis is on the self being a result of the person's life experiences and person's awareness of comparison to other as same or different. On the basis of the Person-centered therapy Theory, this study suggested that guidance and counseling services be determined by the perception teachers and students have about these services, resources available in schools and the talents possessed by both the teachers and students.

Rogers believed that most people were provided conditional acceptance as children, which lead them to behave in ways that would assure their acceptance. However, in their need for acceptance, the individual often behaved in ways that were incongruent with the real self. Thus, the greater this incongruence between the real self and the ideal self, the greater isolated and maladjusted the person became.

According to the State University Encyclopedia (2012), School counselors help to make learning a positive experience for every student. They are sensitive to individual differences. They know that a classroom environment that is good for one child is not necessarily good for another. Counselors facilitate communication among teachers, parents, administrators, and students to adapt to the school's environment in the best interests of each individual student. They help individual students make the most of their school experiences and prepare them for the future. Counselors spend their time with children individually, in small groups, or in classrooms thus, having some connection with every student in the school. With the advent of systems thinking, the elementary school counselor now has a working relationship with students' families and with community social agencies (State University Encyclopedia, 2012). Although the roles of school counselors vary among settings, common tasks include individual counseling, small-group counseling, large-group or classroom presentations, involvement in school wide behavior plans for promoting positive and

extinguishing negative behaviors, and consulting with teachers, parents, and the community. Therefore, counselors in secondary schools must cultivate positive attitude in teachers and students about counseling services. They must exhibit and possess the required talents in order to be in position to lead students to self -actualization.

Conceptual perspective

From the conceptual point of view, perception refers to the way one looks at the events happening in an environment. From a technical point of view, it refers to the organization, identification and interpretation of sensory information in order to represent and understand the environment (Schacter, 2011). Perception depends on complex functions of the nervous system, but subjectively seems mostly effortless because this processing happens outside conscious awareness (Goldstein, 2009). For the purpose of this study, perception is how teachers and students evaluate the need to introduce guidance and counseling in the School System of secondary schools in Pallisa District. How they look at the concept of guidance as it relates to the needs of the students is also important to be considered. Students' and teachers' perceptions was however, conceptualized in this study as teacher and student perception involving evaluation and potency. Resource constraints as the second aspect involved financial and non-financial resources; and finally, talent availability as the third aspect involved commitment and level of awareness of counselors.

Definition of the Key Concepts

Perception: Perception is defined in Merriam-Webster's Online Dictionary (2009) as an "attitude or understanding based on what is observed or thought." A teacher's perception, like anyone else's, is ultimately a product of his or her belief system.

Counseling services: It is the interaction that comes as a result of the vocational relationship between a specialized counselor and his student where the counselor assists the student to understand himself and his abilities and talents to achieve self and environmental compatibility in order to attain the appropriate degree of mental health in light of the techniques and specialized skills of the guidance process (UNESCO, 2011).

Guidance: Guidance is a group of planned services that include counseling, it provides the trainee with miscellaneous information to upgrade his feeling of responsibility, understand himself and know his abilities and provide guidance services to trainees.

Guidance can be defined as a process, developmental in nature, by which an individual is assisted to understand, accept and use his/her abilities, aptitudes and interests and attitudinal patterns in relation to his/her aspirations. Guidance as an educational construct involves those experiences that assist each learner to understand him/herself, accept him/herself, and live effectively in his/her society. This is in addition to the learner's experiences in the world of work and the people found there (Witmer, 1990).

Counseling needs being a major factor to complement guidance, was also looked at through the teachers/students' eyes. How both parties (teachers/students) view the need for guidance and counseling services. Students and teachers should view the advantages and disadvantages if it is introduced. In this study however, provision of guidance and counseling services is conceptualized into providing counseling and not providing counseling services in secondary schools.

Contextual perspective

Guidance and counseling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, their problems, their school environment and their world (Lunenburg, 2010). The main policy goal for secondary

level education is the provision of resources that would allow all school age children, and others so desiring, to receive and complete a junior high school program of quality. Further, that as many as can benefit as so wish, move on to and complete a diversified broad base high quality senior high school program or its equivalent in readiness for the next stage/phase of living and learning.

Counseling and is informally offered by elders and clan heads. All members of the extended family especially anyone older than other is expected and was looked on to for counseling the younger members of the family. Therefore grandparents, aunts, uncles, older brothers or sisters were involved in informal counseling. Skills in carving, hunting and other occupations needed later on in life were passed on to young people by parents at different stages in the development of each child. Some of the behaviour and skills were learnt either by observing adults, or acquired through other means of training. Guidance and Counseling for individuals have always formed part of the African strategy for combating personality problems and practiced by indigenous counselors **(**Mapp-Robinson, 1987).

A lot of changes have taken place and many more will continue to take place in our cultural and social patterns of life. This has occurred as a result of the intrusion of other cultures and social habits, and the developments in modern science and technology. Such changes bring in new ways of life and values. Girls and boys face major challenges in: dealing with changes in adolescence, making educational decisions, handling the conflicting cultural messages and values, managing their sexuality in a social environment that encourages delay in adult hood, coping with changes in family structures. Understanding and coping with issues of HIV/AIDS for example single parent families, adolescent headed families, break down of the extended family and existence of orphans. All these and others not mentioned here are challenges that affect the student's life and performance in schools.

They have to be assisted to face them objectively, with courage and appreciation through guidance and counseling services.

Ministry of Education and Sports Report (2004), emphasized that as a result of two decades of war and civil strife, the Education System, especially at lower levels, suffered from years of neglect. This resulted into poor quality; poor enrolment for example 50% at primary school level and high drop-out rates (7.8% in lower grades); high attrition rate (50%) and a low completion rate e.g. 35% at primary school level; dramatic difference in enrollment between geographical locations and individual schools; and an overall system showing very low efficiency in terms of total cost per child. In addition parental contributions to school maintenance (including partial support to teachers' salaries) accounted for 50 – 75% of all school financial requirements. Despite low government tuition fee, PTA dues resulted into poor parents not being able to enroll all (or any) of their children in school. Another significant problem was the rigid, formal primary system and time- table preventing children involved in petty trade or household activities from attending school.

According to Bhusumane (1993), guidance services in schools have, for a very long time, been left in the hands of school teachers who are already over-loaded, and without training in the area of guidance and counseling. Recent developments in African education, especially the opportunity for free and universal education, have resulted in a new scale of problems in schools and the nations at large. Many children go to school without knowing what they are supposed to do, and leave school without any idea of what type of jobs or careers they should follow. In addition, they have little understanding of themselves and their socio-economic and political environment.

School Guidance and counseling services is a process of planned intervention within a school system by which the total development of students are stimulated in areas relating to

their personal, social, career, emotional and academic concerns. School guidance and counseling program have therefore been introduced to assist students overcome the number of challenges they experience at home and at school.

Because of a lot of pressure imposed on the teachers by the curriculum and on the family, teachers and parents tend to have little time with the children to give them the necessary guidance. Students make their own decisions concerning their personal and academic challenges. This is reflected in, for example, the number of students that drop out of school and those who do not complete the secondary school cycle (UNESCO, 2011). Guidance and Counseling is a continuous and on-going process. For it to meet students' needs, it must be formalized. The initial stage of programme development planning is of vital importance.

The little or no guidance offered to students in secondary schools could have affected many students and may have been brought about by teachers' and students' perception of what guidance and counseling entails, thus, the move to undertake this study to establish the relationship between teachers' and students' perception, resource availability, talent availability and counseling services in secondary schools in Pallisa district.

Statement of the Problem

Gumisiriza (2012) Guidance and counseling services are widely known to be beneficial in shaping the thinking and decision making capabilities of both students and even people at work places. It is further recommended to have such services in places where youngsters are growing without knowing what is expected of them such as the case of Pallisa District which has been affected by high school dropout and unemployment. There seems to be little or no traces of counseling services in secondary schools in Pallisa District today (UNESCO, 2011). Incidences of children growing without any direction and making

regrettable mistakes are quite many. For example, several young people choosing to embrace early marriage while others select subjects that do not have appropriate combination especially for joining A' Level (UNESCO, 2011). This is to a greater extent affecting the future education performance of Pallisa District secondary schools and this is likely to affect even the level of education productivity of these people if not checked in time. Presently the perceptions of teachers and students are not known and as far as I know, there is less or no study that has been conducted in Pallisa District in relation to the perceptions of teachers and students about the guidance and counseling services offered in secondary schools. The current trend could probably continue if the perceptions of teachers and students towards counseling are not improved, resources to support counseling in schools remain inadequate and the talent of counseling is not nurtured in secondary schools and communities of Pallisa District.

Purpose of the Study

The purpose of this study was to establish students' and teachers' perception of counseling services in secondary schools in Pallisa District.

Research objectives were

The research study was guided by the following objectives:

1) To analyze teachers and students perceptions about guidance and counseling services in schools in Pallisa.
2) To assess teachers and students perceptions on the availability of resources needed for guidance and counseling in Pallisa district secondary schools.
3) To establish the relationship between teachers' and students' perceptions of counseling and guidance talents in secondary schools in Pallisa District.

Research Questions

The study was guided by the following research questions:

1) What are the perceptions of teachers' and students' on guidance and counseling services in secondary schools in Pallisa District?
2) What are the teachers and students perceptions on the availability of resources needed for guidance and counseling in Pallisa district secondary schools?
3) What is the relationship between teachers' and students' perceptions on guidance and counseling talents in schools in Pallisa District?

Scope of the study

Geographical scope

The study was carried out in secondary schools in Pallisa District located in the Eastern part of Uganda, particularly in secondary schools located at Agule and Pallisa counties. Pallisa District has been considered because it accounts for slightly more secondary schools compared to some districts in eastern region. This means that responses from the selected schools can be used to represent responses for the whole Eastern Region of Uganda.

Content scope

The study focused on students' and teachers' perception of the needs for guidance and counseling services, resource constraints as well as talent availability in secondary schools in Pallisa District.

Significance of the research

The research is expected to be significant to different groups of people. To a greater extent, it is expected to be significant to the students and school management. However, other groups of people are expected to feel the impact of the findings of this research as well.

The findings could be useful to politicians and parents. Students are expected to benefit in the sense that most of them are currently affected by the teenage pregnancies, absentees and drop-outs making them not focused.

The results of this research could enable counseling services to be started in secondary schools, hence enable students to reshape their lives and become responsible citizens of Pallisa District.

Through the establishment of counseling services in schools, there would be an assurance that students would be trained to make sensible decisions and hence reduce failure rates by choosing what they like most and work hard towards achieving it. Additionally, with the counseling services spreading to schools, the future generation is assured to be more productive by being more focused than the way they are now.

Parents too stand to benefit in the sense that they may have less trouble looking after children. Children are expected to be shaped by counselors in conjunction with the religious leaders of the different religions. In the process, the students are expected to be more productive compared to the way they are now. By being more productive, it is expected that they would impress their parents and or guardians who would be willing to involve them (children) in most of their activities to boost the level of their productivity.

There is likelihood that the counselors may reap big in the process. This study could inform policy makers on the implementation of counseling services in schools which may

create huge employment opportunity for those people in the profession of counseling. This would be good economically since it would uplift the standards of living of councilors and in a way it may increase spending levels of citizens bringing about increase in National Income Levels.

Conceptual Framework

The conceptual framework highlights the relationship that is being studied in the research questions in this research study. The study suggests that there is a relationship between resource constraints, attitude and or perception of teachers and students, counseling talent availability and provision of counseling services in schools in Pallisa District. These variables have been developed after modifying the variables studied by Muribwathoho (2003) and Low (2009) who both looked at the possible challenges that counseling could be facing on a general context. Borrowing from their ideas, the researcher feels that the modified relationships as presented in the conceptual framework could be applicable in the case of Pallisa District at the present time.

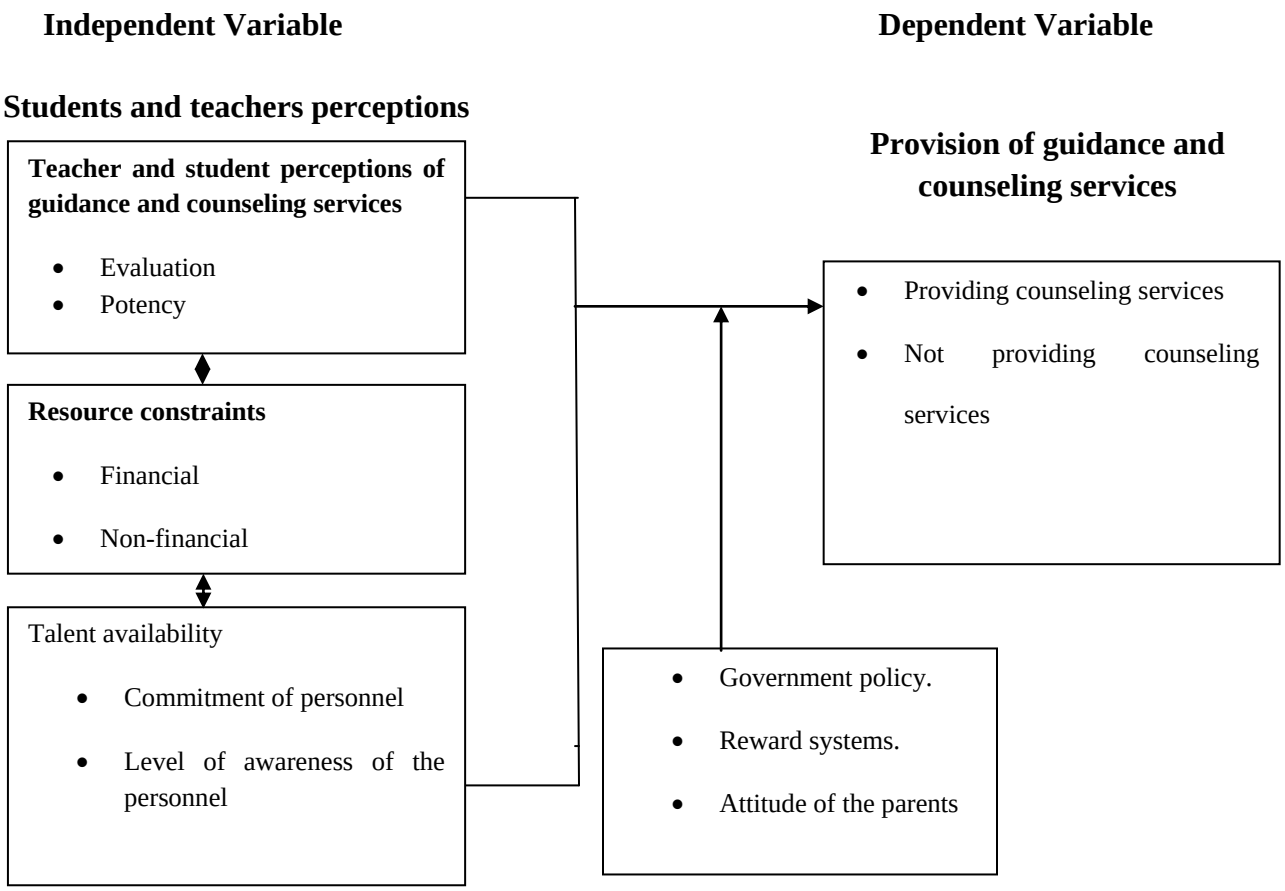

Figure 2.1: Conceptual framework showing relationship between guidance and counseling services and perception of teachers and parents, resource constraints and talent availability (Modified from the studies of Muribwathoho (2003) and Low (2009).

The conceptual framework above suggests that the perceptions of teachers and students have a direct impact on the introduction of guidance and counseling services in schools. The perceptions will further portrayed to have an indirect impact on the provision of guidance and counseling services through both resource and talent availability. This also suggests that resource constraints in schools have an impact on whether that school should provide guidance and counseling services or not. It further suggests that the availability of guidance and counseling talent in schools could also impact on whether the school provides the services (Guidance and Counseling).

CHAPTER TWO

LITERATURE REVIEW

Introduction

In the process of establishing the research problem, the researcher carried out a detailed review of related literature. This section has a detailed record of the reviewed literature. The section is documented in the order of the research objectives.

Teachers and Students Perception on the Need for Counseling Services

Having guidance and counseling services in a school is a big step in the right direction for that school or institution (UNESCO, 2011). This however could be affected by the perception of teachers and students towards the service. This is based on the following research questions:

> *"What are the perceptions of teachers' and students' on guidance and counseling services in secondary schools in Pallisa District?*

The effect is likely to be positive or negative depending on what the teachers and students feel and perceive about the whole issues of counseling. Research suggests that of the two groups, teachers have greater influence on students. Further findings of the same research indicate that teachers tend to teach in the same way they were taught with some slight modifications if need be. This further suggests that if guidance and counseling is to be advocated in schools then it should start with the teachers and the students who will eventually follow suit is sighted in (Gourneau, 2012).

Like any business or activity to be carried out, it starts with the attitude which is from the decision of someone to accept or reject an idea. Attitude generally refers to the feelings of

liking or disliking something or some situation without any strong reason to justify the liking or disliking. It is actually a combination of things such as personality, beliefs, values, behaviors, and motivation of an individual toward something and or some situation at their disposal. These different attributes will in one way or the other force individuals to act in a certain way towards a circumstance exposed to them all. This could be influenced by the cultural background (beliefs and values) and probably what motivates the particular individual(s) to do what they do (Pickens, 2005).

According to (Schmidt, 2008), a comprehensive guidance and counseling program should cover the educational, career, personal and social development of the students. Besides, prevention remedial programs are also important in helping to prevent social ills in schools. In his studies, (Chai, 2000) found that only 16.6% of students actually utilize the counseling services for emotional or mental problem. It is further reported that students are unwilling to disclose their problem to another person due to their culture and difficulty in expressing their feelings and emotions. However, they are more willingly to seek counseling services for school work or career problems. Counselors are ranked low as a source of help in personal problems. They will only seek counselor's assistance when their primary support system has failed to effectively solve their problems (Tan, 1989). This reasoning was also supported by western researchers like Gysbers and Henderson (1995) who proposed a school comprehensive counseling program to take note of supporting the pupils and the supporting network of the pupils which include all the stake holders of education. The findings also go in line with the work done by (Parham and Tinsley, 1986).

Guidance and Counseling services are important to different group of people depending on their situation. Some groups of people may need counseling services more than others. Young people for instance, may need counseling in order to make good choices in

their lives. This is important since it helps a child get formed into a responsible adult in the future. This thus requires counseling services to be given out in schools where these children can be found. Though there could be few schools today that have counseling services in Africa, there is no harm for a school to have an office for the purpose (CPA, 2009).

Guidance counselors, therefore, need to be equipped with skills required to design comprehensive guidance programmes, provide counseling service, and use assessment procedures with a gender perspective. Emphasis should be on the gender sensitization of trainers of guidance counselors, as well as provide them with the knowledge and skills which they can use in training their trainees on how to address gender stereotypes, that may influence the decisions that young people may make with respect to careers and other roles in society. Due to a lack of training in gender analysis, many providers of guidance services have continued to provide services, and/or organize activities, that continue to maintain and reinforce the existing gender stereotypes (Bhusumane, 1993).

According to Shertzer and Stone (1981), counseling is a social service based on the recognition of an individual's uniqueness, dignity, value and respect, and of the fact that every individual has a right to personal assistance when needed. This service recognizes the need to offer individuals an opportunity for self-knowledge and self-development through individual or small group interventions. The counseling service's main purpose is to nurture a relationship leading to personal development and decision-making, based on an understanding and knowledge of oneself and the environment. The service provides an opportunity for verbal interaction between the counselor and the client, with the sole aim of assisting the client to deal with a specific problem which could be physical, academic, emotional/personal, and/or social.

Basically, this service offers clients the chance to make decisions and solve problems. This service has a direct link with other services, especially the referral service because, when the need arises, a counselor may have to refer a client to other specialists. The provision of such a service acknowledges the fact that students need assistance to cope with the complexities of life, since classroom teaching alone may not meet the needs of the client effectively.

In the context of a school, teachers and students are expected to have very diverse attitude and perception about a situation that requires the attention of both of them. However, a common ground has to be reached in order for something to be done especially when that thing involves collaboration of all parties of a transaction. This is synonymous to counseling services in schools (UNESCO, 2011).

Research conducted by Lee (2009) indicates that guidance and counseling in schools faces a great challenge of having a common ground between students and teachers on whether such services should be provided in schools or not. In a related scenario, research was conducted in South Africa in the late 2002 to 2003 to establish the impact of guidance and counseling to academic excellence and success in education of a South African citizen. This research revealed that there was a great success especially due to the fact that the African students and pupils who seemed to be traumatized by the whites started accepting the situation and believing that they could make their future better than the way they thought it would be (Muribwathoho, 2003). This is a sign that counseling is a powerful tool for change in a society.

Shertzer and Stone (1981) support that guidance and counseling services underscore the fact that other people's opinions and decisions may have a positive impact on the programme. It also emphasizes that clients are not only students but children, sportsmen and

women, boys and girls, who work with a number of people who can contribute to, and have an interest in, the students' welfare. It is, therefore, important for the counselor or guidance teacher to the students to consult parents, boarding personnel, and other teachers who might be subject teachers and coaches. This will give the counselor or guidance teacher an opportunity to ascertain various changes in behaviour that might have occurred. Such consultations may also demand referral. The consulting service supports the fact that collective decision-making and problem exploration allow for more objectivity. The programme leader has to promote relations with community agencies, which helps to establish contacts and effective communication channels. Once channels of communication are open, it is easy to exchange information and ideas with other beneficiaries. Consultation with teachers is an important means of increasing teacher awareness of issues their students face.

In the research conducted by Muribwathoho (2003), teachers are portrayed to have fronted the idea and convinced the authorities of the importance of guidance and counseling in helping the students to concentrate in class. Above all, the counseling sessions helped the whites and Africans in South Africa start getting along well. This indicates that counseling services play a big role in shaping the lives of individuals.

Perception of teachers is therefore very important in making counseling services a success in schools. This is important to be considered in coming up with guidance and counseling programs. In his works (Gourneau, 2012) stresses this aspect so much. According to him, teachers are very instrumental in shaping the attitudes of their children and making them do the right things in their lives. He further stresses the need to have teachers express kindness and responsibility towards students.

Regardless of what the teachers may want to believe as their attitude, students too have their attitude towards counseling services. Whereas they are likely to be influenced by

the teachers into liking certain aspects of the school, students are likely to have a complete separate understanding of and perception of counseling to them. This follows the fact that students are fond of behaving rebelliously to certain things that happen and or get practiced in the different institutions of learning and lower level schools (Lau, 2009). This brings into the picture the need to study the preferences of students well in order for them to be pursued into liking the aspect of counseling in their student lives.

Lindhard (1985), Students should be assisted at various levels in their educational development by providing academic counseling. All sorts of students: the gifted and talented, the low achievers, the handicapped and delinquents, should be assisted to plan their educational progress. This calls for an appraisal of the educational needs of a particular student, and the preparation of a cumulative record, which is a device for recording and filling all the relevant data on that student. With this information each student can be helped to plan a satisfying educational programme.

In a related study, there was need to identify whether the background of a student could be relevant to determine the level of preference of that student to liking guidance and counseling services. Results indicated that indeed the background was of paramount importance in the process of determining whether a student would like to have guidance and counseling services introduced in the school where he/she studied. In this research, the cultural background was broken further to include socioeconomic aspects as well as the level of attachment that the students contacted had to their cultures at home. Those with strong attachment to culture tended to be skeptical of the reasons for counseling whereas those with little attachment to culture received the news of counseling and were more open minded to receive the good news that counselors had to offer to them (Duncan & Darrell, 2007). This is an indication of the need to consider the cultural background of the students which tends to

have high impact on the attitude that they have towards counseling. In the end, it is this attitude that helps to determine whether the students would like to have counseling services in their schools or not.

The strength of the attitudes of students does not however rule out the fact that the teachers have the capacity and power to influence them into liking the idea of having guidance and counseling in schools. Hard as it may seem, literature suggests that a teacher has the power to make a student see a new light in life and hence be able to accept counseling services in schools (Gourneau, 2012). The issue of resources to carry out counseling cannot as well be ignored at this point.

From a general perspective, counseling services are very minimal in most of schools both in developed and developing countries. There is however overwhelming evidence that counseling services are important to these schools since they enable students to develop in mind and body especially as far as decision making is concerned. Counseling has been found important because of its advantages in ensuring that schools get the desired outcome from a student who finishes school as those of expected of him or her before starting school (Muribwathoho, 2003).

To realize the main goal of outstanding counseling services, there is need for both students and teachers to have good attitude for the service. There is further evidence that teachers are in good position to influence the attitudes of the students. This can further be used for the good cause of making sure that both students and teachers have the same attitude about counseling services in schools (Gourneau, 2012).

A school is composed of administration, teachers and students. The administration is likely to operate to ensure that the needs of students and teachers are attained since they are the main players in the education system. This further implies that the teachers and students

are together in position to influence the needs of the schools by forwarding counseling services as one of the services of priority. This is likely to counter the current trend of few counseling services in schools. In the process, resources for counseling services are likely to be availed by the school administration in liaison with the parents (Caltabiano, 2003).

Once the resources are in place, the right talent for counseling is likely to be sought and obtained. Literature however suggests the need to have an in-house talent management mechanism whereby the right talent will be developed to suit the needs of students of a given school. This is in itself an important component in the development of counseling services in schools (Ulrich, 2011).

Perception of the availability of resources needed for guidance and counseling

Guidance services in schools have, for a very long time, been left in the hands of school teachers who are already over-loaded, and without training in the area of guidance and counseling. Recent developments in African education, especially the opportunity for free and universal education, have resulted in a new scale of problems in schools and the nations at large. Many children go to school without knowing what they are supposed to do, and leave school without any idea of what type of jobs or careers they should follow. In addition, they have little understanding of themselves and their socio-economic and political environment (Bhusumane, 1993).

Many school leavers today end up on the streets, and quite a sizeable number keep on moving from job to job trying to explore, within the world of work, which job meets their interests and capabilities. A majority of these school leavers are not aware of their potential. There is, therefore, a need to help young people and children to know themselves that is their abilities, interests, personalities, values and beliefs, and potential. They should also be assisted

to acquire the skills they need in order to cope with the different circumstances they may encounter later on in life.

Resources have always been key in provision of any services that requires interaction of human beings in one way or the other. Resources are considered to be those things that are needed to be in place to ensure that the work intended to be carried out is carried out successfully. This is a situation in both the developing and developed countries (Stewart, 2007). This review is based on the research question below;

> *"What are the teachers and students perceptions on the availability of resources needed for guidance and counseling in Pallisa district secondary schools?"*

Focusing on the developing countries, there has been a great challenge to generate resources for the service. Research indicates that this is indeed a great challenge to schools in developing countries. Coming up with enough financial and other forms of resources has not been easy for schools (Smith, 2011).

From the research conducted by (Phillips, 2011), it is clear that the administration of different schools have a part to play in ensuring that enough resources are allocated for counseling services. Currently, these schools are portrayed not to be having the required support towards the counseling services.

The low budget towards counseling services in schools in the developing country could also be attributed to the fact that the schools are not in position to generate their own resources. Yet still, the need to prioritize counseling services in schools has not been taken up by management groups of different schools in developing countries. This could partly be as a result of not knowing the importance of counseling in these schools (Komm, 2008).

Unlike developing countries, counseling services are taken seriously in schools in developed countries. In every financial year, enough resources have to be allocated towards

counseling of students. This has been advocated so much due to the realization that students spend most of their time in schools. It is in these schools that these children grow and become mature people. They could even end up making wrong choices in life because of lack of guidance. This therefore prompted many schools to consider counseling as an important part of the curriculum in the schools at all levels of learning (UNESCO, 2011).

The realization that there is need to have guidance and counseling services in schools made the administration of these schools to consider the possibility of allocating sufficient funds for the development of this service in schools. Resources were then made available to ensure that the counseling services are actually provided in schools (Stewart, 2007).

The link between resource availability and provision of counseling services in schools is very important to consider. It is true that guidance and counseling services are needed in schools for the betterment of the students studying there. It is also true that the counseling services require financial and non-financial support in form of resources to make them actually take place. This important link needs to be considered when schools decide to come up with counseling services for their students (Caltabiano, 2003). In the process of ensuring that the counseling services will actually be there, there is need to identify the right talent that will be of benefit to the students being counseled.

The implementation of contemporary school counseling programs can be difficult without the appropriate amount of support from administration and faculty. Many times, school counselors are told what to do by administrators who fail to understand the contribution the school counselor can make to the school (House & Hayes, 2002). When compounded with the fact that confusion over the role of the school counselor still prevails (House & Hayes, 2002), the task is more difficult. According to (House and Hayes, 2002), the tasks that school counselors are asked to perform vary from state to state, district to

district and even school to school. (Beale, 2004) points to one factor that contributes to the difficulty in program implementation – the pressure to perform non-counseling duties. (Oladele, 1987) observed that the quality of counseling services rendered depends a great deal on the training of the counselors. The American School Counselors Association (ASCA, 2007) on the other hand suggests an ideal proportion of 1:100 or a maximal proportion of 1:300. A teacher should have a manageable number of students under his/her care.

According to the US Department of Education (2003), the availability of program schedule and staff roles and responsibilities are very crucial for the effective implementation of Guidance and Counseling programs. The (ASCA, 2007) states that school counselors should spend at least 70 % of their time offering direct service to students. (Adediran, 1995) stressed that before the organization and administration of guidance and counseling units in schools, the counselor must be fully aware of the functions of the services and other significant programs of the school.

Students who have passed from one stage to another feel excited, anxious, and worried about the new school to which they pass. These emotions lead to anxiety and stress among students. In adolescent period, passing from one education level to another can also cause reduction in students' performances, decline of motivations, decrease in self-esteem and psychological sadness (Akos & Galassi, 2004; 2005).

During the transformation process, adolescents are exposed to personal and social changes. The physical, social, and emotional changes seen in adolescents during puberty not only cause emotional conflicts between the adolescent and the family, but also these changes can lead to disobedience with their parents. These changes man occur at different times and in different forms as a sign of puberty (Akos & Scales, 2002; 2005).

Self-concept, self-esteem, and identity development start with the onset of puberty (Akos & Scales, 2002; 2005). Individuals' self-evaluations and relations with their environments are determining factors in the development of these concepts, which are of great importance to adolescents. Shortly, another variable, which can be a clue in predicting guidance and needs of sixth students (age,12), who move from the first level to the second seventh grade (age,13), and eighth grade students (age,14) who are at puberty, is their developmental needs (Johnson & Kottman, 1992).

The purpose of determining students' guidance and counseling services is to prepare them for life. Preparing students for life entails satisfying their educational, career, personal/social guidance and counseling services. A student who has satisfied his/her educational guidance and counseling needs; knows efficient study methods and implements them, manages and uses his/her time effectively, learns how to learn, becomes aware of his/her own potential and knows how to boost it, knows how to get help from his parents about educational matters and lastly, doesn't have adaptation problems in school (Tan, 1996; Yeflilyaprak, 2000).

A student whose career guidance and counseling need is satisfied; becomes aware of his/her abilities, interests and career values. S/he may inquire as to which interest area each career is related with, hence s/he could negotiate his/her qualities with the occupation necessities. In the end, such an individual may come to possess the ability to make career decisions (Kuzgun, 2000).A student whose personal guidance and counseling need is satisfied can; establish harmonious relationship with friends and parents, knows his/her self, improve problem-solving and communication skills. Besides, s/he can improve social skills, cope with test anxiety, make effective decisions and develop problem solving skills (Akkok, 1996a,

1996b; Austin & Partridge, 1995; Yeflilyaprak, 2000). Interviewing with students might help to determine their counseling and guidance needs (Gibson, Mitchell, & Higgins, 1983).

Perception on the Talent Availability and Counseling Services

Talent has had many meanings attached to it. Different people refer to talent to mean what they would like to perceive as being talent. This may sound confusing but the understanding of talent is still on a generalized approach. In some instances, talent is considered to be inert (inborn) while in some other instances, talent is considered to be nurtured over a period of time in a process referred to as talent management (Guthridge, Komm & Lawson, 2008). The review of this literature is based on the research question that;

> *"What is the relationship between teachers' and students' perceptions on guidance and counseling talents in schools in Pallisa District?*

There is a possibility to identify talent in someone and be able to grow it into a level that is useful to an organization. There is also a possibility of recruiting the best talent ever. This too is referred to as part of a process of talent management which many organizations are looking at today. The art of developing and nurturing talent has been growing over time now alongside the development of the human resource function (Bersin, 2006).

Like in any other profession, there is need to develop and nurture the counseling talent. With an intention of having the best counseling services for students in different schools, there is need to put emphasis on the quality of the counselor to attend to students. This way, an assurance will be created on whether the students will be able to get good services or not (Phillips and Smiths, 2011).

Lindhard (1985) said that lack of educational information makes it difficult for students to make realistic choices of subjects, courses and educational institutions. However,

educational guidance can help students to develop study skills, be motivated and concentrate on the study materials, combat forgetfulness and use the study technique, namely Survey, Question, Read, Recite and Review (SQ3R). Students should be able to manage their activities by making a formal time schedule and personal study time-table. The skills of note-taking and sitting for examinations should be developed to avoid student anxiety and stress. Special attention should be given to the needs of girls, particularly since they are often bound by cultural considerations.

Getting a good counselor for students goes beyond the fact that there is someone who is a professional in counseling services. (Phillips & Smiths, 2011) go ahead to identify the types of counselors that exists in the market. Two main types of counselors are identified here to include those doing counseling as a profession but go ahead to establish themselves as business people as well as those who establish themselves as more of teachers ready to offer services with no much focus on the profit entry. This was considered in a school in Wales where management came up with a fully-fledged department of counseling services to help its students in the different social issues troubling them.

Having a fully-fledged department is one step towards having available counseling talent in schools. There is still need to have a system of talent management that will ensure that the skills of the counselor are always up to date. Short course in psychology or any other discipline related to counseling would be necessary for the good performance of the councilor. This is greatly emphasized as an important aspect of talent management in schools operating in developed countries (Ulrich & Smallwood, 2011).

Considering the developing countries, there is record of few or even no counseling available in schools. In most schools visited by past researchers, the findings have been more or less the same pointing to the fact that there are no counseling services provided to students.

This creates a link that when a good counseling talent is not in place, there is a high chance that there will be little or no counseling services in schools. This is very evident in most of schools in developing countries that researchers managed to visit (UNESCO, 2011).

Once the resources are in place, the right talent for counseling is likely to be sought and obtained. Literature however suggests the need to have an in-house talent management mechanism whereby the right talent will be developed to suit the needs of students of a given school. This is in itself an important component in the development of counseling services in schools (Ulrich, 2011).

In conclusion, this concise literature review may not be adequate to shade light on perception of teachers and students on the counseling services in schools, given the wide scope of the activities involved. Nevertheless, it has helped to reveal knowledge gaps about the situation surrounding teachers and students' perceptions and counseling services. However, this study found out how teachers and students perceive guidance and counseling services in secondary schools in Pallisa District. The next chapter explains the methodology that was used for investigating the variables of the study.

Non-financial resource availability

Sima, (2004) there is slow growth of guidance and counseling in educational systems attributed to lack of funds, training facilities, and high turnover of guidance counselors to green pastures and in adequately trained counselors. For instance in many schools they lack counseling offices, trained teacher-counselors and counseling equipments. In terms of funds there are various options that can be explored to alleviate financial constraints. Special schools on behalf of parents in need can approach non-governmental organizations.

Some people help others find ways of dealing with, solving, or transcending problems as Sima, (2004) prescribed in his writings. In schools, presently if the collaboration between teachers and students is good, students learn in a practical way. Young people develop degrees of freedom in their lives as they become aware of options and take advantage of them. At its best, helping should enable people to throw off chains and manage life situations effectively. Unprecedented economic and social changes have, over the years, changed the ways in which we manage our lives. Consequently, not all the lessons of the past can effectively deal with the challenges of modern times. Effective counseling, especially in institutions of learning has now become important. Boys and girls, and young men and women, need to be guided in the relationships between health and the environment, earning skills, knowledge, and attitudes that lead to success and failure in life. The need for counseling has become paramount in order to promote the well-being of the child. Effective guidance and counseling should help to improve the self-image of young people and facilitate achievement in life tasks.

Eugene Shayo (2011) the village is the focal point of society. While each one of these elements is important, only a few are used to illustrate the role of guidance and counseling in present-day Tanzanian societies. Basically, traditional chiefs had multiple roles which included serving as a symbol of authority and as a regulator. Since these roles were accepted and respected by all, there was a clear direction in the day-to-day affairs of society. The elders, the chief included, were a valuable source of guidance and counseling for boys and girls. In most cases, the chiefs were regarded as a vital link between ancestors and the present generation. This link was strengthened by the rituals, ceremonies and taboos attached to them. It was easy to guide and counsel the young, since the rituals or ceremonies were also aimed at preparation for adult roles in society. The extended family, the clan, and the village, made

society supportive. No individual regarded him/herself as alien. Counseling was readily sought and provided. The forms of guidance and counseling involved were given advice and sharing wisdom.

Guidance and counseling is now becoming slowly institutionalized and spread in educational institutions. Schools, for example, have to a large extent taken over the task of providing psychological support to boys and girls. However, Biswalo (1996) comments that in Tanzania policies pertinent to guidance and counseling is still lacking. The Ministry of Education, however, has somehow tried to institutionalize the services within the education system by appointing career masters and mistresses. He continued saying that the personnel are charged with the responsibility of advising heads of secondary schools concerning` students job selection and student placement for further education; to try and help students understands and develop interest in appropriate jobs or further education or training; to asses the students talents and capabilities and to encourage them to pursue careers or further education best suited to them and to help students solve their personal problems which may affect their general progress in school.

This is an impossible and realistic burden on these untrained personnel. It reflects the apathy of policy and decision makers regarding the new field of guidance and counseling in schools; the strength of the myth of planned manpower in which career guidance is erroneously regarded as redundant and the gross lack of trained personnel who would provide effective guidance and counseling services in schools. It is unfortunate that even after the National October 1984 Arusha Conference on the strengthening of education in Tanzania, where guidance and counseling services were endorsed by the government as an integral part of the country's education system, the services are to-date still patchy and ineffective in

Tanzania's educational institutions. Guidance and counseling in this manner is discussed by different scholars in primary, secondary and tertiary education levels together.

To sum it up, many authors point to the idea that, in order for teachers to perform effectively in their counseling services in schools, the perception of both the teachers and students should be positive. This concise literature review may not be adequate to shade light on perception of teachers and students about counseling services given the wide scope of the subject. Nevertheless, it has helped to reveal knowledge gaps about the situation surrounding teachers' and students' perceptions and counseling services in secondary schools. The next chapter explains the methodology that was used for investigating the variables of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

The chapter gives a description of the study design, population, sampling techniques and sample size, data collection techniques, validity, reliability of the instruments and data analysis.

Research design

The study employed a cross sectional survey design through which data was gathered from a cross section of schools as well as teachers and students within a specific period of time. This design is appropriate per this study because it's recommended by Amin (2005) for studies which involve a cross section of respondents or subjects with almost similar characteristics. Descriptive and analytical research approaches are useful when carrying out quantitative research studies. The study therefore, sought information from a sample of teachers and students all of whom had different backgrounds, training, age, and experiences. This was why the survey design was seen as more desirable. The researcher collected information from a cross-section of respondents at once without repetitively visiting them, that is to say, the cross-sectional design was most appropriate on big population as it saved time and finances (Creswell, 2003).

Study population

The study target population was teachers and students from 5 government and 5 private secondary schools in Pallisa District. All these brought the total population to 1,100

prospective respondents. (10 teachers from each of the 10 schools and 100 students from each of the 10 secondary schools in Pallisa District both O' Level and A' Level). From the population size, the sample size of 285 respondents was considered basing on a sampling table by Krejcie and Morgan (1970). The study population included government and private secondary schools, teachers, and students. Teachers were used because they are the ones who are engaged in providing guidance and counseling to students and were therefore, considered to have fair knowledge of the objectives and content of guidance and counseling (the teachers are the facilitators). The students were used because they are the recipients and beneficiary of the counseling services.

Sample of the Study

To select the 285 respondents, the researcher used a multi-stage sampling technique. This was carried out in two stages. The first stage involved the random selection of ten schools out of the 37 secondary schools in the district. The second stage was the purposive selection of respondents from each school. A total of 29 respondents (three teachers and 26 students) were selected from each of the five government secondary schools and 28 respondents (three teachers and 25 students) from the five private secondary schools in Pallisa District. Total number of respondents selected was 285. The sample distribution is shown in Table 3.1.

Table 3.1: Summary of population and sample size

Category of respondents	**Population size**	**Sample Size**	**Govt. Schools**	**Private Schools**
Students	1000	259	26 x 5	25 x 5
Teachers	100	26	3 x 5	3 x 5
Total	1100	285	130 + 15 =145	125 +15=140

Sampling Techniques

Ten private and government secondary schools (five schools from each school category) were randomly selected out of the 37 schools in the District. The selection of schools could give a fair representation of the perception of guidance and counseling needs in the two school settings. The researcher further purposively selected teachers and students from each of the 10 randomly selected secondary schools. Purposive sampling was used because the researcher was looking for key informants who could and would be willing to provide information by virtue of their knowledge and experience. Teachers of secondary schools were selected because they work closely with the students and the students are direct beneficiaries. The researcher purposively selected three teachers and 26 students from each of the five selected government secondary schools; and three teachers and 25 students from each of the five private secondary schools.

Data Collection Instruments

A self-administered questionnaire was the main and only data collection instrument that was used. The questionnaire were used to measure the perception of students and teachers about counseling and guidance needs in Pallisa District secondary schools, that is, it was used to measure talent availability and resource constraints in teaching guidance and counseling in schools. This technique was found to be appropriate because the respondents were scattered over a wide geographical area and they were literate. The questionnaire was designed basing on the five point Likert scale. This provided options for respondents to indicate their degree of agreement or disagreement to the question items. The options was; Strongly Agree (SA) represented by code 5, Agree (A) represented by code 4, Not sure or neutral (N) represented

by coder 3, Disagree (D) represented by code 2 and Strongly Disagree (SD) represented by code 1.

Validity and Reliability of the Instrument

Validity

Validity of the instrument was ensured through the use of content validity. Here content experts including supervisors and experts especially in guidance and counseling were given questionnaires to assess whether the items were worthy to measure the variables. After which a content validity index was calculated using the following formula:

$$\text{CVI} = \frac{\text{Number of items rated relevant}}{\text{Total number of items}}$$

Ten questionnaires were pilot-tested in a secondary school that did not participate in the study. Each questionnaire had 28 items. Hence;

Total items = 28 x 10

= 280

Invalid items = 43

Relevant items = 280 – 43

= 237

CVI = 237/280

= 0.85

The instrument was said to be valid since the CVI was 0.85 which was far above 0.7 the recommended value for validity.

Reliability

Reliability of the instrument on the other hand was ensured through the use of Cronbach's Alpha co-efficient index generated by SPSS. The results are presented in Table 3.2.

Table 3.2: Cronbach's Alpha Co-efficient

Variable	Constructs	Number of items	Alpha
Dependent variable		14	**0.70**
Counseling services			
Independent Variable	Teacher-student perceptions	8	0.81
Perceptions of	Resource constraints		
counseling services		10	0.76
	Talent availability	10	0.69

The alpha coefficient values for each variable both the dependent and independent as indicated in Table 3.3 were above 0.7 the recommended reliability value. This showed that the questionnaire was highly reliable.

Data collection procedure

A proposal for the study was developed and approved by the Directorate of Research and Graduate Training. The researcher got an introductory letter from Dean School of Psychology, Makerere University. This letter introduced the researcher to District Education officials and head teachers of secondary schools in Pallisa District, that is, all relevant documentation was obtained before visiting the study schools. Furthermore, the head teachers of the different schools were consulted and gave permission to conduct the study in their schools.

The researcher and the research assistants met with selected teachers and students from both government and private secondary schools and distributed questionnaires to them. After the respondents had completed filling in the questionnaires, the research assistants and the researcher collected questionnaires that same day ready for analysis. All items of same category were brought together; answer given by respondents were classified into categories and given codes. The researcher ensured the codes were exhausted, mutually exclusive and linked to the objectives of the study. The process also included coding, editing of data and tabulation. Editing was done to remove errors and mistakes and entered into the SPSS for further processing and analysis.

Data processing and analysis

Data collected was edited, categorized and entered into SPSS using software (Statistical Package for Social Scientists) for generation of summary frequency tables. Immediately after the data had been collected, it was edited on spot to check on the completeness and accuracy. This was the first stage of data processing and it involved thorough checking of all the questionnaires. The study questionnaire answers were assigned codes, given key themes using the Likert method as discussed above. This helped in the process and analysis of the data.

The data at single level variable was based on frequencies, percentages, means and standard deviations while at the two-level variables, counseling services were correlated with the teacher and student perceptions, resource constraints and talent availability using Pearson's correlation coefficient index to show the relationship between students and teachers perceptions and the guiding and counseling services in secondary schools in Pallisa District. Pearson's correlation coefficient index was used because all the study variables in the

independent and dependent variables were numerical in nature. Regression analysis was further used to determine the level of the contribution or influence of the independent variables on the dependent variable. Regression too was used because of the numerical nature of all the variables in the study (Where *r* is Pearson product moment correlation coefficient, *B* is the beta coefficient value and *sig*. means significant).

Ethical consideration

According to Orb, Eisenhauer & Wynaden (2001), ethical issues are present in any kind of research. The research process creates tension between the aims of research to make generalizations for the good of others, and the rights of participants to maintain privacy. Ethics pertains to doing well and avoiding harm. Harm can be prevented or reduced through the application of appropriate ethical principles. Thus, the protection of human subjects or participants in any research study is imperative.

Ethics are norms for conduct that distinguish between acceptable and unacceptable behavior in research. The researcher carried out research as diligently as possible. The data collection exercise was conducted as stated in the section of methodology. The analysis and presentation of findings was done as objectively as possible to avoid any chances of bias in the research work. All these were done to ensure that the researcher gets good results from the research study. Confidentiality of the identity of the respondents was maintained and all information got from other sources was acknowledged. The respondents were informed of the purpose of the study and the benefits of their participation. Briefly explained below are some of the ethics the researcher considered:

Honesty; the researcher honestly reported data, results, methods and procedures, and publication status. She did not fabricate, falsify, or misrepresent data. She did not deceive colleagues, granting agencies, or the public.

Never plagiarize; she did not use unpublished data, methods, or results without permission. Gave credit where credit was due. Gave proper acknowledgement or credit for all contributions to research

Non-Discrimination; she also avoided discrimination against colleagues or students on the basis of sex, race, ethnicity, or other factors that were not related to their scientific competence and integrity.

Respect for colleagues; she respected her colleagues and treated them fairly.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

Introduction

This chapter gives the background of respondents, description of the dependent variables and ends with the achievement of the respective hypotheses of the study. These are present in the next subsections one by one.

Background of Respondents

This section presents the background of respondents by gender, age bracket, occupation, experience level of education, and current level of study.

Table 4.1: Distribution of respondents (both teachers and students) by gender

Gender	Frequency	Percent
Male	169	67.6
Female	81	32.4
Total	250	100.0

Table 4.1 shows that most of the respondents in the study were male 169(67.6%) compared to 81(32.4%) who were female. This shows female teachers and students' level of access to education is still low in secondary schools in Pallisa district.

Table 4.2: Distribution of all respondents by age; both the students and teacher

Age bracket * type of the respondents Cross-tabulation Count				
		Type of the respondents		**Total**
		Students	**teachers**	
Age bracket	below 20	149		149
	20-24		24	24
	30-34		1	1
	35-39		2	2
	40-44		3	3
	45-49		0	0
	50-55		0	0
	56+		1	1
Total		149	30	179

Table 4.2 results shows that most of the respondents who participated in the study were students aged below 20 years (59.6%) followed by those students who were in the age group of 20 – 24 years (22%) and 6.4% of the students were in the age group 25 – 29 years. While for the teachers who participated in the study, 6.4% were in age groups, 30-34, followed by 2% of the teachers who were in the age group 35 – 39 and only 0.4% were aged between 50 – 55 years and 56 plus years each. These findings showed that most of the respondents were students. The teachers who participated were aged between 30 – 34 years. Thus, they may not have had enough experience in the provision of guidance and counseling services in secondary schools in Pallisa district.

T**able 4.3: Distribution of teachers by their employment status**

Work title	Frequency	Percentage
Teachers	24	80.0
Head teachers	01	3.3
Administrators	03	10.0
Counselors	02	6.7
Total	30	100.0

Table 4.3 shows that most of the respondents who work were working as teachers 24(80%) followed by 03(10%) administrators, followed by 02(6.7%) counselors while 1 respondent was a headteacher. This implied that counselors are still few in secondary schools in Pallisa district.

Table 4.4: Working Experience of the Teachers

Experience	Frequency	Percentage
One year	05	16.7
Two years	04	13.3
Three years	03	10.0
Four years	05	16.7
Five years	01	3.3
More than 6 years	12	40.0
Total	30	100.0

Results from Table 4.4 show that most of the teachers had an experience of more than 6 years (40%) followed by those with experience of one and four years (16.7%) on each of those two categories. These findings suggest that teachers teaching experience in secondary schools in Pallisa district is low to enable them play the counseling role effectively.

Table 4.5: Distribution of teachers by level of education

Highest level of education	Frequency	Percentage
Diploma	05	16.7
Postgraduate	01	3.3
First degree	19	63.3
Masters	05	16.7
Total	**30**	**100.0**

Results from 4.5 shows that most of the teachers who participated in the study were first degree holders 19 (63.7%) followed by those with diploma and master's degree each with 05 (16.7%). These findings showed that teachers in secondary schools in Pallisa district were competent enough and could afford to offer counseling services in schools.

Table 4.6: Distribution of students by class of study

Class	Frequency	Percentage
O' level	130	59.1
A' level	90	40.9
Total	**220**	**100.0**

Table 4.6 results show that 90(40.9%) of the students were in A' level. This signified that there more students from O' level who participated in this study of compared with those who participated from A' level.

Distribution of the dependent variable: Perception of Counseling Services

Counseling services in this study were operationalized into fourteen quantitative items on which teachers and students were requested to do self-rating basing on likerts scale ranging from one which represented strongly disagree, two represented disagree, three represented neutral, four represented agree and five which represented strongly agree. However, strongly disagree and disagree were aggregated into Disagree and; strongly agree and agree were aggregated into Agree. The results that were obtained from this are presented in Table 4.7.

Table 4.7: Perception of teachers and students on the extent to which counseling services are provided

	Teachers					Students				
Perception of counseling services	D	N	A	Mean	Std. Dev.	D	N	A	Mean	Std. Dev.
Students are obedient in class	4 (13.3%)	2 (6.7%)	24 (80%)	0.14	0.14	26 (11. 8%)	13 (5.9%)	181 (82.2%)	3.96	0.92
Students are focused in class	3 (10%)	3 (10%)	24 (80%)	0.52	0.15	29 (13.2%)	21 (9.5%)	170 (77.3%)	3.32	0.93
Students are fond of escaping from school	7 (23.3%)	3 (10%)	20 (66.6%)	0.45	0.19	70 (31.8%)	20 (9.1%)	130 (59.1%)	2.85	1.20
Students are very calm	4 (13.3%)	3 (10%)	23 (76.7%)	0.65	0.15	38 (17.3%)	31 (14.1%)	151 (68.6%)	0.50	0.99
Students are friendly	1 (3.3%)	2 (6.7%)	27 (90%)	0.58	0.22	8 (3.6%)	15 (6.8%)	197 (89.5%)	3.66	1.54
Students know how to welcome visitors	3 (10%)	2 (6.7%)	25 (83.3%)	0.57	0.27	17 (7.7%)	16 (7.3%)	187 (85%)	3.58	1.71
Students respect elders	2 (6.7%)	2 (6.7%)	26 (86.6%)	0.56	0.16	20 (9.1%)	15 (6.8%)	185 (85.1%)	3.54	0.98
Students engage in fights from time to time	19 (63.3%)	4 (13.3%)	7 (23.3%)	0.34	0.19	126 (57.3%)	24 (10.9%)	70 (31.8%)	2.18	1.19
Students make good career choices of what they want to study	5 (16.7%)	3 (10%)	22 (73.3%)	0.49	0.16	45 (20.5%)	34 (15.5%)	141 (64%)	3.10	1.04
Students have problems understanding what they are taught	4 (13.3%)	6 (20%)	20 (66.7%)	0.46	0.16	51 (23.2%)	39 (17.7%)	130 (59.1%)	2.92	1.02
Students know why they are in school	3 (10%)	1 (3.3%)	26 (86.7%)	0.53	0.13	19 (8.6%)	34 (15.5%)	167 (75.9%)	3.35	0.80
Students seek advice before making any decision	7 (23.3%)	6 (20%)	17 (56.7%)	0.48	0.15	42 (19.1%)	40 (18.2%)	138 (62.7%)	3.06	0.96
Students in this school have been counsel because of what they experienced in the past	5 (16.7%)	5 (16.7%)	20 (66.6%)	0.48	0.14	31 (14.1%)	56 (25.5%)	133 (60.4%)	3.06	0.90
Most times, students in this school receive guidance and counseling services	4 (13.3%)	2 (6.7%)	24 (80%)	0.51	0.15	28 (12.7%)	38 (17.3%)	154 (70%)	3.21	0.93

N/B: figures in brackets represent % while outside represents frequency

Students (82.2%) and teachers (80%) agreed that students are obedient compared to 11.8% and 13.3% respectively who disagreed. This showed that students are obedient in secondary schools. Most students (77.3%) and teachers (80%) agreed that students are focused in class compared to 13.2% and 10% respectively who disagreed. This suggested that students in secondary schools in Pallisa district are focused on school activities. In addition both teachers (66.7%) and students (59.1%) agreed that students in school are fond of escaping from school compared to 31.8% and 23.3% who disagreed. This showed that escaping from school is still going in secondary schools in Pallisa district.

Teachers (76.7%) and students (68.6%) also agreed that students in school are calm compared to 13.3% of the teachers and 17.3% of the students who disagreed. This implied that students in secondary schools in Pallisa district are well behaved. Twenty seven (90%) teachers and 197 (89.5%) students agreed that students in school are friendly compared to one (3.3%) teacher and eight (3.6%) students who disagreed. This showed that students in Pallisa district secondary schools have adequate discipline.

Students (85%) and teachers (83.3%) agreed that students in schools know how to welcome visitors compared to 7.7% of the students and 10% of the teachers who disagreed. This implied that students are aware of how to receive visitors. Both teachers (86.6% and students (84.1%) agreed that students in their schools have respect for elders compared to 6.7% of the teachers and 9.1% of the students who disagreed. This showed that students have respect for elders and other people around them. However, 63.3% of the teachers and 57.3% of the students disagreed that students in schools engage in fights from time to time compared to 23.3% of the teachers and 31.8% of the students who agreed. Students (64%) and teachers (73.3%) agreed that students in schools make good career choices of what they want to study compared to 20.5% and 16.7% respectively who disagreed. Furthermore, 59.1% of the

students and 66.7% of the teachers agreed that in their school, students have problems understanding what they are taught compared to 23.2 % and 13.3% who disagreed. This implied that students have problems grasping what they are taught as they lack proper counseling.

Over 80% of the teachers and 75.9% of the students agreed that students know why they are in school compared to 10% and 8.6% who disagreed. This shows that students are aware of the reason for being at school. One hundred thirty eight (62.7%) students and 56.7% of the teachers agreed that students in school seek advice before making any decision compared to 19.1% and 23.3% who disagreed. This signified that students always consult before making wrong decisions at school. Teachers (66.6%) and students (60.4%) agreed that students in schools take action depending on past experiences compared to 16.7% and 14.1% who disagreed. This showed that students' decisions are selectively done to avoid repeating past mistakes. Finally, 80% of the teachers and 70% of the students agreed that most times students in schools regret actions they take compared to 13.3% and 12.7% who disagreed while 17.6% were neutral. This implied that students are always touched in case they take wrong choices. These percentages in the whole show that students in secondary schools in Pallisa district are engaged in guidance and counseling services, this means that they take care of actions and decisions they take. The mean values on all items almost showed that guidance and counseling services are offered to learners in secondary schools.

Answering of the research questions of the study

This section deals with answering of the three research questions.

Research question one: The first question of the study was that "What are the perceptions of teachers' and students' on guidance and counseling services in secondary schools in Pallisa District?"

The perception of teachers and students was categorized into evaluation and potency (strength/ weakness). These were dealt with one by one by requesting the students and teachers to rate themselves on each item basing on likert's scale. Table 4.8 gives results on evaluation.

Evaluation

Evaluation was categorized into five quantitative items on which teachers and students were requested to rate themselves basing on likert's scale. Table 4.8 gives results there from.

Table 4.8: Distribution of teachers' and students' views on evaluation

Indicators of evaluation	Teachers					Student				
	D	N	A	Mean	Std. Dev.	D	N	A	Mean	Std. Dev.
Guidance and counseling services are necessary	1 (3.3%)	1 (3.3%)	28 (93.4%)	4.23	1.19	7 (3.2%)	7 (3.2%)	206 (93.6%)	4.50	0.76
Guidance and counseling services are provided	2 (6.7%)	1 (3.3%)	27 (90%)	3.63	1.30	20 (9.1%)	25 (11.4%)	175 (79.5%)	4.06	0.92
Guidance and counseling in the areas of career choice and progression are necessary	2 (6.7%)	2 (6.7%)	26 (86.6%)	4.27	1.14	8 (3.6%)	8 (3.6%)	204 (92.7%)	4.41	0.81
Counseling and guidance in the area of interpersonal relationships is vital	1 (3.3%)	1 (3.3%)	28 (93.4%)	4.30	0.88	3 (1.4%)	4 (1.8%)	213 (96.8%)	4.49	0.65
Counseling and guidance services in handling co-curricular activities is necessary	2 (6.7%)	2 (6.7%)	26 (86.6%)	3.93	1.26	14 (6.4%)	13 (5.9%)	193 (87.7%)	4.26	0.89

Source: Primary data

Teachers (93.4%) and students (93.6%) agreed that guidance and counseling services are necessary in their schools compared to 3.3% and 3.2% who disagreed. This showed that guidance and counseling services are of a crucial role and importance in secondary schools in Pallisa district. Furthermore, 90% of the teachers and 79.5% of the students agreed that guidance and counseling services are provided in schools compared to 6.7% and 9.1% who disagreed while 14.7% of the respondents were neutral. This implied that guidance and counseling services are provided to all students. In addition, 86.6% of the teachers and 92.7% of the students agree they need guidance and counseling to be offered in areas of their choice compared to 6.7% and 3.6% who disagreed. This implies that guidance and counseling provided on students' areas would go a long way in solving needs. Teachers (93.4%) and students (96.8%) agreed that both students and teachers need guidance and counseling to build interpersonal relationships compared to 3.3% and 1.4% who disagreed. Finally, 86.6% of the teachers and 87.7% of the students agreed that there is need for there to be guidance and counseling services compared 6.7% and 6.4% respectively who disagreed.

The cumulative percentages on all items about evaluation show respondents (teachers and students) were satisfied with the extent to which evaluation of special needs education is done in secondary schools in Pallisa district. The standard deviations on evaluation of special needs education were low implying that respondents had similar views and opinions about evaluation of special needs in education. Now attention turns on potency as the second major aspect of perception of guidance and counseling services in secondary schools.

Potency

Potency was looked at using three quantitative items in which teachers and students rated themselves using Likert's scale. The findings are presented in Table 4.9.

Table 4.9: Distribution of teachers and students views on potency (strength/weakness)

Indicators of potency	Teachers					Student				
	D	N	A	Mean	Std. Dev.	D	N	A	Mean	Std. Dev.
Counseling is powerful to influence students to doing the right things	2 (6.7%)	1 (3.3%)	27 (90%)	4.07	1.26	11 (5%)	7 (3.2%)	202 (91.8%)	4.49	0.88
Guidance and counseling services are likely to improve the students' perception of life	1 (3.3%)	1 (3.3%)	28 (93.4%)	4.50	0.73	4 (1.8%)	12 (5.5%)	204 (92.7%)	4.44	0.77
Guidance and counseling activities are strong transformational services in schools	2 (6.7%)	2 (6.7%)	26 (86.6%)	4.13	1.14	10 (4.5%	14 (6.4%)	196 (89.1%)	4.36	0.80 96

Source: Primary data

Results from Table 4.9 show that most of the teachers (90%) and students (91.8%) agreed that counseling is considered to be powerful to influence students in doing the right things compared to 6.7% and 5% who disagreed while 6.5% were neutral. This showed that respondents considered counseling important in changing things. Furthermore, teachers (93.4%) and students (92.7%) agreed that guidance and counseling services in schools are likely to improve students' perception of life compared to 3.3% and 1.8% who disagreed. The above therefore, showed that respondents considered counseling important to improve on the way students understand life. Finally teachers (86.6%) and students (89.1%) agreed that

guidance and counseling are considered to be strong transformational service in schools compared to 6.7% and 4.5% who disagreed and 13.1% who were neutral.

The percentages on the whole suggest that there is high potency of guidance and counseling to influence change on the various secondary schools in Pallisa district. The mean values on all the three items were ranging in four implying that respondents agreed with potential of guidance and counseling to influence change. The standard deviations on all items were low suggesting that respondents had similar views from one another on the potency of counseling.

To find out whether counseling services had a relationship on teacher/ student perceptions, these two variables were related using Pearson's Correlation Co-efficient index as in table 4.10.

Table 4.10: Pearson's Correlation Co-efficient index between counseling services and teacher student perceptions

		Provision of guidance and counseling services	Teacher and student perception on counseling and guidance
Provision of Counseling services	Pearson Correlation	1	0.23
	Sig (2-tailed)		0.00
	N	250	250
Teacher and student perceptions on counseling services	Pearson Correlation	0.23	1
	Sig (tailed)	0.00	
	N	250	250

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

Table 4.10 shows Pearson's Correlation Co-efficient index between counseling services and teacher student perceptions about counseling services r =0.23, sig = 0.00 less than 0.05. This signified that there is a moderate positive significant relationship between teacher student perceptions and counseling services. If the perceptions of the students and teachers are positive, the greater the chances of counseling being carried out in secondary schools in Pallisa district.

Research question Two: **The second research question of the study was that "What are the teachers and students perceptions on the availability of resources needed for guidance and counseling in Pallisa district secondary schools?"**

Resources availability was categorized into financial and non-financial resources. Resources availability was categorized into financial and non-financial resources. Respondents were requested to rate themselves on each of these basing on likert's scale ranging from one which represented strongly disagree, two represented disagree, three represented neutral, four represented agree and five represented strongly disagree which were aggregated as earlier explained. Table 4.11 gives results on teachers' and students' views on financial resources availability.

Financial resources

Financial resources provided for the counseling services were categorized into five quantitative items in which respondents were requested to do self-rating basing on likerts scale. Table 4.11 gives results there from.

Table 4.11: Distribution of teachers' and students' views on financial resource availability

Indicators of financial resource availability	Teachers					Student				
	D	N	A	Mean	Std. Dev.	D	N	A	Mean	Std. Dev
The headteacher has always managed to sponsor students for social guidance activities	8 (26.6%)	2 (6.7%)	20 (66.7%)	2.73	1.34	85 (38.6%)	39 (17.7%)	96 (43.6%)	2.97	1.37
All school counseling services activities indicated in the budget are financed	17 (56.7%)	2 (6.7%)	11 (36.6%)	2.97	1.35	110 (50%)	44 (20%)	66 (30%)	2.69	1.30
Reasonable counseling services activities proposed to administration are always funded	17 (56.7%)	2 (6.7%)	11 36.6%)	3.07	1.23	110 (50%)	44 (20%)	66 (30%)	2.93	1.14
Teachers are happy with the allowances they get for implementing counseling services from the administration	12 40%)	5 (16.7%)	13 (43.3%)	2.80	1.22	79 (35.9%)	56 (25.5%)	85 (38.6%)	2.73	1.46
The Ministry of Education is always ready to finance important school counseling services activities	17 (56.7%)	1 (3.3%)	12 (40%)	3.17	1.39	112 (50.9%)	36 (16.4%)	72 (32.7%)	3.15	1.41

Source: Primary data

Table 4.11 results showed that teachers (66.7%) and students (43.6%) agreed that in their school, the principal always manages to sponsor students social activities compared to 26.6% and 38.6% who disagreed. This implied that students' social activities to some extent are managed at school. On the other hand, teachers (56.7%) and students (50%) disagreed that the school finances all activities indicated in the budget without elimination compared to 36.6% and 30% who agreed and who were 26.7% were neutral. This showed that some activities are not included in the budget. Furthermore, teachers (56.7%) and students (50%) disagreed that when teachers propose a reasonable activity to administration it is always funded. This indicated that activities are selectively funded.

Teachers (43.3%) and students (38.6%) agreed that teachers are happy with the allowances they get from administration of this school over and above the salary they get from government compared to 40% and 35.9% who disagreed. This suggested that teachers are not very happy with allowances they get which would increase their participation in counseling services. Finally, teachers (56.7%) and students (50.9%) disagreed that the Ministry of education is always ready to finance important school activities fronted by teachers and administrations compared to 40% and 32.7% who agreed. This showed that some activities are funded by the ministry while others are not. The cumulative percentages on all these items suggest that financial resources are sometimes availed to cater for the counseling services in secondary schools in Pallisa district.

The highest mean value was on the item "the Ministry of Education is always ready to finance important school activities fronted by teachers and administrators mean = 3.17 and 3.15 for teachers and students respectively. This meant that financial contributions are made for counseling services in secondary schools in Pallisa district. The standard deviations on

financial activities on all items were low suggesting that both teachers and students had similar views and opinions on financial activities.

Non-financial resource availability

Non-financial resources provided in the counseling services were categorized into five quantitative items on which respondents were requested to do self-rating basing on likerts scale. Table 4.12 gives results there from.

Table 4.12: Distribution of teachers' and students' views on non-financial resources

	Teachers					Student				
Indicators of non- financial resources	D	N	A	Mean	Std. Dev.	D	N	A	Mean	Std. Dev.
There is at least one staff member with qualification in Guidance and Counseling	2 (6.7%)	2 (6.7%)	26 (86.6%)	3.87	1.31	17 (7.7%)	26 (11.8%)	177 (80.5%)	4.02	1.16
Each school has a room demarcated for counseling services	6 (20%)	4 (13.3%)	20 (66.7%)	3.13	1.53	63 (28.6%)	26 (11.8%)	131 (59.5%)	3.42	1.49
The Ministry of Education is willing to incorporate counseling and guidance in the curriculum	4 (13.3%)	6 (20%)	20 (66.7%)	3.70	1.06	22 (10%)	69 (31.4%)	129 (58.6%)	3.70	1.10
Pallisa District has competent counselors	4 (13.3%)	1 (3.3%)	25 (83.3%)	3.88	1.06	24 (10.9%)	35 (15.9%)	161 (73.2%)	3.87	1.06
Pallisa District has competent counselors for hiring	4 (13.3%)	4 (13.3%)	22 (73.3%)	3.75	1.10	26 (11.8%)	49 (22.3%)	145 (65.9%)	3.75	1.10

Table 4.12 results shows that teachers (86.6%) and students (80.5%) agreed that the school has at least one staff member with qualification in guidance and counseling compared to 6.7% and7.7% who disagreed. This implied that at least each secondary school has a counselor. Furthermore, teachers (66.7%) and students (59.5%) agreed that their school has a room which can be demarcated for counseling services compared to 20% and 28.6% who disagreed. This showed that teachers and students agreed that there are rooms for counseling services in their schools. Twenty (66.7%) teachers and (58.6%) students agreed that the Ministry of Education is willing to incorporate counseling as part of the curriculum offered in schools compared to four (13.3%) teachers and (10%) students who disagreed. This means that the Ministry will include guidance and counseling in the secondary school syllabus.

In addition, (83.3%) teachers and (73.2%) students agreed that they have competent counselors compared to 13.3% and 10% who disagreed. This shows that counselors are in place to attend to students' academic and personal needs. Finally, (73.3%) teachers and (65.9%) students agreed that there are competent counselors in Uganda ready for hiring compared to 13.3% and 11.8%% who disagreed. This implied that counselors are available to offer counseling service roles in schools. These percentages suggest that non-financial resources are available to assist in the counseling services in secondary schools.

The highest mean value was on item "the school has at least one staff member with qualification in guidance and counseling" mean = 4.02 for the students and "there are competent counselors in Pallisa District" mean =3.88 for the teachers. The lowest mean was on item "the school has a room which can be demarcated for counseling services" mean = 3.13 for teachers and 3.42 for students. The mean values on non-financial resources show that non-financial resources to a great extent are in place to assist in counseling services in secondary school in Pallisa district.

Table 4.13: Pearson's Correlation Co-efficient index between counseling services and resource constraints

		Provision of Counseling services	Resource constraints
Provision of Counseling services	Pearson Correlation	1	0.33**
	Sig (2-tailed)		0.00
	N	250	250
Resource constraints	Pearson Correlation	0.33**	1
	Sig (tailed)	0.000	
	N	250	250

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

Table 4.13 shows Pearson's Correlation Co-efficient r = 0.33**, sig = 0.00. This showed that there is a moderate positive significant relationship between counseling services and resources availability in Secondary schools in Pallisa district. With the availability of resource counseling is effective, however, failure to provide resources, counseling is crippled.

Research question three: The third research question of the study was that "What is the relationship between teachers' and students' perceptions on guidance and counseling talents in schools in Pallisa District?" Talent availability in this study was divided into commitment and the levels of awareness in education. On each of these, academic staff (teachers) and students were requested to rate themselves basing on likert's scale which were aggregated disagree, neutral and agree.

Research question three: The third research question of the study was that "What is the relationship between teachers' and students' perceptions on guidance and counseling talents in schools in Pallisa District?"

Talent availability in this study was divided into commitment and the levels of awareness in education. On each of these, academic staff (teachers) and students were requested to rate themselves basing on likert's scale which were aggregated disagree, neutral and agree.

Counselor's Commitment

Counselor's commitment in providing counseling services was categorized into five quantitative items in which teachers and students were requested to do self-rating basing on Likerts scale. The results are given in Table 4.14.

Table 4.14: Distribution of teachers' and students' views on counselor's commitment

Indicators of commitment	Teachers					Student				
	D	N	A	Mean	Std. Dev.	D	N	A	Mean	Std. Dev.
Teachers can become good counselors to students	2 (6.7%)	1 (3.3%)	27 (90%)	4.37	1.22	12 (5.5%)	7 (3.2%)	201 (91.3%)	4.42	0.84
The guidance received by students in schools can be counseling	1 (3.3%)	1 (3.3%)	28 (93.4%)	4.20	1.22	17 (7.7%)	16 (7.3%)	187 (85%)	4.14	0.96
Students feel their teachers are ready to help them with psychological problems	3 (10%)	2 (6.7%)	25 (83.3%)	3.73	1.36	30 (13.6%)	28 (12.7%)	162 (73.6%)	3.88	1.09
There are many trained psychologist in schools and other parts of Pallisa	10 (33.3%)	5 (16.7	15 (50%)	3.17	1.34	64 (29.1%)	57 (25.9%)	99 (45%)	3.18	1.31
The headteachers have realized the presence of counselors	6 (20%)	6 (20%)	18 (60%)	3.30	1.37	40 (18.2%)	60 (27.3%)	120 (54.5%)	3.57	1.20

Twenty seven (90%) teachers and 201(91.3%) students agreed that teachers can become good counselors to students compared to 6.7% and 5.5% who disagreed. This shows that all teachers can stand in as good counselors. Twenty eight (93.4%) teachers and 85% of the students agreed that the guidance that teachers and principals give to students can be considered counseling compared to 3.3% and 7.7% of the teachers and students who disagreed. This showed that teachers' guidance to students is always considered as counseling. In addition, 83.3% of the teachers and 73.6% of the students agreed that students feel that their teachers can help them with psychological problems compared to 10% and 13.6% respectively who disagreed. This shows that there is confidence that students will be helped by teachers to overcome their psychological problems.

Furthermore, 50% of the teachers and 45% of the students agreed that there are many trained psychologists compared to 33.3% and 29.1% who disagreed. This showed that there are psychologists to attend to students needs in Pallisa district. Finally, 60% of the teachers and 54.5% of the students agreed that school headteachers have realized the presence of counselors in Pallisa compared to 20% and 18.2% who disagreed. The cumulative percentages suggest that talent management in counseling is effective in secondary schools in Pallisa district.

The highest mean value was on item "Teachers can become good counselors to students" mean = 4.37 and 4.42 for teachers and students respectively and the lowest mean was on item "There are many trained psychologist in areas near this school and other part of Pallisa" mean = 3.17 and 3.18 for teachers and students respectively. The mean values on commitment show to a great extent that teachers and headteachers are committed to assist students in counseling services in secondary school in Pallisa district. The final variable is the level of awareness both teachers and students have on the counseling services in schools.

Levels of awareness

Levels of awareness about providing counseling services was also categorized into five quantitative items on which respondents were further requested to rate themselves basing on likert's scale. Table 4.15 gives results there from.

Table 4.15: Distribution of teachers' and students' views on the levels of awareness creation and provision of counseling services

Indicators of levels of awareness	Teachers					Student				
	D	N	A	Mean	Std. Dev.	D	N	A	Mean	Std. Dev.
Schools should start counseling sessions for students	1 (3.3%)	2 6.7%	27 (90%)	4.03	1.33	19 (8.6%)	26 (11.8%)	175 (79.5%)	4.07	1.04
The headteacher is aware of the presence of counseling services for students	5 (16.7%)	3 (10%)	22 (73.3%)	3.43	1.36	35 (15.9%)	44 (20%)	141 (64.1%)	3.75	1.17
The teachers identify competent people to work as counselors for the students	3 (10%)	5 (16.7%)	22 (73.3%)	3.70	1.42	32 (14.5%)	43 (19.5%)	145 (66%)	3.73	1.10
The headteacher is aware of the presence of professional counselors for hire	3 (10%)	8 (26.7%)	19 (63.3%)	3.63	1.22	43 (19.5%)	51 (23.2%)	126 (57.3%)	3.48	1.24
The Ministry of Education appreciates the presence of counselors for hire	2 6.7%)	9 30%)	19 (63.3%)	3.77	1.01	41 (18.6%)	58 (26.4%)	121 (55%)	3.49	1.24

Source: **Primary data**

Twenty seven (90%) of the teachers and 79.5% students agreed that it is recommended that schools start counseling sessions for their students compared to 3.3% and 8.6% who disagreed. This shows that counseling activities are being implemented in secondary schools. 73.3% teachers and 64.1% of the students agreed that the principal of their school is aware of the presence of counseling services for students in Pallisa compared to five 16.7% and 15.9% of the teachers and students who disagreed. This showed that the head teachers are facilitating guidance and counseling activities. In addition, 73.3% of the teachers and 66% of the students agreed that the teachers of their school have been able to identify competent people to work as counselors for the students in their schools compared to three 10% and 14.5% who disagreed. This shows that there is a guidance and counseling teacher in every secondary school in Pallisa District.

Furthermore, 63.3% of the teachers and 57.3% of the students agreed that the school head teacher is aware of the presence of professional counselors for hire in schools compared to three 10% and 19.5% who disagreed. This showed that resource persons are being used in carrying out counseling services in secondary schools in Pallisa District. Finally, 63.3% of the teachers and 55% of the students agreed that the Ministry of Education has appreciated the presence of counselors for hire in schools in Pallisa compared to two 6.7% and 18.6% who disagreed. The cumulative percentages suggest that talent management in counseling is effective in secondary schools in Pallisa district.

The highest mean value was on item “It is recommended that schools start counseling sessions for their students” mean = 4.03 and 4.07 for teachers and students respectively and the lowest mean was on item “the School Principal is aware of the presence of professional counselors for hire in schools” mean = 3.43 for teachers and “the Principal of this school is aware of the presence of counseling services for students in Pallisa” mean = 3.48 for students.

The mean values on the levels of awareness show that teachers and students are aware of the importance and presence of counseling services in secondary school in Pallisa district.

To find out whether talent availability had a relationship with counseling services, the two variables were related using Pearson's Correlation Co-efficient index and the results are presented in Table 4.16.

Table 4.16: Pearson's Correlation Co-efficient index between counseling services and Talent availability

		Provision of counseling services	Talent availability
Provision of counseling services	Pearson Correlation	1	0.42**
	Sig (2-tailed)		0.00
	N	250	250
Talent availability	Pearson Correlation	0.42**	1
	Sig (tailed)	0.00	
	N	250	250

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

Table 4.16 shows Pearson's Correlation Co-efficient r = 0.42**, sig = 0.00. This showed that there is a moderate positive significant relationship between counseling services and talent availability in Secondary schools in Pallisa district. With the availability of talents, counseling is effective implemented; however, failure to utilize talents cripples counseling services.

To establish the contribution of teachers' and students' perceptions of counseling services, resource constraints and talent availability on provision of counseling services in secondary schools in Pallisa District, a Regression analysis was carried out and the results are presented in Table 4.17.

Table 4.17: Regression analysis results for teachers' and students' perceptions of counseling services, resource constraints and talent availability on provision of counseling services

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	2.33	0.25		9.49	0.00
Teacher and Student Perceptions	0.03	0.06	0.03	0.50	0.62
Resource Constraints	0.13	0.05	0.16	2.35	0.02
Talent Availability	0.21	0.05	0.32	4.39	0.00

a. **Dependent Variable: Counseling services**

The regression model was then used to determine the degree to which the predictors that are; the guidance that teachers and principals give to students can be considered to be counseling. In these schools, the principal has always managed to sponsor students for social activities as shown in Table 4.17. The Dependent variable was both teachers and students

need counseling and guidance in the area of interpersonal relationships. In other words, a comparison of the contribution of each independent variable was made. The variable with the largest beta coefficient is the guidance that teachers and principals give to students can be considered to be counseling (0.267) followed by in this schools, the principal has always managed to sponsor students for social activities (0.20). This means that the guidance that teachers and principals give to students can be considered to be counseling, when the variance explained by all other variables in the model is controlled. The regression model was significant at (sig. 0.75).

Furthermore in Table 4.17, although all the explanatory variables had a positive relationship with the dependent variable (guidance and counseling) two factors emerged as having a statistically significant influence on the dependent variable. These include principals and teachers guidance (sig= 0.00) which were all less than the level of significance (0.05). In summary, principals and teachers guidance had more statistical influence on counseling services than resource constraints and teacher student perceptions.

In summary, the study examined the relationship between teachers' and students' perceptions and counseling services in secondary schools. Teacher and student perceptions, resource availability and talent availability were all found to have a moderate and positive relationship with the counseling services in secondary schools. The next chapter discusses the findings, draws conclusions and makes recommendations for the study.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the discussion, conclusions and recommendations basing on the study findings.

Discussion of the findings

The discussion revolved around the findings of the study in regard to the study objectives and research questions on independent variables and the dependent variable.

Teachers and students perceptions on the need for counseling services in schools

The first research question revealed that there was a moderate positive significant relationship between counseling services and teacher and student perceptions r = 0 .23**, Sig = 0.00 (Table 4.10). This was significant for the students as the study was related to its purpose. The fact that respondents generally agreed that guidance and counseling services are necessary in their school, shows that there is direct need for these services in schools and the teachers acknowledge that they need the services. They view it as very necessary for the schools to implement the guiding and counseling services in secondary schools of Pallisa District. These findings are in line with UNESCO (2011) report which mentions that having guidance and counseling services in a school is a big step in the right direction for that school or institution. UNESCO, (2011), however warns that this could be affected by the perception of teachers and students towards the service; because the effect is likely to be positive or negative depending on what the teachers and students feel and perceive about the whole issues of counseling. In this study, it is clear that both students and teachers have positive perception of counseling services hence reiterating the need.

The finding also agrees with Gourneau (2012) who found out that regardless of what the teachers may want to believe as their attitude, students too have their attitude towards counseling services. Whereas they are likely to be influenced by the teachers into liking certain aspects of the school, students are likely to have a complete separate understanding of and perception of counseling to them.

The findings were also in conformity with Duncan and Darrell's (2007) wherein they stated that the strength of the attitudes of students does not however rule out the fact that the teachers have the capacity and power to influence them into liking the idea of having guidance and counseling in schools. Therefore if counseling is to be successful, students attitudes also need to be fine-tuned to allow them conceive the idea of guidance positively, and this forms part of the teachers' roles.

Teachers and students perceptions on the availability of resources needed for guidance and counseling in secondary schools

The second research question revealed that there is a moderate positive significant between counseling services and resource availability r = 0 .33**, Sig = 0.00 (Table 4.13). This implies that resources both financial and non-financial have a very significant bearing on the provision of counseling services.

These findings are in agreement with Stewart, (2007) who mentioned that resources have always been key in the provision of any services that requires interaction of human beings in one way or the other. Resources are considered to be those things that are needed to be in place to that the work intended to be carried out is carried out successfully.

From the findings however, a good number of respondents mentioned that the resources both financial and non-financial were not enough for counseling services. This is typical of developing countries as mentioned by Smith, (2011) that, in developing countries,

there has been a great challenge to generate resources for the service. Research indicates that this is indeed a great challenge to schools in developing countries. Coming up with enough financial and other forms of resources has not been easy for schools.

The study found out that apart from perception challenges, financial and non-financial constraints affect counseling services. Many respondents for example acknowledged the fact that though their schools had positive attitudes towards guidance and counseling services, many schools lacked a special room to conduct or provide guidance and counseling services. The findings also agree with Lee (2009) who found out that guidance and counseling in schools faces a great challenge of having a common ground between students and teachers on whether such services should be provided in schools or not. The author found out that apart from such perception challenges, resource constraints equally impede the effective provision of guidance and counseling services even in environments where the service is well perceived.

The findings also concur with Caltabiano (2003) who found out that the link between resource availability and provision of counseling services in schools is very important to consider because guidance and counseling services are needed in schools for the betterment of the students studying there. Therefore, all possible efforts should be taken to avail both financial and non-financial resources to schools to facilitate the provision of guidance and counseling services to learners.

One of the strengths of Guidance and Counseling program in schools was availability of trained counselors. Most visited school counselors had training related to guidance and counseling. This is in line with what Oladele (1987) observed. According to him the quality of counseling services rendered depends a great deal on the training of the counselors.

However, there was serious problem related to number of counselors per school and their roles and responsibilities. All surveyed schools had one counselor which was not proportional to the number of students. The American School Counselors Association (ASCA, 2007) suggests an ideal proportion of 1:100 or a maximal proportion of 1:300. Nevertheless, in the present study the counselor-student proportion was quite high. Other than the number, the school guidance and counseling program was dominated by male professionals. This poor proportion and poor gender balance impacted the school guidance and counseling programs negatively.

As Ulrich (2011) found out, once the resources are in place, the right talent for counseling is likely to be sought and obtained. The right talent will be developed to suit the needs of students of a given school. The administration is likely to operate to ensure that the needs of students and teachers are attained since they are the main players in the education system by improvising the availability of both financial and no financial resources to facilitate the provision of guidance and counseling services.

Teachers' and students' perceptions on counseling and guidance talents in secondary schools

The third research question revealed that there is a moderate positive significant relationship between counseling services and talent availability r = 0.42**, Sig = 0.00 (Table 4.16). This implies that both commitment and awareness that is, availability of talents is very vital in the provision of counseling services. These findings are in line with Phillips and Smiths (2011) who mentioned that like in any other profession, there is need to develop and nurture the counseling talent. With an intention of having the best counseling services for students in different schools, there is need to put emphasis on the quality of the counselor to attend to students. This way, an assurance will be created on whether the students will be able

to get good services or not. Phillips and Smiths (2011) went ahead to clarify that getting a good counselor for students goes beyond the fact that there is someone who is a professional in counseling services.

The findings are also in line with Phillips and Smiths (2011) view that in any other profession, there is need to develop and nurture the counseling talent with an intention of having the best counseling services for students in different schools. Emphasis should be put on the quality of the counselor to attend to all students under his/her care. This way, an assurance will be created on whether the students will be able to get good services or not.

This finding further agreed with Bersin (2006) who found out that there is a possibility to identify talent in someone and be able to grow it into a level that is useful to an organization. There is also a possibility of recruiting the best talent ever. The researcher emphasized the need to develop and nurture talent over time in order to ensure effective counseling services. What the author was trying to emphasize was the identification of the right human resources with a well-developed natural talent to offer guidance services.

Although the study has produced several worthwhile findings, several limitations affect the generalizability of the results of the study. First the results are generalizable only to the limited and small sample of schools, teachers and students involved in the study. Second, the study employed only the questionnaire as the data collecting instrument which could have given unreliable views. A replication of the study report here in other districts of the country while using several research instruments might yield different results.

Conclusively, Table 4.17 shows that using the regression analysis indicated that the Dependent variable was both teachers and students need counseling and guidance in the area of interpersonal relationships. In other words, a comparison of the contribution of each independent variable was made. The variable with the largest beta coefficient is the guidance

that teachers and principals give to students can be considered to be counseling (0.267) followed by in this schools, the principal has always managed to sponsor students for social activities (0.20). This means that the guidance that teachers and principals give to students can be considered to be counseling, when the variance explained by all other variables in the model is controlled. The regression model was significant at (sig. 0.75).

National Career Development Association NCDA (2003), it is obvious that there are various factors that need to be considered in the quest for appropriate career development, which has been categorized as 'psychological', 'sociological', 'educational', 'physical', 'economic', and 'chance' factors. A thorough study of these factors should reveal a highway towards appropriate career development. In career development, individuals (counselees and counselors) need to consider psychological factors such as interest, prestige, personality, values, norms, self-esteem, and all other factors that could be products of the mind or mental functions of the individual. It should be understood that these factors have been impressed on the mentality of the individual from other factors but have become a part of the reasoning and mind set of the individual. For instance, an individual's interest would either make him/her to do something or not, even if he/she has the ability to do it. These factors could be categorized as psychological factors because psychology is a person's mentality, way of thinking or mental characteristics/features. Furthermore, a person's way of reasoning may have been developed genetically or sociologically.

Educationally, factors that affect career development include skills, experience, knowledge, information, and other factors that could be products of teaching and learning. This is because educational experiences that the individual has been exposed to could also act as an influential factor in career development. These educational experiences could be formal or informal. The informal education could be referred to educational experiences outside the

four walls of a school. Formally, at the nursery, primary and secondary school levels, teachers and school staff do form partnership with parents to solidify the career development foundation that has already been inculcated in an individual at the family level (NCDA, 2003). It stated further that for teachers and counselors to continue career development of the individual, some activities may be appropriate and vital, which include making the classroom a work place; teaching/reinforcing productive work habits; helping pupils understand career applications of subject matter; using community resource persons to emphasis both work and occupations; emphasizing career awareness but not specific occupational choices; and reducing bias in career awareness.

Conclusions

Conclusions were derived from the discussions of the findings. The conclusions were made for each of the objectives.

From objective one, it can be concluded that students and teachers generally have a positive perception about the necessity of counseling services in secondary. However, the services are not adequately provided and in some schools they were nonexistent.

From objective two, it can also be concluded that resource availability both financial and non-financial are crucial in the provision of counseling services. However, in most schools, both financial and non-financial resources were inadequate.

It is concluded from objective three that talent availability both in terms of commitment and level of awareness are very crucial in the provision of counseling services in secondary schools in Pallisa District. As it was discussed in Chapter four using the tables, correlation and regression coefficients to analyze the significance of the study, talent availability proved to be significant.

Recommendations

The recommendations were made as per the findings and conclusions on each objective of the study. It was recommended that, if counseling services are to be improved in secondary schools in Pallisa District.

Both the children and parents need some guidance in order to understand and appreciate these differences and live amicably. The parents should be made to realize that the times are fast changing and they have to gradually change from the old ways. The children should also be made aware that they should not push their parents too fast because as old times the culture shocks they receive take time.

More resources both financial and non-financial should be availed to schools by the Ministry of Education and Sports, parents, the community and Non-Governmental Organizations especially to schools in rural areas to enable teachers offer counseling services to the students.

Guidance and counseling services should be implemented in secondary schools not of Pallisa District alone but to other areas of Uganda both rural and urban in order to change students and teachers perception, as it has positive relationship with shaping the students discipline for good of teachers and their parents.

REFERENCES

Adediran, S.A. (1995). *Handbook of Guidance and Counseling*. Ado – Ekiti Publisher Hope books.

Amin, E. M. (2005). *Social Science Research Conception Methodology and Analysis.* Kampala: Makerere University Printery.

American School Counselor Association - ASCA (2007) Careers / Roles Retrieved January 4, 2014, from http://www.schoolcounselor.org.

Akos, P &. Galassi, J., (2004-2005). *Strengths-Based School Counseling: Promoting Student Development and Achievement*. Mahwah, MJ: Lawrence Erlbaum Associates.

Akos, P., and Scale T., (2002-2005). Socio demographic moderators of middle school transition effects on academic achievement. *Journal of Early Adolescence.*

Akkok, F. (1996a-1996b). Developing Social Skills in Primary Schools. Teacher Manual/Parent Manuel.

Austin J. S. & Partridge, E. (1995). *Prevent schools failure: treat test anxiety*. Prevent School Failure 40, (1), 10-13.

Barros, S.S. & Elia, M. (1998). Physics teacher's attitudes: How do they affect the reality of the classroom and models for change? Rio de Janeiro Brazil: *International Commission on Physics Education.*

Beale, A. V. (2004). Questioning whether you have a contemporary school counseling program. *The Clearing House*, 78(2), 73-76.

Bersin, J. (2006). "*Workforce Talent Management Process"* Hay Acquisition Company, Inc.

Bhusumane D.B., Maphorisa J.K., et al, (1993). *A Resource Book for Guidance Gender Stereotypes* (Bhusumane, 1993).

Biswalo, P.M. (1996). Effectiveness of guidance and counseling programme in Introduction to Guidance and Counseling.*fr.slideshare.net/Alexander Decker/effectiveness-of-guidance.*

Caltabiano, T. (2003). *Property resource management planning. Natural resources and water periodical*, Queens Land Government.

Canadian, Psychological Association (2009). *Definition of Counseling Psychology.*

Chapman, D. W.; Burton L. & Werner J. (2010). Universal Secondary Education in Uganda: The Head teachers' Dilemma. International Journal of Education Development, 30(1), 77-82.

Chai, M. (2003). Psychological problems of poor college students and solutions. *Frontier*, (10).

Creswell, J. W. (2003). *Research design, qualitative, quantitative and mixed methods approaches*. (2nd ed.). London: Sage.

Department of the Interior Bureau of Reclamation (2003). *Resource Management Plan Guidebook – Planning for the future*.

Derebssa, D. (2006). Tension between traditional and modern teaching-learning approaches in Ethiopian primary schools. *Journal of International Cooperation in Education*, 9, 1, 12-18.

Dodeen, H. A. et al. (2003). Attitude of pre-service teachers towards persons with disabilities: predication for the success of inclusion. *College student Journal* 37, 4, 6-10.

Duncan, L. E. & Johnson, D. (2007). "Black Undergraduate Students Attitude toward Counseling. *College Student Journal*...

Erkan S. (1997). A study on determining the guidance needs of primary school students. *Education Management from Theory to Practice*, 3,333-406.

Eugene, S. (2011). Origin And Development Of Guidance And Counseling Practice in Tanzanian Schools.

Gibson, R. L.; Mitchell, M. H. & Higgins R. E. (1983). *Development & Management of Counseling programs & Guidance Services*. New York. Macmillan Publishing Co. Inc.

Gladding, S. T. (2004). *Counseling: A Comprehensive Profession.* (5th edition) publisher Upper Saddle.

Goldstein D, (2009). Food and nutrition controversies today; a reference guide. www.thefreelibrary.com/Food+and+nutrition+controversies+today%3b+a.

Gourneau, C. (2012). Bullying Cyber Bullying and Restorative Justice Practices. To understand students as a whole and as Individuals. www.ukessays.com/essays/psychology/bullying-cyber-bullying-and...

Guez, W. & Allen, J. (1999).*Counseling in Zambia UNESCO Report*.

Guthridge, M., Komm, B.A. and Lawson, E. (2008). Making Talent a Strategic Priority: *The McKinsey Quarterly News Letter*, 1(1).

Gumisiriza, J. (2012). "Orphan Care Organization" Abba Home orphanage. http://www.abbaorphancarepk.org.

Gysbers, L. & Henderson, G. (2011). Comprehensive Guidance and Counseling Programs *kependidikan.files.wordpress.com/2011/01/comprehensive-guidance.*

Gysbers, N. C. (2006). Improving school guidance and counseling practices through effective and sustained state leadership: A response to Miller. *Professional School Counseling, 9,* 245-247

Hireshe, R. (2006). *An assessment of the effectiveness of School Guidance and Counseling*

Services in Zimbabwean Secondary Schools. PhD Thesis submitted to the University of South Africa.

House, R. M., & Hayes, R.L (2002). School counselors: Becoming key players in school reform. Professional School Counseling, Ch. 5(4), 249. *Retrieved October* 29, 2007, from Academic Search Premier.

Eugene Shayo (2011) Origin and Development Of Guidance And Counseling Practice In Tanzanian Schools. http://EzineArticles.com/?expert=EugeneShayo21/2/2014 Origin and Development of Guidance and Counseling Practice in Tanzanian Schools

Johnson, W., & Kottman, T. (1992). Developmental needs of middle school students: Implications for counselors. Elementary School Guidance & Counseling, 27 (1), 3-14.

Komm, B. S. (2008). Oral Contraceptive Use and Bone Density Change. A 2008 report reported no difference between users of a ... bone health may merit inclusion as a topic in counseling women of these ages.

Krejcie, R.V. and Morgan, D.W. (1970). Determining sample size for research activities, *Educational and Psychological measurement*. Sage Publications.

Kuzgan, Y. (2003). *Introduction to career counseling theories, practices.*

Kuzgun, Y. (2000). *Educational Sciences: Theory & Practice*

Lau, X. E. (2009). Students' attitudes toward school counseling. *A Journal of Youth Research Studies in Singapore,* Issue 3.

Lee, C. C. (2001). *Culturally responsive school counselors and programs: Ad-dressing the needs of all students*.

Lindhard, N.(1987), (1985). *Careers Choice*. Cape Town, South Africa: College Tutorial Press.

Lonnie D.E & Darell J. (2007). Black Undergraduate Students Attitude toward Counselling and Counsellor Preference. *College Student Journal, 41(3), 696-719.*

Low, P. K. (2009). Professional Challenges to Counseling Practice. Department of Educational Foundations, Guidance and Counseling, Faculty of Education considering the challenges of counseling Practice in Schools. *International, Journal.*

Lunenburg, F. C. (2010). School Guidance and Counseling Services. School consolidation problem reframing organizations | cawnet.orgMapp-Robinson, Z. (1987). Guidance and Counseling Programme Implementation in the

Schools of Botswana (1987.). A Report of a Consultancy. Prepared for the Ministry of Education, Botswana.

Ministry of Education and Sports Reports (2012). *Journal of Guidance & Counseling. Guidance and Counseling* (G & C)

Ministry of Education and Sports (2007). The development of professional counseling in Uganda: Current Status and Future Trends: *Journal of Guidance & Counseling.*

Muribwathoho, H. (2003). *Guidance and Counseling services high schools: problems, implications and solutions.* Thesis (M.Ed.) - University of Durban-Westville.

National Career Development Association NCDA, (2003). Career Development: a Policy Statement of the National Career Development Association (*NCDA),* adopted March 16, 1993. Retrieved 16th May, 2010 from: http://www.ncda.org/pdf/policy.pdf.

Orb, A.; Eisenhauer, L. & Wynaden, D. (2001). Ethics in qualitative research. *Journal of Nursing Scholarship,* 93-96.

Oladele, J. O. (1987). Guidance and counseling a functional approach, Focus on the 6-3-3-4 *Educational System*. (3rd ed). Lagos: Johns-Lad Publishers Ltd.

Parham, T. & Tinsley, B. (1986). Report to the national panel for evidenced-based school counseling: Outcome research protocol and evaluation of student success skills and second step. *Professional School Counselor*, 11(3), 197-206.

Phillips, L. and Smith, R. (2011). *Developing School Counseling Services for Children and Yung People in Wales*. Wales: National Foundation for Education Research

Pickens, J. (2005). *Attitudes and Perceptions of Teachers in a school environment River*, NJ: Merrill/Prentice Hall. P 6-7.

Roger, C. (1940). *Client-Center Therapy: Its Current Practice, Implications and Theory*. London: Constable.

Romano, D. M., Paradise, L.V. & Green, E.J. (2008). School Counselors' Attitudes towards providing services to students. University of New Orleans: *The Chicago School of Professional Psychology.*

Schacter, 2011. How to help a bully: Recommendations for counseling the proactive aggressor. *Professional School Counseling, 11,* 120-128.

Schmitt, V. L. (2008-2011). The relationship between middle level grade span configuration, professional development and student achievement. *Research in Middle Level Education Online,* 27.

Shertzer, E. F. & Stone, S. C. (1981). *Fundamentals of Guidance.* Boston: Houghton Mifflin Co.

Stewart, J. (2007). *Developing Skills through Talent Management SSDA Catalyst*, Issue 6 US Department of Education National center for Educational statistics. High school guidance

Sima, A. (2004). Professional counseling is yet to be recognized as a stand-alone profession in Tanzania ... Chicago Style Citation:

Smith, L., D. (2011). Youth participatory action research groups as school counseling interventions. *Professional School Counseling, 14,* 174-182.

Tan, H. (1989). Definitions of counseling and different models of multicultural training

Tan, H. (1996). *Effective studying & preparing for life.*

The Government White Paper of (1992) The Uganda Government White Paper on Education 1992. The Development of Education In Uganda In The Last Ten Years Download.

UNESCO, (2011). Components of guidance and counseling materials. www.freedocumentsearch.com/pdf/components-of-guidance-and...

Ulrich, D. (2011) Organizational surveys Development and application waheplow.blog.com/2011/12/20/...application-reference-book-dave- ulric

Ulrich, D. & Smallwood, B. (2011). Leadership Competencies: for Development... Point for Developing Actions for Self-Improvement

Watson, M. (2003). *Learning to trust: Transforming difficult elementary classrooms through developmental discipline.* San Francisco: Jossey-Bass.

Wellins, R. S., Smith, A. B. and Erker, S. (2012). *Nine best practices for effective Talent Management.*

Werner J. (2010). Universal Secondary Education in Uganda: The Head teachers' Dilema. *International Journal of Education Development*, 30(1), 77-82.

Wrenn, C. G. (1962). *The counselor in a changing world.* Washington, American Personnel and Guidance Association.

Witmer, J. M. (1990). Consultancy on Establishing Guidance and Counselor Education. Programme at the University of Botswana. Preliminary Report prepared by J. Malvin Witmer, Ph.D. Professor Emeritus, Ohio University College of Education, Athens, Ohio.

Yeflilyaprak, B. (2000). Guidance and series in

education.ww.academia.educ/middle_school_studentsandcounsellingneeds

APPENDIX A: QUESTIONNAIRE

Dear respondent,

You have been selected to take part in this research study to establish the impact of perception of teachers and students, resource constraints and talent availability on guidance and counseling in secondary schools in Pallisa District, Eastern Uganda. This research is conducted for academic purpose for obtaining a Masters Degree at MAKERERE UNIVERSITY. I request that you provide your honest opinion required for this research study. The information obtained from you is solely for the purpose of this research and will be treated with utmost confidentiality.

Yours Sincerely

Felicia C. Nyan (Mrs.)

SECTION A: Sample characteristics
In this section, tick that item that best explains what your answer is.

1. Gender: (a) Male ☐ (b) Female ☐

2. Age bracket:
   a) Below 20 yrs. ☐ (b) 20-24 ☐ (c) 25-29 ☐ (d) 30-34 ☐
   e) 35-39 ☐ (f) 40-44 ☐ (g) 45-49 ☐ (h) 50-55 ☐
   i) 55 and above ☐

   (If you are a student, jump to question 6)
3. I work as,
   a) A teacher ☐ (b) A principal ☐ (c) A administrator ☐ (d) A counselor ☐

   (f) Any other, specify: _____

4. I have worked in my current job for;
   a) One year ☐ (b) Two years ☐ (c) Three years ☐ (d) Four years ☐

   d) Five years ☐ (d) Six years ☐ (e) More than 6 years ☐

5. My highest level of education:
   (a) High School cert. ☐ (b) Diploma ☐ (c) Certificate ☐ (d) Postgraduate ☐
   (e) First Degree☐ (f) Masters ☐
6. I study in (a) A- level ☐ (b) O-level ☐

Answer the following statements based on the Keys assigned to them

The following sections (Section B through to Section E) have questions in form of statements to which respondents have to show their level of agreement. Indicate your level of agreement by using this Key: 1- Strongly Disagree (SD), 2 – Disagree (D), 3 – Not Sure (U), 4 – Agree (A) and 5 – Strongly Agree (SA).

SECTION B:Perception of teachers and students

In this section the question items are designed to get information in relation to perception of teachers and students on (or about) provision of Guidance and Counseling in secondary schools in Pallisa District..

Part 1	Evaluation (Revise)	SD	D	U	A	SA
	1) Guidance and counseling services are necessary in this school	1	2	3	4	5
	2) In this school, guidance and counseling services are provided	1	2	3	4	5
	3) There is need to provide guidance and counseling in the areas of career choice and progression	1	2	3	4	5
	4) Both teachers and students need counseling and guidance in the area of interpersonal relationships	1	2	3	4	5
	5) There is need for there to be counseling and guidance services in handling co-curricular activities	1	2	3	4	5
Part 2	**Potency (Strength/Weakness)**	**SD**	**D**	**U**	**A**	**SA**
	1) Counseling is considered to be powerful to influence students to doing the right things	1	2	3	4	5
	2) Guidance and counseling services in schools are likely to improve the students' perception of life	1	2	3	4	5
	3) Guidance and counseling activities are considered to be strong transformational services in schools	1	2	3	4	5

SECTION C: Resource Constraints

This section is prepared to capture information related to availability of resources in schools and societies to be directed to the services of Counseling and Guidance in Secondary Schools in Pallisa District. The section is further subdivided into two sub-sections named Financial to capture information about financial resources and Non-financial resources subsection to capture information about non-financial resources.

Part 1	Financial	SD	D	U	A	SA
	1) In this school, the principal has always managed to sponsor students for social guidance and counseling activities	1	2	3	4	5
	2) This school finances all counseling activities as indicated in the budget without elimination	1	2	3	4	5
	3) When teachers propose a reasonable school counseling and guidance activities to administration, they are always funded	1	2	3	4	5
	4) Teachers are happy with the allowances they get for implementing counseling services from the administration of this school over and above the salary they get from the government.	1	2	3	4	5
	5) The Ministry of Education is always ready to finance important school counseling and guidance services activities fronted by teachers and administrations.	1	2	3	4	5
Part 2	**Non-financial**	**SD**	**D**	**U**	**A**	**SA**
	1) This school has at least one staff member with qualification in Guidance and Counseling	1	2	3	4	5
	2) This school has a room which can be demarcated for counseling services	1	2	3	4	5

	3) The Ministry of Education is willing to incorporate counseling and guidance as part of the curriculum	1	2	3	4	5
	4) There are competent counselors in *Pallisa District.*	1	2	3	4	5
	5) There are competent counselors in *Pallisa District.* ready for hiring	1	2	3	4	5

SECTION D: Talent availability

This section has question items prepared with an aim of getting responses related to availability of counseling and guidance talent in schools in Pallisa District.. The section has three subsections; commitment, related practices and levels of awareness creation.

Part 1	**Commitment**	**SD**	**D**	**U**	**A**	**SA**
	1) Teachers can become good counselors to students	1	2	3	4	5
	2) The guidance that teachers and principals give to students can be considered to be counseling	1	2	3	4	5
	3) Students feel their teachers are ready to help them with psychological problems	1	2	3	4	5
	4) There are many trained psychologist in areas near this school and other part of Pallisa	1	2	3	4	5
	5) The school Principals have realized the presence of counselors in schools they head in Pallisa	1	2	3	4	5
Part 2	**Levels of counseling and guidance awareness**	**SD**	**D**	**U**	**A**	**SA**
	1) It is recommended that schools start counseling sessions for their students	1	2	3	4	5
	2) The Principal of this school is aware of the presence of counseling services for students in Pallisa.	1	2	3	4	5
	3) The teachers of this school have been able to identify competent people to work as counselors for the students in their schools	1	2	3	4	5
	4) The School Principal is aware of the presence of professional counselors for hire in schools	1	2	3	4	5
	5) The Ministry of Education has appreciated the presence of counselors for hire in schools	1	2	3	4	5

SECTION E: Provision of Counseling and Guidance in Secondary Schools in *Pallisa District.*

This section has question items that aim at establishing the presence of counseling services in Secondary Schools in Eastern Uganda. The questions are design to check whether counseling services are provided in schools or not

	Providing counseling and guidance services	**SD**	**D**	**U**	**A**	**SA**
	1) Students are obedient in class because of counseling	1	2	3	4	5
	2) Students are focused in class because they have been counselled	1	2	3	4	5
	3) Students in this school are fond of escaping from school because	1	2	3	4	5

	they lack effective academic counseling services					
	4) Students in this school are very calm because they are sensitized about counseling and guidance service by their teachers.	1	2	3	4	5
	5). Students in this school are friendly as counseling services addresses their needs.	1	2	3	4	5
	6). Students in this school know how to welcome visitors because they received effective provision of guidance services	1	2	3	4	5
	7). Students in this school has respect for elders because they are provided with guidance and counseling for good interpersonal relationships.	1	2	3	4	5
	8). Students in this school engage in fights from time to time as they lack proper counseling	1	2	3	4	5
	9). Students in this school make good career choices of counseling and guidance they receive	1	2	3	4	5
	10). In this school, students have problems of understanding what they are taught because they lack proper school guidance	1	2	3	4	5
	11). In this school, students are provided with proper counseling services	1	2	3	4	5
	12). Students in this school seek guidance before making any decision	1	2	3	4	5
	13). Students in this school have been counsel because of what they experienced in the past	1	2	3	4	5
	14). Most times, students in this school receive guidance and counseling services monthly	1	2	3	4	5

Tick against the statement in accordance with your level of agreement with the sentence.

***Thank You for sparing some time to respond to this questionnaire. May the Almighty GOD Bless You! ***