

INTRODUCTION

School guidance and Counseling (SGC) programmes are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the community. United Movement to End Child Soldiering (UMECS) has introduced a SGC programme in Northern Uganda. The organization's SGC programme is aimed at addressing the guidance and counseling needs of secondary school students.

A brutal twenty-one year war between the Lord's Resistance Army (LRA) and the Government of Uganda (GoU) has devastated Northern Ugandan communities, displacing over two million people to squalid Internally Displaced Persons (IDP) camps. Approximately 200,000 people have died during the past 21 years from the effects of this war. Tens of thousands of people, mostly women, have been mutilated and raped. Family support systems and culture have been severely damaged. Local economies and assets have been almost totally destroyed. Within these contexts, from 30-60,000 children were abducted by the Lord's Resistance Army and forced into child soldiering and sex slavery. Children and youth have been forced to commit unspeakable atrocities, oftentimes to their own family members and neighbours. Many children and youth not abducted witnessed horrible atrocities, suffered loss of family and friends and have been subjected to displacement from family and home, and surviving in squalid IDP camps. All children and youth in Northern Uganda have been affected by the conflict. Secondary schools in Northern Uganda have become a refuge and source of hope for Northern Uganda children, youth and their families, yet most secondary schools do not have the capacity to provide needed guidance and counseling; hence, the vast majority of children and youth affected by the conflict who are in school have little or no access to guidance and counseling.

School-based guidance and counseling is an obvious necessity in Northern Uganda; hence, UMECS' SGC programme is a systemic response to a systemic need. UMECS' SGC programme was pilot tested in February and March 2007 at Lira Palwo Senior Secondary school in Pader District, Northern Uganda as collaboration between UMECS and Africa University. Mr John Mapfumo, a senior lecturer with Africa University held a three day workshop with teachers and staff at Lira Palwo Senior Secondary school. The aim of the workshop was to help teachers and staff understand the elements of guidance and counseling and some of the contextual guidance and counseling needs of students at Lira Palwo Senior Secondary school.

UMECS is developing a formal SGC programme which will be piloted in three schools: Lira Palwo Senior Secondary School in Pader district, YY Okot Memorial College in Kitgum and Kitgum Alliance College in Kitgum district before the programme can be replicated and mainstreamed into all secondary schools in Northern Uganda. Before introducing the formal programme in the three pilot schools, UMECS decided to engage a consultant to carry out a needs assessment which would form the basis of the programme; hence this needs assessment.

PURPOSE OF THE NEEDS ASSESSMENT

The purpose of this needs assessment was to establish the guidance and counseling needs of students in the three pilot secondary schools from the perspective of both students and teachers. The needs assessment also went on to establish what the schools needed in terms of guidance and counseling materials and training to effectively address the identified needs. The major research questions addressed in this needs assessment were:

- What are the students' main guidance and counseling needs?
- What priority should major service areas of a SGC programme should be given in the schools?
- How should schools address the students' identified needs?
- What challenges do teachers face when trying to offer guidance and counseling services?
- Which guidance and counseling materials do teachers want to effectively offer guidance and counseling services?
- In which guidance and counseling areas/topics should teachers receive training in?

TERMS OF REFERENCE

The following were the terms of reference:

- Drawing up the instruments to conduct the needs assessments in the following pilot schools: Lira Palwo Senior Secondary School in Pader district, YY Okot Memorial College in Kitgum and Kitgum Alliance College in Kitgum
- Conduct the needs assessments in all the three pilot schools
- Prepare and submit a detailed report and recommendations to UMECS that will serve as a basis for carrying forward the programme in terms of specifics including but not limited to specific areas of focus, training needs and other relevant factors which emerge from the needs assessment.

METHODOLOGY

Design

A survey design was adopted for the needs assessment in which structured questionnaires and focus group discussions were used to collect the desired data.

Data Collection

Data was collected towards the end of the first school term in April 2008. Participants were drawn from Lira Palwo Senior Secondary School, YY Okot Memorial College and Kitgum Alliance College. UMECS made contacts with the schools in advance to purposively select about 25 students from senior 1 to senior 6 at each of the schools and about 10 teachers who were involved or would be involved when the programme is launched.

The consultant and the UMECS team visited each of the schools to collect the data. The participants who agreed to take part in the needs assessment were provided with an explanation about the purpose of the needs assessment, benefits involved and how the needs assessment was to be conducted. At each school a particular room was allocated from which the needs assessment was carried out. Students took part in the needs assessment first. The participants first filled in the structured questionnaire which lasted for about 25 minutes and participated in the focus group discussion thereafter. The participants remained anonymous by not writing their names on the structured questionnaire. They had either to tick their response or circle the answer that represented their opinion. Each focus group discussion on average lasted for about one hour 20 minutes. Refer to appendices 1, 2, 3 and 4 for details of the survey questionnaires and focus group discussion questions for both students and teachers.

Needs Assessment Sample

One hundred and eight participants (N=108) took part in the needs assessment. Eighty two were students (37 males and 45 females) while 26 were teachers (21 males and 5 females). Table 1 below shows the demographic data of the participants.

Table 1: Demographic data of the participants

Participants	Variable	Number	Percent
Students	Gender		
	Male	37	45.1
	Female	45	54.9
	Total	82	100
	School		
	Lira Palwo Secondary	29	35.4
	YY Okot Memorial	25	30.5
	Kitgum Alliance	28	34.1
	Total	82	100
	Class		
Senior 1	13	15.9	
Senior 2	15	18.3	
Senior 3	26	31.7	
Senior 4	22	26.8	
Senior 5	4	4.9	
Senior 6	2	2.4	
Total	82	100	
Teachers	Gender		
	Male	21	80.8
	Female	5	19.2
	Total	26	100
	School		
	Lira Palwo Secondary	10	38.5
	YY Okot Memorial	9	34.5
	Kitgum Alliance	7	26.9
Total	26	100	

The table shows that there were more female students than male. Most of the students were from senior 3 and 4. The majority of the teachers were male.

FINDINGS

Findings from students' questionnaire

Table 2: Students' responses to issues they need help by gender (N=82)

Gender	Issue/Need	Response		
		Yes	No	Not sure
		Number (%)	Number (%)	Number (%)
	Interpersonal and social skills			
Male		32(86.5)	5(13.5)	-
Female		33(73.3)	10(22.2)	2(4.4)
Total		65(79.3)	15(18.3)	2(2.4)
	Self-awareness			
Male		34(91.9)	3(8.1)	-
Female		37(82.2)	8(17.8)	-
Total		71(86.6)	11(13.4)	-
	Conflict resolution			
Male		33(89.2)	3(8.1)	1(2.7)
Female		38(84.4)	5(11.1)	2(4.4)
Total		71(86.6)	8(9.8)	3(3.7)
	Emotional and physical dangers			
Male		31(83.8)	4(10.8)	2(5.4)
Female		37(82.2)	7(15.6)	1(2.2)
Total		69(82.9)	11(13.4)	3(3.7)
	Peer pressure			
Male		22(59.5)	15(40.5)	-
Female		26(57.8)	15(33.3)	4(8.9)
Total		48(58.5)	30(36.6)	4(4.9)
	Overcoming trauma			
Male		23(62.2)	13(35.1)	1(2.7)
Female		26(57.8)	10(22.2)	9(20)
Total		49(59.8)	23(28)	10(12.2)
	Sexual issues			
Male		26(70.3)	10(27)	1(2.7)
Female		30(66.7)	14(31.1)	1(2.2)
Total		56(68.3)	24(29.3)	2(2.4)
	Time management			
Male		30(81.1)	6(16.2)	1(2.7)
Female		36(80)	7(15.6)	2(4.4)
Total		66(80.5)	13(15.9)	3(3.7)
	Study skills			
Male		36(97.3)	1(2.7)	-
Female		41(91.1)	3(6.7)	1(2.2)
Total		77(93.9)	4(4.9)	1(1.2)
	Career exploration			
Male		29(78.4)	4(10.8)	4(10.8)
Female		41(91.1)	2(4.4)	2(4.4)
Total		70(85.4)	6(7.3)	6(7.3)
	Personal qualities and work			
Male		33(89.2)	3(8.1)	1(2.7)
Female		36(80)	4(8.9)	5(11.1)
Total		69(84.1)	7(8.5)	6(7.3)
	Education and work			
Male		35(94.6)	1(2.7)	1(2.7)
Female		40(88.9)	3(6.7)	2(4.4)
Total		75(91.5)	4(4.9)	3(3.7)
	World of work and knowledge of self			
Male		31(83.8)	1(2.7)	5(13.5)
Female		37(82.2)	2(4.4)	6(13.6)
Total		68(82.9)	3(3.7)	11(13.4)
	Subject choice			

Male		28(75.7)	7(18.9)	2(5.4)
Female		37(82.2)	7(15.6)	1(2.2)
Total		65(79.3)	14(17.1)	3(3.7)
	Dating/relationship issues			
Male		21(56.8)	10(27)	6(16.2)
Female		20(44.4)	15(33.3)	10(22.2)
Total		41(50)	25(30.5)	16(19.5)
	School adjustment			
Male		33(89.2)	3(8.1)	1(2.7)
Female		31(68.9)	10(22.2)	4(8.9)
Total		64(78)	13(15.9)	5(6.1)
	Coping with stress			
Male		22(59.5)	7(18.9)	8(21.6)
Female		18(40)	18(40)	9(20)
Total		40(48.8)	25(30.5)	17(20.7)
	Handling crisis			
Male		29(78.4)	4(10.8)	4(10.8)
Female		32(71.1)	8(17.8)	5(11.1)
Total		61(74.4)	12(14.6)	9(11)
	Coping with emotion			
Male		29(78.4)	8(21.6)	-
Female		29(64.4)	12(26.7)	4(8.9)
Total		58(70.7)	20(24.4)	4(4.9)
	Peer counseling/helping			
Male		32(86.5)	4(10.8)	1(2.7)
Female		36(80)	4(8.9)	5(11.1)
Total		68(82.9)	8(9.8)	6(7.3)
	Test taking			
Male		30(81.1)	4(10.8)	3(8.1)
Female		38(84.4)	5(11.1)	2(4.4)
Total		68(82.9)	9(11)	5(6.1)
	Problem solving			
Male		31(83.8)	5(13.5)	1(2.7)
Female		38(84.4)	5(11.1)	2(4.4)
Total		69(84.1)	10(12.2)	3(3.7)
	Multicultural/diversity awareness			
Male		25(67.6)	9(24.3)	3(8.1)
Female		22(48.9)	10(22.2)	13(28.9)
Total		47(57.3)	19(23.2)	16(19.5)
	Acquiring skill--- to learn effectively			
Male		36(97.3)	1(2.7)	-
Female		42(93.3)	2(4.4)	1(2.2)
Total		78(95.1)	3(3.7)	1(1.2)
	Academic persistence			
Male		34(91.9)	2(5.4)	1(2.7)
Female		39(86.7)	2(4.4)	4(8.9)
Total		73(89)	4(4.9)	5(6.1)
	Job seeking			
Male		31(83.8)	4(10.8)	2(5.4)
Female		32(71.1)	9(20)	4(8.9)
Total		63(76.8)	13(15.9)	6(7.3)
	Academic planning			
Male		36(97.3)	-	1(2.7)
Female		44(97.8)	1(2.2)	-
Total		80(97.6)	1(1.2)	1(1.2)
	Decision making			
Male		31(86.1)	2(5.6)	3(8.3)
Female		39(86.7)	5(11.1)	1(2.2)
Total		70(86.4)	7(8.6)	4(4.9)

Table 2 above shows that the majority of both male and female students identified a number of needs which have to be addressed by a SGC programme. The identified needs can be grouped into three (3) main groups or domains : Educational needs (e.g. study skills techniques, test taking skills, academic persistence, academic/educational planning skills, acquiring skills, attitudes and knowledge to learn effectively), Career needs (e.g. career exploration and planning, subject choice, job seeking and job keeping skills, relationship between personal qualities and work, investigating the world of work in relation to knowledge of self) and Personal-social needs (e.g. self-awareness, conflict resolution, handling crisis situations, peer pressure, coping with emotion, sexual issues).

Other areas students need help in

The students indicated that they also needed help in the following areas: Financial issues (18 males & 18 females), peace making (8 males & 3 females) and religious issues (1 male & 1 female).

Table 3: The guidance and counseling needs identified by students by school (N=82)

School	Issue/Need	Response		
		Yes	No	Not sure
	Interpersonal and social skills	Number (%)	Number (%)	Number (%)
Lira Palw		21(72.4)	8(27.6)	-
YY Okot		17(68)	6(24)	2(8)
Kitgum Al		27(96.4)	1(3.6)	-
Total		65(79.3)	15(18.3)	2(2.4)
	Self-awareness			
Lira Palw		28(96.6)	1(3.4)	-
YY Okot		20(80)	5(20)	-
Kitgum Al		23(82.1)	5(17.9)	-
Total		71(86.6)	11(13.4)	-
	Conflict resolution			
Lira Palw		25(86.2)	3(10.3)	1(3.4)
YY Okot		21(84)	3(12)	1(4.0)
Kitgum Al		25(89.3)	2(7.1)	1(3.6)
Total		71(86.6)	8(9.8)	3(3.7)
	Emotional and physical dangers			
Lira Palw		25(86.2)	4(13.8)	-
YY Okot		22(88)	2(8)	1(4)
Kitgum Al		21(75)	5(17.9)	2(7.1)
Total		68(82.9)	11(13.4)	3(3.7)
	Peer pressure			
Lira Palw		11(37.9)	16(55.2)	2(6.9)
YY Okot		16(64)	7(28)	2(8)
Kitgum Al		21(75)	7(25)	-
Total		48(58.5)	30(36.6)	4(4.9)
	Overcoming trauma			
Lira Palw		17(58.6)	7(24.1)	5(17.2)
YY Okot		14(56)	6(24)	5(20)
Kitgum Al		18(64.3)	10(35.7)	-
Total		49(59.8)	23(28)	10(12.2)
	Sexual issues			
Lira Palw		18(62.1)	10(34.5)	1(3.4)
YY Okot		17(68)	7(28)	1(4.0)
Kitgum Al		21(75)	7(25)	
Total		56(68.3)	24(29.3)	2(2.4)
	Time management			

Lira Palw		22(75.9)	6(20.7)	1(3.4)
YY Okot		21(84)	3(12)	1(4.0)
Kitgum Al		23(82.1)	4(14.3)	1(3.6)
Total		66(80.5)	13(15.9)	3(3.7)
	Study skills			
Lira Palw		28(96.6)	1(3.4)	-
YY Okot		24(96)	1(4.0)	1(2.2)
Kitgum Al		25(89.3)	2(7.1)	2(2.4)
Total		77(93.9)	4(4.9)	1(1.2)
	Career exploration			
Lira Palw		26(89.7)	3(10.3)	-
YY Okot		23(92)	-	2(8.0)
Kitgum Al		21(75)	3(10.7)	4(14.3)
Total		70(85.4)	6(7.3)	6(7.3)
	Personal qualities and work			
Lira Palw		25(86.2)	3(10.3)	1(3.4)
YY Okot		20(80)	1(4.0)	4(16)
Kitgum Al		24(85.7)	3(10.7)	1(3.6)
Total		69(84.1)	7(8.5)	6(7.3)
	Education and work			
Lira Palw		26(89.7)	3(10.3)	-
YY Okot		23(92)	-	2(8.0)
Kitgum Al		26(92.9)	1(3.6)	1(3.6)
Total		75(91.5)	4(4.9)	3(3.7)
	World of work and knowledge of self			
Lira Palw		24(82.8)	2(6.9)	3(10.3)
YY Okot		20(80)	1(4.0)	4(16)
Kitgum Al		24(85.7)	-	4(14.3)
Total		68(82.9)	3(3.7)	11(13.4)
	Subject choice			
Lira Palw		23(79.3)	4(13.8)	2(6.9)
YY Okot		21(84)	3(12)	1(4.0)
Kitgum Al		21(75)	7(25)	-
Total		65(79.3)	14(17.1)	3(3.7)
	Dating/relationship issues			
Lira Palw		15(51.7)	9(31)	5(17.2)
YY Okot		12(48)	7(28)	6(24)
Kitgum Al		14(50)	9(32.1)	5(17.9)
Total		41(50)	25(30.5)	16(19.5)
	School adjustment			
Lira Palw		25(86.2)	4(13.8)	-
YY Okot		15(60)	7(28)	3(12)
Kitgum Al		24(85.7)	2(7.1)	2(7.1)
Total		64(78)	13(15.9)	5(6.1)
	Coping with stress			
Lira Palw		11(37.9)	12(41.4)	6(20.7)
YY Okot		10(40)	7(28)	8(32)
Kitgum Al		19(67.9)	6(21.4)	3(10.7)
Total		40(48.8)	25(30.5)	17(20.7)
	Handling crisis			
Lira Palw		21(72.4)	5(17.2)	3(10.3)
YY Okot		17(68)	4(16)	4(16)
Kitgum Al		23(82.1)	3(10.7)	2(7.1)
Total		61(74.4)	12(14.6)	9(11)
	Coping with emotion			
Lira Palw		19(65.5)	10(34.5)	-
YY Okot		17(68)	5(20)	3(12)
Kitgum Al		22(78.6)	5(17.9)	1(3.6)
Total		58(70.7)	20(24.4)	4(4.9)

	Peer counseling/helping			
Lira Palw		25(86.2)	4(13.8)	-
YY Okot		20(80)	1(4.0)	4(16)
Kitgum Al		23(82.1)	3(10.7)	2(7.1)
Total		68(82.9)	8(9.8)	6(7.3)
	Test taking			
Lira Palw		25(86.2)	2(6.9)	2(6.9)
YY Okot		21(84)	3(12)	1(4.0)
Kitgum Al		22(78.6)	4(14.3)	2(7.1)
Total		68(82.9)	9(11)	5(6.1)
	Problem solving			
Lira Palw		26(89.7)	3(10.3)	-
YY Okot		22(88)	1(4)	2(8.0)
Kitgum Al		21(75)	6(21.4)	1(3.6)
Total		69(84.1)	10(12.2)	3(3.7)
	Multicultural/diversity awareness			
Lira Palw		14(48.3)	11(37.9)	4(13.8)
YY Okot		12(48)	4(16)	9(36)
Kitgum Al		21(75)	4(14.3)	3(10.7)
Total		47(57.3)	19(23.2)	16(19.5)
	Acquiring skill--- to learn effectively			
Lira Palw		27(93.1)	2(6.9)	-
YY Okot		25(100)	-	-
Kitgum Al		26(92.9)	1(3.6)	1(3.6)
Total		78(95.1)	3(3.7)	1(1.2)
	Academic persistence			
Lira Palw		25(86.2)	1(3.4)	3(10.3)
YY Okot		22(88)	1(4.0)	2(8.0)
Kitgum Al		26(92.9)	2(7.1)	-
Total		73(89)	4(4.9)	5(6.1)
	Job seeking			
Lira Palw		24(82.8)	5(17.2)	-
YY Okot		17(68)	6(24)	2(8.0)
Kitgum Al		22(78.6)	2(7.1)	4(14.3)
Total		63(76.8)	13(15.9)	6(7.3)
	Academic planning			
Lira Palw		29(100)	-	-
YY Okot		24(96)	1(4.0)	-
Kitgum Al		27(96.4)	-	1(3.6)
Total		80(97.6)	1(1.2)	1(1.2)
	Decision making			
Lira Palw		26(89.7)	1(3.4)	2(6.9)
YY Okot		23(92)	2(8.0)	-
Kitgum Al		21(77.8)	4(14.8)	2(7.4)
Total		70(86.4)	7(8.6)	4(4.9)

Table 3 above shows that like in Table 2, the majority of the students across the three schools identified a number of educational, career and personal-social needs that have to be addressed by a SGC programme.

Table 4: The guidance and counseling needs identified by students by class (N=82)

Class	Issue/Need	Response		
		Yes	No	Not sure
		Number (%)	Number (%)	Number (%)
	Interpersonal and social skills			
Sr 1 & 2		20(71.4)	8(28.6)	-
Sr 3 & 4		39(81.3)	7(14.6)	2(4.2)
Sr 5 & 6		6(100)	-	-
Total		65(79.3)	15(18.3)	2(2.4)
	Self-awareness			
Sr 1 & 2		24(85.7)	4(14.3)	-
Sr 3 & 4		42(87.5)	6(12.5)	-
Sr 5 & 6		5(83.3)	1(16.7)	-
Total		71(86.6)	11(13.4)	-
	Conflict resolution			
Sr 1 & 2		23(82.1)	3(10.7)	2(7.1)
Sr 3 & 4		42(87.5)	5(10.4)	1(2.1)
Sr 5 & 6		6(100)	-	-
Total		71(86.6)	8(9.8)	3(3.7)
	Emotional and physical dangers			
Sr 1 & 2		22(78.6)	4(14.3)	2(7.1)
Sr 3 & 4		41(85.4)	7(14.6)	-
Sr 5 & 6		5(83.3)	-	1(16.7)
Total		68(82.9)	11(13.4)	3(3.7)
	Peer pressure			
Sr 1 & 2		14(50)	14(50)	-
Sr 3 & 4		29(60.4)	16(33.3)	3(6.3)
Sr 5 & 6		5(83.3)	-	1(16.7)
Total		48(58.5)	30(36.6)	4(4.9)
	Overcoming trauma			
Sr 1 & 2		11(39.3)	13(46.4)	4(14.3)
Sr 3 & 4		32(66.7)	10(20.8)	6(12.5)
Sr 5 & 6		6(100)	-	-
Total		49(59.8)	23(28)	10(12.2)
	Sexual issues			
Sr 1 & 2		18(64.3)	9(32.1)	1(3.6)
Sr 3 & 4		33(68.8)	15(31.3)	-
Sr 5 & 6		5(83.3)	-	1(16.7)
Total		56(68.3)	24(29.3)	2(2.4)
	Time management			
Sr 1 & 2		22(78.6)	5(17.9)	1(3.6)
Sr 3 & 4		38(79.2)	8(16.7)	2(4.2)
Sr 5 & 6		6(100)	-	-
Total		66(80.5)	13(15.9)	3(3.7)
	Study skills			
Sr 1 & 2		27(96.4)	1(3.6)	-
Sr 3 & 4		44(91.7)	3(6.3)	1(2.1)
Sr 5 & 6		6(100)	-	-
Total		77(93.9)	4(4.9)	1(1.2)
	Career exploration			
Sr 1 & 2		23(82.1)	5(17.9)	-
Sr 3 & 4		41(85.4)	1(2.1)	6(12.5)
Sr 5 & 6		6(100)	-	-
Total		70(85.4)	6(7.3)	6(7.3)
	Personal qualities and work			
Sr 1 & 2		23(82.1)	4(14.3)	1(3.6)
Sr 3 & 4		41(85.4)	3(6.3)	4(8.3)
Sr 5 & 6		5(83.3)	-	1(16.7)
Total		69(84.1)	7(8.5)	6(7.3)

	Education and work			
Sr 1 & 2		25(89.3)	2(7.1)	1(3.6)
Sr 3 & 4		44(91.7)	2(4.2)	2(4.2)
Sr 5 & 6		6(100)	-	-
Total		75(91.5)	4(4.9)	3(3.7)
	World of work and knowledge of self			
Sr 1 & 2		24(85.7)	1(3.6)	3(10.7)
Sr 3 & 4		39(81.3)	21(4.2)	7(14.6)
Sr 5 & 6		5(83.3)	-	1(16.7)
Total		68(82.9)	3(3.7)	11(13.4)
	Subject choice			
Sr 1 & 2		21(75)	6(21.4)	1(3.6)
Sr 3 & 4		39(81.3)	8(16.7)	1(2.1)
Sr 5 & 6		5(83.3)	-	1(16.7)
Total		65(79.3)	14(17.1)	3(3.7)
	Dating/relationship issues			
Sr 1 & 2		12 (42.9)	13 (46.4)	3(10.7)
Sr 3 & 4		26(54.2)	10(20.8)	12(25)
Sr 5 & 6		3(50)	2(33.3)	1(16.7)
Total		41(50)	25(30.5)	16(19.5)
	School adjustment			
Sr 1 & 2		23(82.1)	4(14.3)	1(3.6)
Sr 3 & 4		38(79.2)	6(12.5)	4(8.3)
Sr 5 & 6		3(50)	3(50)	-
Total		64(78)	13(15.9)	5(6.1)
	Coping with stress			
Sr 1 & 2		13(46.4)	10(35.7)	5(17.9)
Sr 3 & 4		23(47.9)	14(29.2)	11(22.9)
Sr 5 & 6		4(66.7)	1(16.7)	1(16.7)
Total		40(48.8)	25(30.5)	17(20.7)
	Handling crisis			
Sr 1 & 2		18(64.3)	6(21.4)	4(14.3)
Sr 3 & 4		37(77.1)	6(12.5)	5(10.4)
Sr 5 & 6		6(100)	-	-
Total		61(74.4)	12(14.6)	9(11)
	Coping with emotion			
Sr 1 & 2		19(67.9)	8(28.6)	1(3.6)
Sr 3 & 4		34(70.8)	12(25)	2(4.2)
Sr 5 & 6		5(83.3)	-	1(16.7)
Total		58(70.7)	20(24.4)	4(4.9)
	Peer counseling/helping			
Sr 1 & 2		22(78.6)	5(17.9)	1(3.6)
Sr 3 & 4		43(89.6)	3(6.3)	2(4.2)
Sr 5 & 6		3(50)	-	3(50)
Total		68(82.9)	8(9.8)	6(7.3)
	Test taking			
Sr 1 & 2		23(82.1)	3(10.7)	2(7.1)
Sr 3 & 4		41(85.4)	5(10.4)	2(4.2)
Sr 5 & 6		4(66.7)	1(16.7)	1(16.7)
Total		68(82.9)	9(11)	5(6.1)
	Problem solving			
Sr 1 & 2		22(78.6)	5(17.9)	1(3.6)
Sr 3 & 4		42(87.5)	5(10.4)	1(2.1)
Sr 5 & 6		5(83.3)	-	1(16.7)
Total		69(84.1)	10(12.2)	3(3.7)
	Multicultural/diversity awareness			
Sr 1 & 2		13(46.4)	10(35.7)	5(17.9)
Sr 3 & 4		31(64.6)	8(16.7)	9(18.8)
Sr 5 & 6		3(50)	1(16.7)	2(33.3)

Total		47(57.3)	19(23.2)	16(19.5)
	Acquiring skill--- to learn effectively			
Sr 1 & 2		26(92.9)	2(7.1)	-
Sr 3 & 4		46(95.8)	1(2.1)	1(2.1)
Sr 5 & 6		6(100)	-	-
Total		78(95.1)	3(3.7)	1(1.2)
	Academic persistence			
Sr 1 & 2		23(82.1)	2(7.1)	3(10.7)
Sr 3 & 4		46(95.8)	1(2.1)	1(2.1)
Sr 5 & 6		4(66.7)	1(16.7)	1(16.7)
Total		73(89)	4(4.9)	5(6.1)
	Job seeking			
Sr 1 & 2		21(75)	5(17.9)	2(7.1)
Sr 3 & 4		37(77.1)	7(14.6)	4(8.3)
Sr 5 & 6		5(83.3)	1(16.7)	-
Total		63(76.8)	13(15.9)	6(7.3)
	Academic planning			
Sr 1 & 2		27(96.4)	-	1(3.6)
Sr 3 & 4		47(97.9)	1(2.1)	-
Sr 5 & 6		6(100)	-	-
Total		80(97.6)	1(1.2)	1(1.2)
	Decision making			
Sr 1 & 2		21(77.8)	4(14.8)	2(7.4)
Sr 3 & 4		43(89.6)	3(6.3)	2(4.2)
Sr 5 & 6		6(100)	-	-
Total		70(86.4)	7(8.6)	4(4.9)

The above table reveals that students across the classes identified similar guidance and counseling needs (educational, career and personal-social).

Table 5: Priority to be given to major guidance and counseling service areas by students by gender (N=82)

Gender	Service area	Response			
		Top Priority	Moderate Priority	Fair Priority	Very Low Priority
	Counseling services				
Male		25(67.6)	9(24.3)	-	3(8.1)
Female		29(64.4)	11(24.2)	2(4.4)	3(6.7)
Total		54(65.9)	20(24.4)	2(2.4)	6(7.3)
	Appraisal services				
Male		22(59.5)	11(29.7)	3(8.1)	1(2.7)
Female		24(53.3)	11(24.4)	6(13.3)	4(8.9)
Total		46(56.1)	22(26.8)	9(11)	5(6.1)
	Information services				
Male		18(48.6)	14(37.8)	3(8.1)	2(5.4)
Female		17(37.8)	13(28.9)	10(22.2)	5(11.1)
Total		35(42.7)	27(32.9)	13(15.9)	7(8.5)
	Placement services				
Male		26(70.3)	7(18.9)	4(10.8)	-
Female		24(53.3)	8(17.8)	7(15.6)	6(13.3)
Total		50(61)	15(18.3)	11(13.4)	6(7.3)
	Consultation services				
Male		19(51.4)	13(35.1)	4(10.8)	1(2.7)
Female		20(44.4)	16(35.6)	8(17.8)	1(2.2)
Total		39(47.6)	29(35.4)	12(14.6)	2(2.4)
	Curriculum services				
Male		17(45.9)	12(32.4)	7(18.9)	1(2.7)
Female		24(53.3)	7(15.6)	7(15.6)	7(15.6)

Total		41(50)	19(23.2)	14(17.1)	8(9.8)
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The results in Table 5 above shows that the majority of both male and female students want all the major guidance and counseling service areas (counseling, appraisal, information, placement, consultation and curriculum services) to be given top priority by their SGC programmes.

Table 6: Priority to be given to major guidance and counseling service areas by students by school (N=82)

Gender	Service area	Response			
		Top Priority	Moderate Priority	Fair Priority	Very Low Priority
	Counseling services				
Lira Palw		23(79.3)	6(20.7)	-	-
YY Okot		15(60)	7(28)	1(4.0)	2(8.0)
Kitgum Al		16(57.1)	7(25)	1(3.6)	4(14.3)
Total		54(65.9)	20(24.4)	2(2.4)	6(7.3)
	Appraisal services				
Lira Palw		17(58.6)	8(27.6)	3(10.3)	1(3.4)
YY Okot		14(56)	7(28)	2(8.0)	2(8.0)
Kitgum Al		15(53.6)	7(25)	4(14.3)	2(7.1)
Total		46(56.1)	22(26.8)	9(11)	5(6.1)
	Information services				
Lira Palw		11(37.9)	11(37.9)	6(20.7)	1(3.4)
YY Okot		12(48)	5(20)	4(16)	4(16)
Kitgum Al		12(42.9)	11(39.3)	3(10.7)	2(7.1)
Total		35(42.7)	27(32.9)	13(15.9)	7(8.5)
	Placement services				
Lira Palw		16(55.2)	8(27.6)	2(6.9)	3(10.3)
YY Okot		15(60)	3(12)	5(20)	2(8.0)
Kitgum Al		19(67.9)	4(14.3)	4(14.3)	1(3.6)
Total		50(61)	15(18.3)	11(13.4)	6(7.3)
	Consultation services				
Lira Palw		16 (55.2)	10(34.5)	3(10.3)	-
YY Okot		12(48)	11(44)	2(8.0)	-
Kitgum Al		11(39.3)	8(28.6)	7(25)	2(7.1)
Total		39(47.6)	29(35.4)	12(14.6)	2(2.4)
	Curriculum services				
Lira Palw		15(51.7)	7(24.1)	5(17.2)	2(6.9)
YY Okot		16(64)	3(12)	4(16)	2(8.0)
Kitgum Al		10(35.7)	9(32.1)	5(17.9)	4(14.3)
Total		41(50)	19(23.2)	14(17.1)	8(9.8)

The above table shows that the majority of the students across the three schools wanted the major guidance and counseling services to be given top priority by their SGC programme.

Table 7: Priority to be given to major guidance and counseling service areas by students by class (N=82)

Gender	Service area	Response			
		Top Priority	Moderate Priority	Fair Priority	Very Low Priority
	Counseling services				
Sr 1 & 2		17(60.7)	7(25)	1(3.6)	3(10.7)
Sr 3 & 4		33(68.8)	12(25)	1(2.1)	2(4.2)
Sr 5 & 6		4(66.7)	1(16.7)	-	1(16.7)
Total		54(65.9)	20(24.4)	2(2.4)	6(7.3)
	Appraisal services				
Sr 1 & 2		12(42.9)	10(35.7)	3(10.7)	3(10.7)
Sr 3 & 4		30(62.5)	10(20.8)	6(12.5)	2(4.2)
Sr 5 & 6		4(66.7)	2(33.3)	-	-
Total		46(56.1)	22(26.8)	9(11)	5(6.1)
	Information services				
Sr 1 & 2		9 (32.1)	10(35.79)	7(25)	2(7.1)
Sr 3 & 4		24(50)	15(31.3)	4(8.3)	5(10.4)
Sr 5 & 6		2(33.3)	2(33.3)	2(33.3)	-
Total		35(42.7)	27(32.9)	13(15.9)	7(8.5)
	Placement services				
Sr 1 & 2		17(60.7)	5(17.9)	3(10.7)	3(10.7)
Sr 3 & 4		29(60.4)	10(20.8)	6(12.5)	3(6.3)
Sr 5 & 6		4(66.7)	-	2(33.3)	-
Total		50(61)	15(18.3)	11(13.4)	6(7.3)
	Consultation services				
Sr 1 & 2		10 (35.7)	11(39.3)	6(21.4)	1(3.6)
Sr 3 & 4		24(50)	17(35.4)	6(12.5)	1(2.1)
Sr 5 & 6		5(83.3)	1(16.7)	-	-
Total		39(47.6)	29(35.4)	12(14.6)	2(2.4)
	Curriculum services				
Sr 1 & 2		10(35.7)	9(32.1)	4(14.3)	5(17.9)
Sr 3 & 4		27(56.3)	10(20.8)	9(18.8)	2(4.2)
Sr 5 & 6		4(66.7)	-	1(16.7)	1(16.7)
Total		41(50)	19(23.2)	14(17.1)	8(9.8)

The above table shows that the majority of the students across the classes wanted the major guidance and counseling services to be given top and moderate priority by their SGC programme.

Findings from teachers' questionnaire

Table 8: Students' guidance and counseling needs identified by teachers by gender (N=26)

Gender	Issue/Need	Response		
		Yes Number (%)	No Number (%)	Not sure Number (%)
	Interpersonal and social skills			
Male		21(100)	-	-
Female		5(100)	-	-
Total		26(100)	-	-
	Self-awareness			
Male		21(100)	-	-
Female		5(100)	-	-
Total		26(100)	-	-
	Conflict resolution			

Male		18(85.7)	3(14.3)	-
Female		4(80)	-	1(20)
Total		22(84.6)	3(11.5)	1(3.8)
	Emotional and physical dangers			
Male		21(100)	-	-
Female		5(100)	-	-
Total		26(100)	-	-
	Peer pressure			
Male		19(90.5)	2(9.5)	-
Female		4(80)	-	1(20)
Total		23(88.5)	2(7.7)	1(3.8)
	Overcoming trauma			
Male		18(85.7)	3(14.3)	-
Female		5(100)	-	-
Total		23(88.5)	3(11.5)	-
	Sexual issues			
Male		19(90.5)	2(9.5)	-
Female		5(100)	-	-
Total		24(92.3)	2(7.7)	-
	Time management			
Male		19 (90.5)	2(9.5)	-
Female		4(80)	-	1(20)
Total		23(88.5)	2(7.7)	1(3.8)
	Study skills			
Male		21(100)	-	-
Female		5(100)	-	-
Total		26(100)	-	-
	Career exploration			
Male		818(85.7)	-	3(14.3)
Female		5(100)	-	-
Total		23(88.5)	-	3(11.5)
	Personal qualities and work			
Male		14(66.7)	3(14.3)	4(19)
Female		3(60)	1(20)	1(20)
Total		17(65.4)	4(15.4)	5(19.2)
	Education and work			
Male		18(18.7)	1(4.8)	2(9.5)
Female		4(80)	-	1(20)
Total		22(84.6)	1(3.8)	3(11.5)
	World of work and knowledge of self			
Male		13(61.9)	2(9.5)	6(28.6)
Female		4(80)	-	1(20)
Total		17(65.4)	2(2.7)	7(26.9)
	Subject choice			
Male		20(95.2)	1(4.8)	-
Female		4(80)	-	1(20)
Total		24(92.3)	1(3.8)	1(3.8)
	Dating/relationship issues			
Male		10(47.6)	7(33.3)	4(19)
Female		5(100)	-	-
Total		15(57.7)	7(26.9)	4(15.4)
	School adjustment			
Male		17(81)	3(14.3)	1(4.8)
Female		4(80)	1(20)	-
Total		21(80.8)	4(15.4)	1(3.8)
	Coping with stress			
Male		18(85.7)	2(9.5)	1(4.8)
Female		5(100)	-	-
Total		23(88.5)	2(7.7)	1(3.8)

	Handling crisis situations			
Male		17(81)	4(19)	-
Female		5(100)	-	-
Total		22(84.6)	4(15.4)	-
	Coping with emotion			
Male		19(90.5)	2(9.5)	-
Female		5(100)	-	-
Total		24(92.3)	2(7.7)	-
	Peer counseling/helping			
Male		17(81)	4(19)	-
Female		4(80)	1(20)	-
Total		21(80.8)	5(19.2)	-
	Test taking			
Male		16(76.2)	5(23.8)	-
Female		5(100)	-	-
Total		21(80.8)	5(19.2)	-
	Problem solving			
Male		21(100)	-	-
Female		5(100)	-	-
Total		26(100)	-	-
	Multicultural/diversity awareness			
Male		13(61.9)	4(19)	4(19)
Female		3(60)	-	2(40)
Total		16(61.5)	4(15.4)	6(23.1)
	Acquiring skill--- to learn effectively			
Male		21 (100)	-	-
Female		4(80)	1(20)	-
Total		25(96.2)	1(3.8)	-
	Academic persistence			
Male		21(100)	-	-
Female		5(100)	-	-
Total		26(100)	-	-
	Job seeking			
Male		14(66.7)	5(23.8)	2(9.5)
Female		3(60)	1(20)	1(20)
Total		17(65.4)	6(23.1)	3(11.5)
	Academic planning			
Male		20(95.2)	-	1(4.8)
Female		4(80)	1(20)	-
Total		24(92.3)	1(3.8)	1(3.8)
	Decision making			
Male		21(100)	-	-
Female		5(100)	-	-
Total		26(100)	-	-

Table 8 above shows that the majority of both male and female teachers identified a number of needs which need to be addressed by a SGC programme. Like the needs identified by the students, needs identified by the teachers can be grouped into three main areas or domains: Educational needs (e.g. study skills techniques, test taking skills, academic persistence, academic/educational planning skills, acquiring skills, attitudes and knowledge to learn effectively), Career needs (e.g. career exploration and planning, subject choice, job seeking and job keeping skills, relationship between personal qualities and work, investigating the world of work in relation to knowledge of self) and Personal-social needs (eg. self-awareness, conflict resolution, handling crisis situations, peer pressure, coping with emotion, sexual issues).

Other areas

Only two male teachers said students needed help in financial issues while one female teacher said students needed guidance and counseling in gender issues.

Table 9: Students' guidance and counseling needs identified by teachers by school (N=26)

School	Issue/Need	Response		
		Yes	No	Not sure
		Number (%)	Number (%)	Number (%)
	Interpersonal and social skills			
Lira Palw		10(100)	-	-
YY Okot		9(100)	-	-
Kitgum Al		7(100)	-	-
Total		26(100)	-	-
	Self-awareness			
Lira Palw		10(100)	-	-
YY Okot		9(100)	-	-
Kitgum Al		7(100)	-	-
Total		26(100)	-	-
	Conflict resolution			
Lira Palw		9(90)	-	1(10)
YY Okot		7(77.8)	2(22.2)	-
Kitgum Al		6(85.7)	1(14.3)	-
Total		22(84.6)	3(11.5)	1(3.8)
	Emotional and physical dangers			
Lira Palw		10(100)	-	-
YY Okot		9(100)	-	-
Kitgum Al		7(100)	-	-
Total		26(100)	-	-
	Peer pressure			
Lira Palw		8(80)	1(10)	1(10)
YY Okot		8(88.9)	1(11.1)	-
Kitgum Al		7(100)	-	-
Total		23(88.5)	2(7.7)	1(3.8)
	Overcoming trauma			
Lira Palw		10(100)	-	-
YY Okot		9(100)	-	-
Kitgum Al		4(57.1)	3(42.9)	-
Total		23(88.5)	3(11.5)	-
	Sexual issues			
Lira Palw		10(100)	-	-
YY Okot		8(88.9)	1(11.1)	-
Kitgum Al		6(85.7)	1(14.3)	-
Total		24(92.3)	2(7.7)	-
	Time management			
Lira Palw		10(100)	-	-
YY Okot		9(100)	-	-
Kitgum Al		4(57.1)	2(28.6)	1(14.3)
Total		23(88.5)	2(7.7)	1(3.8)
	Study skills			
Lira Palw		10(100)	-	-
YY Okot		9(100)	-	-
Kitgum Al		7(100)	-	-
Total		26(100)	-	-
	Career exploration			
Lira Palw		9(90)	-	1(10)
YY Okot		8(88.9)	-	1(11.1)

Kitgum Al		6(85.7)	-	1(14.3)
Total		23(88.5)	-	3(11.5)
	Personal qualities and work			
Lira Palw		8(80)	1(10)	1(10)
YY Okot		5(55.6)	1(11.1)	3(33.3)
Kitgum Al		4(57.1)	2(28.6)	1(14.3)
Total		17(65.4)	4(15.4)	5(19.2)
	Education and work			
Lira Palw		8(80)	-	2(22)
YY Okot		8(88.9)	-	1(11.1)
Kitgum Al		6(85.7)	1(14.3)	-
Total		22(84.6)	1(3.8)	3(11.5)
	World of work and knowledge of self			
Lira Palw		5(50)	1(10)	4(40)
YY Okot		6(66.7)	1(11.1)	2(22.2)
Kitgum Al		6(85.7)	-	1(14.3)
Total		17(65.4)	2(7.7)	7(26.9)
	Subject choice			
Lira Palw		10(100)	-	-
YY Okot		7(77.8)	1(11.1)	1(11.1)
Kitgum Al		7(100)	-	-
Total		24(92.3)	1(3.8)	1(3.8)
	Dating/relationship issues			
Lira Palw		7(70)	2(20)	1(10)
YY Okot		5(55.6)	2(22.2)	2(22.2)
Kitgum Al		3(42.9)	3(42.9)	1(14.3)
Total		15(57.7)	7(26.9)	4(15.4)
	School adjustment			
Lira Palw		8(80)	2(20)	-
YY Okot		7(77.8)	1(11.1)	1(11.1)
Kitgum Al		6(85.7)	1(14.3)	-
Total		21(80.8)	4(15.4)	1(3.8)
	Coping with stress			
Lira Palw		9(90)	-	1(10)
YY Okot		9(100)	-	-
Kitgum Al		5(71.4)	2(28.6)	-
Total		23(88.5)	2(7.7)	1(3.8)
	Handling crisis			
Lira Palw		10(100)	-	-
YY Okot		8(88.9)	1(11.1)	-
Kitgum Al		4(57.1)	3(42.9)	-
Total		22(84.6)	4(15.4)	-
	Coping with emotion			
Lira Palw		10(100)	-	-
YY Okot		9(100)	-	-
Kitgum Al		5(71.4)	2(28.6)	-
Total		24(92.3)	2(7.7)	-
	Peer counseling/helping			
Lira Palw		8(80)	2(20)	-
YY Okot		6(66.7)	3(33.3)	-
Kitgum Al		7(100)	-	-
Total		21(80.8)	5(19.2)	-
	Test taking			
Lira Palw		10(100)	-	-
YY Okot		5(55.6)	4(44.4)	-
Kitgum Al		6(85.7)	1(14.3)	-
Total		21(80.8)	5(19.2)	-
	Problem solving			
Lira Palw		10(100)	-	-

YY Okot		9(100)	-	-
Kitgum Al		7(100)	-	-
Total		26(100)	-	-
	Multicultural/diversity awareness			
Lira Palw		5(50)	-	5(50)
YY Okot		5(55.6)	4(44.4)	-
Kitgum Al		6(85.7)	-	1(14.3)
Total		16(61.5)	4(15.4)	6(23.1)
	Acquiring skill--- to learn effectively			
Lira Palw		9(90)	1(10)	-
YY Okot		9(100)	-	-
Kitgum Al		7(100)	-	-
Total		25(96.2)	1(3.8)	-
	Academic persistence			
Lira Palw		10(100)	-	-
YY Okot		9(100)	-	-
Kitgum Al		7(100)	-	-
Total		26(100)	-	-
	Job seeking			
Lira Palw		8(80)	1(10)	1(10)
YY Okot		6(66.7)	1(11.1)	2(22.2)
Kitgum Al		3(42.9)	4(57.1)	-
Total		17(65.4)	6(23.1)	3(11.5)
	Academic planning			
Lira Palw		9(90)	1(10)	-
YY Okot		8(88.9)	-	1(11.1)
Kitgum Al		7(100)	-	-
Total		24(92.3)	1(3.8)	1(3.8)
	Decision making			
Lira Palw		10(100)	-	-
YY Okot		9(100)	-	-
Kitgum Al		7(100)	-	-
Total		26(100)	-	-

Table 9 above shows that the majority of the teachers across the three schools identified a number of educational, career and personal-social needs that have to be addressed by a SGC programme.

Table 10: Priority to be given to major guidance and counseling service areas by teachers by gender (N=26)

Gender	Service area	Response			
		Top Priority	Moderate Priority	Fair Priority	Very Low Priority
	Counseling services				
Male		19(90.5)	2(9.5)	-	-
Female		5(100)	-	-	-
Total		24(92.3)	2(7.7)	-	-
	Appraisal services				
Male		11(52.4)	7(33.3)	2(9.5)	1(4.8)
Female		1(20)	4(40)	-	-
Total		12(46.2)	11(42.3)	2(7.7)	1(3.8)
	Information services				
Male		8(38.1)	7(33.3)	4(19)	2(9.5)
Female		-	3(60)	2(40)	-
Total		8(30.8)	10(38.5)	6(23.1)	2(7.7)
	Placement services				
Male		6 (28.6)	12(57.1)	1(4.8)	2(9.5)

Female		3(60)	1(20)	1(20)	-
Total		9(34.6)	13(50)	2(7.7)	2(7.7)
	Consultation services				
Male		16(76.2)	3(14.3)	2(9.5)	-
Female		3(60)	-	1(20)	1(20)
Total		19(73.1)	3(11.5)	3(11.5)	1(3.8)
	Curriculum services				
Male		13(61.9)	6(28.6)	1(4.8)	1(4.8)
Female		4(80)	1(20)	-	-
Total		17(65.4)	7(26.9)	1(3.8)	1(3.8)

The above table shows that the majority of both male and female teachers want the major guidance and counseling service areas to be given either top or moderate priority.

Table 11: Priority to be given to major guidance and counseling service areas by teachers by school (N=26)

School	Service area	Response			
		Top Priority	Moderate Priority	Fair Priority	Very Low Priority
	Counseling services				
Lira Palw		8 (80)	2(20)	-	-
YY Okot		9(100)	-	-	-
Kitgum Al		7 (100)	-	-	-
Total		24(92.3)	-	-	-
	Appraisal services				
Lira Palw		8(80)	2(20)	-	-
YY Okot		2(22.2)	5(55.6)	1(11.1)	1(11.1)
Kitgum Al		2 (28.6)	4(57.1)	1(14.3)	-
Total		12(46.2)	11(42.3)	2(7.7)	1(3.8)
	Information services				
Lira Palw		5(50)	5(50)	-	-
YY Okot		1(11.1)	4(44.4)	3(33.3)	1(11.1)
Kitgum Al		2 (28.6)	1(14.3)	3(42.9)	1(14.3)
Total		8(30.8)	10(38.5)	6(23.1)	2(7.7)
	Placement services				
Lira Palw		2 (20)	8(80)	-	-
YY Okot		3(33.3)	3(33.3)	2(22.2)	1(11.1)
Kitgum Al		4 (57.1)	2(28.6)	-	1(14.3)
Total		9(34.6)	13(50)	2(7.7)	2(7.7)
	Consultation services				
Lira Palw		8(80)	1(10)	1(10)	-
YY Okot		5(55.6)	1(11.1)	2(22.2)	1(11.1)
Kitgum Al		6 (85.7)	1(14.3)	-	-
Total		19(73.1)	3(11.5)	3(11.5)	1(3.8)
	Curriculum services				
Lira Palw		8(80)	1(10)	1(10)	-
YY Okot		4(44.4)	4(44.4)	-	1(11.1)
Kitgum Al		5(71.4)	2(28.6)	-	-
Total		17(65.4)	7(26.9)	1(3.8)	1(3.8)

Table 11 above shows that the majority of the teachers across the schools wanted the major guidance and counseling services areas to be given either top or moderate priority.

Table 12: Areas teachers need training by gender (N=26)

Gender	Area	Response		
		Yes	No	Not sure
	Ways of Guidance and counseling delivery			
Male		20(95.2)	-	1(4.8)
Female		3(60)	1(20)	1(20)
Total		23(88.5)	1(3.8)	2(7.7)
	Guidance and counseling resource identification			
Male		20(95.2)	1(4.8)	-
Female		4(80)	-	1(20)
Total		24(92.3)	1(3.8)	1(3.8)
	Developing a guidance and counseling calendar			
Male		20(95.2)	1(4.8)	-
Female		4(80)	-	1(20)
Total		24(92.3)	1(3.8)	1(3.8)
	Responsive services			
Male		19(90.5)	2(9.5)	-
Female		5(100)	-	-
Total		24(92.3)	2(7.7)	-
	Identifying and understanding students' abilities			
Male		20(95.2)	1(4.8)	
Female		4(80)	1(20)	
Total		24(92.3)	2(7.7)	
	Programme administration			
Male		21(100)	-	-
Female		5(100)	-	-
Total		26(100)	-	-
	Specific guidance and counseling skills			
Male		19(90.5)	1(4.8)	1(4.8)
Female		3(60)	-	2(40)
Total		22(84.6)	1(3.8)	3(11.5)

The results in the above table shows that the majority of both male and female teachers needed training in ways of guidance and counseling delivery; guidance and counseling resource identification; developing a guidance and counseling calendar; offering responsive services; identifying and understanding students' abilities, problem-solving abilities, aptitudes and goal-setting strategies.

Table 13: Areas teachers need training by school (N=26)

School	Area	Response		
		Yes	No	Not sure
	Ways of guidance and counseling delivery			
Lira Pal		9(90)	1(10)	-
YY Okot		8(88.9)	-	1(11.1)
Kitgum		6(85.7)	-	1(14.3)

Total		23(88.5)	1(3.8)	2(7.7)
	Guidance and counseling resource identification			
Lira Pal		10(100)	-	-
YY Okot		7(77.8)	1(11.1)	1(11.1)
Kitgum		7(100)	-	-
Total		24(92.3)	1(3.8)	1(3.8)
	Developing a guidance and counseling calendar			
Lira Pal		10(100)	-	-
YY Okot		8(88.9)	-	1(11.1)
Kitgum		6(85.7)	-	1(14.3)
Total		24(92.3)	1(3.8)	1(3.8)
	Responsive services			
Lira Pal		9(90)	1(10)	-
YY Okot		9(100)	-	-
Kitgum		6(85.7)	1(14.3)	-
Total		24(92.3)	2(7.7)	-
	Identifying and understanding students' abilities			
Lira Pal		9(90)	1(10)	-
YY Okot		8(88.9)	1(11.1)	-
Kitgum		7(100)	-	-
Total		24(92.3)	2(7.7)	
	Programme administration			
Lira Pal		10(100)	-	-
YY Okot		9(100)	-	-
Kitgum		7(100)	-	-
Total		26(100)	-	-
	Specific guidance and counseling skills			
Lira Pal		9(90)	-	1(10)
YY Okot		7(77.8)	-	2(22.2)
Kitgum		6(85.7)	1(14.3)	-
Total		22(84.6)	1(3.8)	3(11.5)

The results in the above table shows that the majority of the teachers across the schools needed training in ways of guidance and counseling delivery; guidance and counseling resource identification; developing a guidance and counseling calendar; offering responsive services; identifying and understanding students' abilities, problem-solving abilities, aptitudes and goal-setting strategies.

Findings from students' focus group discussions

Table 14: Main issues/concerns that need guidance and counseling by school (N=82)

School	Issues/concerns
Lira Palwo SS	<ul style="list-style-type: none"> • Trauma/emotional control • Choosing careers • Lack of reading culture (how to approach questions) • Health related issues (STDs, HIV/AIDS, Abortion) • Inadequate knowledge of self • Choosing friends/peer pressure/student teacher relationships • Financial issues • Bullying • Defilement • Strikes
YY Okot	<ul style="list-style-type: none"> • Trauma/abduction/emotional issues • Peer pressure • Social relationships/student teacher relationships • Career issues • Health related issues (STDs, HIV/AIDS) • Attitudes towards education • Financial issues • Problem solving/decision making • Time management • Violence • Child mothering/ early forced marriages
Kitgum Alliance	<ul style="list-style-type: none"> • Health related issues (STDs, HIV/AIDS, personal hygiene, abortion) • Educational guidance • Peer pressure • Unwanted pregnancies/sexual issues • Overcoming trauma • Financial issues • Job creation skill/choice/selection • Decision making/problem solving • Communication/life skills/interpersonal relationships/student teacher relationship • Child abuse/defilement/early marriages • Strikes/violence • Bullying

Table 14 above shows that the students’ focus group discussions across the schools revealed that students’ concerns that needed guidance and counseling were mainly educational (lack of reading culture, problem solving, time management), career and personal – social (peer pressure, health related issues, overcoming trauma/emotional problems, social relationships). Financial issues also emerged across the schools

Table 15: Students’ views on how schools should address their guidance and counseling concerns/needs by school (N=82)

School	What should be done
Lira Palwo	<ul style="list-style-type: none"> • Provide counseling

	<ul style="list-style-type: none"> • Formation of clubs/societies • Encourage VCT • Provide rewards and awards for excellence • Emphasis on school rules and regulations
YY Okot	<ul style="list-style-type: none"> • Offer guidance and counseling to traumatized students • Bring resource persons to speak to students • Offer financial support • Involve peer educators • Strengthen clubs and societies
Kitgum Alliance	<ul style="list-style-type: none"> • Formation and promotion of clubs and societies • Train peer counselors • Establish a guidance and counseling programme • Invite resource person and stakeholders

Table 15 above shows that the students across the schools wanted guidance and counseling to be offered in their respective schools. The guidance and counseling would involve a focus on traumatized students, formation of clubs and societies, peer education and resource persons from outside the school.

Table 16: Students' views on barriers their teachers or schools face in trying to offer guidance and counseling services by school (N=82)

School	Barrier
Lira Palwo	<ul style="list-style-type: none"> • Lack of skills in counseling • Work overload so little time for guidance and counseling • Poor student-teacher relationship • Low salaries of teachers so they are not motivated • Lack of guidance and counseling facilities
YY Okot	<ul style="list-style-type: none"> • Lack of skill or knowledge in the area by teachers • Negative attitudes/lack of interest by teachers • Limited time for counseling/fewer number of counselors • Inadequate facilities • Lack of professionalism/confidentiality by teachers
Kitgum Alliance	<ul style="list-style-type: none"> • Time constrains • Lack of skills in guidance and counseling by teachers • Lack of counseling space • Lack of professionalism eg. favoritism

Table 16 shows that the main barriers their school teachers faced were lack of skill in guidance and counseling, shortage of time/ work overload and lack of counseling facilities and lack of professionalism by some teachers. Poor student- teacher relationship was also mention as a barrier by one school.

Table 17: Qualities students believe teachers involved in guidance and counseling should posses by school (N=82)

School	Qualities
Lira Palwo	Honest, humble, patient, partial, approachable, available, good listener, exemplary, hospitability

YY Okot	Exemplary , honest, good listener, confidential, empathetic, approachable, dedicated
Kitgum Alliance	Empathetic, honest, dedicated, good listener, flexible, patient, dynamic, creative, confidential

The table shows that the students across the schools wanted teachers involved in guidance and counseling among other things to be honest, humble, patient, partial, approachable, available, good listener, exemplary and empathetic.

Other issues raised from students' focus group discussion

The students from the three schools wanted peer helpers to be trained in helping schools. The students also mentioned that each school should have both male and female teachers as guidance counselors because they would approach either sex depending on the nature of the concern at hand.

The students also indicated that school heads should not be school counselors. They suggested that the head teachers should introduce guidance and counseling in the schools and allocate time and space for counseling in the school. One school also indicated that the head should invite specialist in guidance and counseling to the school to assist in the programme.

Findings from teachers' focus group discussions

Table 18: Why guidance and counseling is necessary in schools by school (N=26)

School	Reasons for guidance and counseling
Lira Palwo	<ul style="list-style-type: none"> • Help students overcome psycho-social problems eg stress • Help students in career choice • Help students set and achieve their goals • To build good teacher-student relationship/good communication • Help students understand themselves • Help students with problem solving skill • Help facilitate the process of learning • Help students understand the importance of education • Help students cope with their growth and development
YY Okot	<ul style="list-style-type: none"> • Equip students with life skills • Help students overcome stress and trauma • Help students the importance of education • Help students in their career needs and educational plans • To create a health relationship between students and teachers, parents • Help students understand themselves, their situation and adjust accordingly • Help students cope with the daily challenges of life
Kitgum Alliance	<ul style="list-style-type: none"> • Help build students' careers • Help students become self aware • Help students overcome trauma • Help students know the importance of education

	<ul style="list-style-type: none"> • Help students with study skills • Help students cope with their situation
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The results in Table 18 above shows that the teachers across the schools believed that guidance and counseling was necessary for students because of educational, career and personal-social reasons.

Table 19: What teachers need to effectively offer guidance and counseling in schools by school (N=26)

School	What is needed
Lira Palwo	<ul style="list-style-type: none"> • Skill/knowledge in guidance and counseling • Time • Conducive environment eg a guidance and counseling room • Counseling materials eg. charts, visual screen, pamphlets • Financial support
YY Okot	<ul style="list-style-type: none"> • Knowledge in guidance and counseling • Time to conduct guidance and counseling • Financial support • Materials and infrastructure
Kitgum Alliance	<ul style="list-style-type: none"> • Knowledge and skills in guidance and counseling • Time • Sponsorship • Guidance and counseling space • Material like books

The results in Table 19 shows that the teachers across the schools needed skills in guidance and counseling, time for guidance and counseling, infrastructure like guidance and counseling room, guidance and counseling materials and financial support to effectively offer guidance and counseling in their schools.

Table 20: Barriers teachers face when offering guidance and counseling in their schools by school (N=26)

School	Barriers
Lira Palwo	<ul style="list-style-type: none"> • Inadequate knowledge by the teachers • Negative attitudes by potential clients, administration and colleagues • Lack of material resources • Lack of conducive environment
YY Okot	<ul style="list-style-type: none"> • Lack of skills • Work overload and lack of time • Conflict of responsibility eg discipline versus counseling • Unfavorable environment
Kitgum Alliance	<ul style="list-style-type: none"> • Lack of time • Inadequate knowledge by teachers • Inadequate material eg guidance and counseling books • Lack of conducive environment

	<ul style="list-style-type: none"> • Conflict of responsibility • Lack of cooperation by clients • Lack of motivation by teachers
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Table 20 above shows that the teachers across the three schools encounters a number of barriers which include the following: lack of guidance and counseling knowledge/skills, lack of time, inadequate guidance and counseling material, lack of guidance and counseling rooms and conflict of responsibility (being a counselor and at the same time being part of the school’s disciplinary committee).

Table 21: Major training needs/areas of teachers by school (N=26)

School	Training needs/areas
Lira Palwo	<ul style="list-style-type: none"> • Methods/techniques of counseling • Professionalism and qualities of good counselors • Why guidance and counseling • Emerging issues in guidance and counseling • Planning and implementation of guidance and counseling • Conducting guidance and counseling needs • Handling challenging clients/situations • Handling special populations • Basic skills in evaluation and appraisal in guidance and counseling
YY Okot	<ul style="list-style-type: none"> • Introduction to guidance and counseling • The why and what of guidance and counseling • Growth and development, Health Education • HIV/AIDS • Choosing a career • Psycho-social issues • Guidance and counseling needs assessment/identification • Planning, implementing and evaluating a guidance and counseling programme • Sexual abuse
Kitgum Alliance	<ul style="list-style-type: none"> • How to handle trauma cases • Creating client/counselor relationship • Handling psycho-social issues • The why and what of guidance and counseling • Career selection and establishment • Assessing the needs of students • Planning, implementing, monitoring and evaluating the guidance and counseling programme

Table 21 shows that the teachers across the three schools indicated that they needed training in basic guidance and counseling that is, the what and why of guidance and

counseling. They further indicated that they need training in planning, implementing, monitoring and evaluating the guidance and counseling programme. The teachers also indicated that they needed training in areas such as handling challenging clients/situations, handling psycho-social issues and choosing a career.

Other issues raised from teachers' focus group discussions

Teachers across the three schools indicated that for effective guidance and counseling to take place, schools should choose teachers who are: knowledgeable in guidance and counseling, tolerant, confidential, honest, approachable, empathetic, patient, trustworthy and good communicators. More to the teacher qualities, the teachers across the schools indicated that they needed the following guidance and counseling materials: charts, books, posters, pamphlets, handout and videos. They all agreed that the materials should be rooms specifically allocated for guidance and counseling.

The teachers across the three schools also indicated that school guidance and counseling can be effective if there is collaboration between the guidance teachers and school administrators, health workers, local leaders, parents and community resource persons. However, they noted that there may be challenges to do with political, social, religious and cultural differences among the different stakeholders. Members may not trust each other because of these differences.

The teachers across the schools indicated that school heads should support the programme for example, allocating time and material resources for the programme, encouraging students to utilize the guidance and counseling service in the school. They also felt that the head should monitor the programme. Some teachers felt the head teacher may offer counseling to students depending on the situation/issue at hand.

RECOMMENDATIONS

The recommendations are based on the findings to the following major research questions which were addressed by the needs assessment:

- What are the students' main guidance and counseling needs?
- What priority should major service areas of a SGC programme should be given in the schools?
- How should schools address the students' identified needs?
- What challenges do teachers face when trying to offer guidance and counseling services?
- Which guidance and counseling materials do teachers want to effectively offer guidance and counseling services?
- In which guidance and counseling areas/topics should teachers receive training in?

Since it emerged from the needs assessment that students had a number of educational, career and personal-social needs, there is need for a formal school guidance and counseling programme which would address these needs. The educational component of

the programme should address the following issues among others: study and test –taking skills, academic planning, time management, academic persistence and student adjustment to school.

The personal –social component should address the following issues: peer relationship, effective social skills, conflict resolution, substance abuse education, understanding of self with a focus on strength and weaknesses, handling crisis situations, coping with emotion, shyness in classroom responses.

The career component would address the following issues: career awareness, exploration and planning; job creation, job seeking and job keeping skills; subject choice and relationship between education and work. The component may also involve educational tours to work places. The school may also have career fairs/seminars where external resource persons provide career information, facilitate career planning, exploration and decision-making.

The identified students' needs are best addressed under the major guidance and counseling service areas (counseling, appraisal, information, placement, consultation and curriculum services). These major guidance and counseling service areas should be given top priority in the schools as suggested by the majority both students and teachers in the needs assessment.

Counseling services offer individual students an opportunity for self knowledge and self understanding through individual and group counseling, support services and referral services. The service involves a verbal interaction between the school guidance counselor/teacher and student with the aim of assisting the student deal with specific problems which could be academic, career and emotional/personal-social. The student is helped to make decisions and solve problems.

Appraisal services provide essential facts about the student through career interest inventories, achievement tests, personality inventories and special needs assessment. The service provides the guidance counselor/teacher a basis for decision making. It gathers personal information about the student and assists the student to understand himself or herself.

Information services involve availing student records, post secondary catalogs and handbooks to students. Placement services involve assisting students to select and use opportunities inside and out side the school through career advising, attachment, referral to agencies, course selection and college/university admission. The school guidance and counseling team leader has to identify appropriate vocational or career placement centres in accordance with the career aspirations of their students.

Consultation services involve getting the opinion of people who can contribute and have an interest in the student's welfare. For example, other teachers, parents, other professionals and administrators. The school guidance and counseling team leader has to promote relationships with community agencies and establish effective communication

channels so as to effectively exchange information and ideas resulting in students benefiting. Curriculum services involve organization of materials for classroom teacher adoption, group and classroom presentation of guidance topics.

If the school guidance and counseling programme becomes formal, it has to be planned for and evaluated. A formal guidance and counseling programme can only succeed if there is availability of resources. There is need to have guidance and counseling space or room/centre at each school as suggested by both students and teachers in this needs assessment. The guidance and counseling room could be equipped with guidance and counseling materials such as pamphlets, career interest inventories, achievement tests, personality inventories and posters. The guidance and counseling room/ centre should not be located near the administration block/offices so that students can freely visit it.

Since shortage of time for guidance and counseling activities was cited by both students and teachers, there is need to involve peer helpers. These should be chosen by both teachers and students and receive some training in basic helping skills. Peer helpers are the first line helper. The students in this needs assessment recommended for the training of peer helpers. The peer helpers should be trained in basic listening and helping skills as well as basic skills of problem –solving and decision making. Peer helpers can share experiences and information with their peers through drama, role-playing, poetry and public talks. The presence of peer helpers results in the school guidance counselors having more time for students with severe problems.

In selecting the school counselors, the qualities suggested by both teachers and students should be seriously taken into consideration. The qualities include being approachable, honest, patient, empathetic, dedicated, good listeners, trustworthy and tolerant. These qualities are recommended the world over. In addition each school should have both male and female teachers as counselors as demanded by the students in this needs assessment.

Since shortage of skills and knowledge in guidance and counseling was highlighted as one of the barriers to effective SGC services by both students and teachers, there is need to train teachers before they can implement the services. The teachers need to be trained in what is guidance and counseling, differences between guidance and counseling and forms of guidance and counseling. They should undergo a basic guidance and counseling course which would include topics like: qualities of effective counselors; counseling skills like attending behaviour, questioning (closed and open-ended questions) listening, paraphrasing, reflection, empathy, reflective listening, summarizing, establishing a counseling relationship, terminating a relationship; HIV/AIDS counseling; crisis counseling; conflict resolution; ethical issues in counseling; importance of school guidance and counseling and the role of the school guidance counselor. The training should also focus on the three main domains of guidance and counseling that is, academic, career and personal-social domains. Role plays and experiential activities should be part of the training.

As indicated by the teachers, the training should focus on guidance and counseling programme administration (planning, designing, implementing and evaluating the

programme). The training should look at why plan for SGC, how to plan, when to plan, parties involved in the planning process. An important aspect of planning is needs assessment. Teachers require training on when and how to conduct needs assessment and the parties involved in needs assessment. On programme designing and implementation, focus should be on how to design and implement the programme. Factors affecting implementation should also be discussed. Under evaluation, focus should be on why evaluate, when to evaluate, how to evaluate and the parties involved in the evaluation process. Training on guidance and counseling resource identification is also essential.

The teachers indicated that they needed training in handling traumatized students. Since many students in Northern Uganda have been traumatized, the teachers should be exposed to special training sessions on handling traumatized clients. The sessions could include videos showing how traumatized clients are assisted. Role plays should also be part of such training sessions.

The training should also discuss the significant others whom teachers should collaborate with in offering SGC services. For example, nurses, traditional leaders, elders, social workers. They should know to whom to refer a case and when to refer.

The training should best be conducted or coordinated by a guidance and counseling specialist who has the experience in developing and implementing school guidance and counseling programmes. The basic training could culminate into accredited certificates offered by colleges or universities. This will boost the morale of those trained and resultantly strengthen the SGC programme as a whole.

Head teachers are encouraged to support the SGC programme through the provision of resources like time and space. They should help their schools establish school guidance and counseling committees to run the SGC programme.

Some poor students should be provided with information on how they can secure funding for their education. That is, who are the possible sponsors and what do they look for, where are they located and how they can be contacted.

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Appendix 1

SCHOOL GUIDANCE AND COUNSELLING NEEDS ASSESSMENT SURVEY – GUIDANCE TEACHERS

This survey seeks to establish the school guidance and counseling (SGC) needs/concerns in your school. The survey forms part of UMECS's aim to design a SGC programme for your school and other schools in Northern Uganda. UMECS would like your help in planning the SGC programme. Honest responses to all questions are requested. Do not write your name on the questionnaire. Thank you for taking time to complete this survey.

Male-----

Female-----

Respond by ticking the box that best describe your opinion.

1. **Students** in my school need help in the following areas

Area	Yes	No	Not sure
Interpersonal and social skills (getting along with peers, parents and authority figures)			
Self-awareness (understanding and appreciating the self)			
Conflict resolution			
Understanding the emotional and physical dangers of abuses eg. substance, sexual, physical			
Coping with peer pressure and managing life's events			
Overcoming trauma			
HIV/AIDS/Sex education/ Sexual issues			
Time management			
Study skills techniques			
Career exploration and planning			
Relationship between personal qualities and work			
Relationship between education and work			
Investigating the world of work in relation to the knowledge of self			
Subject choice			
Dating/relationship issues			
School adjustment (making friends, getting along with teachers)			
Coping with stress			
Handling crisis situations			
Coping with emotion			
Peer counseling/helping			
Test taking skills			
Problem solving skills			
Multicultural/diversity awareness			
Acquiring skill, attitudes and knowledge to learn effectively			
Academic persistence			

Job-seeking and job keeping skills			
Academic/Educational planning skills			
Decision making skills			

2. List any areas not included in the table above you feel students in your school would need help in-----

3. Below is a list of the major service areas of a guidance and counseling programme. After reading the list, circle the number that shows what **priority** that service area should receive in your school guidance and counseling programme

4 **3** **2** **1**
Top Priority Moderate Priority Fairly Low Priority Very Low Priority

1. Counseling Services (Designed to offer individuals an opportunity for self-knowledge and self-development through individual & group counseling, support services, referral services) 4 3 2 1
2. Appraisal Services (Provides essential facts about the learner through career interests inventories, achievement tests, personality inventories, special needs assessment) 4 3 2 1
3. Information Services (student records, post secondary catalogs, handbooks) 4 3 2 1
4. Placement Services (Designed to enhance student development by assisting them to select and use opportunities inside and out side the school through career advising, attachment, referral to agencies, course selection, college/university admission) 4 3 2 1
5. Consultation Services (Getting the opinion of people who can contribute and have an interest in the student’s welfare eg other teachers, parents, administrators) 4 3 2 1
6. Curricular Services (Organization of materials for classroom teacher adoption, group and classroom presentation of guidance topics) 4 3 2 1

4. School guidance counselors/teachers in my school need assistance/training in the following areas:

Area	Yes	No	Not Sure
Ways in which the school guidance and counseling is delivered (eg. classroom activities, group activities, parent education)			
Guidance and counseling resource identification			
Developing a school guidance and counseling calendar			
Responsive services to students’ needs (counseling, referral, consultation, appraisal, placement and follow up, research and evaluation services)			
Identifying and understanding students’ abilities, problem-solving abilities, aptitudes and goal-setting strategies			
Programme administration (planning, designing, implementing and evaluating school guidance and counseling programme)			
Specific guidance and counseling skills (relationship building, listening, asking questions, probing, information provision, confrontation)			

Thank you for your participation

Regis Chireshe (Prof)

Appendix 2

SCHOOL GUIDANCE AND COUNSELLING NEEDS ASSESSMENT SURVEY - STUDENTS

This survey seeks to establish the school guidance and counseling (SGC) needs/concerns in your school. The survey forms part of UMECS's aim to design a SGC programme for your school and other schools in Northern Uganda. UMECS would like your help in planning the SGC programme. Honest responses to all questions are requested. Do not write your name on the questionnaire. Thank you for taking time to complete this survey.

Male---- Female---- Senior 1-- Senior 2--- Senior 3--- Senior 4---- Senior 5--- Senior 6--

Respond by ticking the box that best describe your opinion.

1. As **Students** we need help/assistance in the following areas

Area	Yes	No	Not sure
Interpersonal and social skills (getting along with peers, parents and authority figures)			
Self-awareness (understanding and appreciating the self)			
Conflict resolution			
Understanding the emotional and physical dangers of abuses eg. substance, sexual, physical			
Coping with peer pressure and managing life's events			
Overcoming trauma			
HIV/AIDS/Sex education/ Sexual issues			
Time management			
Study skills techniques			
Career exploration and planning			
Relationship between personal qualities and work			
Relationship between education and work			
Investigating the world of work in relation to the knowledge of self			
Subject choice			
Dating/relationship issues			
School adjustment (making friends, getting along with teachers)			
Coping with stress			
Handling crisis situations			
Coping with emotion			
Peer counseling/helping			
Test taking skills			
Problem solving skills			
Multicultural/diversity awareness			
Acquiring skill, attitudes and knowledge to learn effectively			

Academic persistence			
Job-seeking and job keeping skills			
Academic/Educational planning skills			
Decision making skills			

2. List any areas not included in the table above you feel as students you would need help/assistance in-----

3. Below is a list of the major service areas of a guidance and counseling programme. After reading the list, circle the number that shows what **priority** that service area should receive in your school guidance and counseling programme

4 **3** **2** **1**
Top Priority Moderate Priority Fairly Low Priority Very Low Priority

1. Counseling Services (Designed to offer individuals an opportunity for self-knowledge and self-development through individual & group counseling, support services, referral services) 4 3 2 1
2. Appraisal Services (Provides essential facts about the learner through career interests inventories, achievement tests, personality inventories, special needs assessment) 4 3 2 1
3. Information Services (student records, post secondary catalogs, handbooks) 4 3 2 1
4. Placement Services (Designed to enhance student development by assisting them to select and use opportunities inside and out side the school through career advising, attachment, referral to agencies, course selection, college/university admission) 4 3 2 1
5. Consultation Services (Getting the opinion of people who can contribute and have an interest in the student’s welfare eg other teachers, parents, administrators) 4 3 2 1
6. Curricular Services (Organization of materials for classroom teacher adoption, group and classroom presentation of guidance topics) 4 3 2 1

Thank you for your participation

Regis Chireshe (Prof)

Appendix 3

Focus group discussion questions-Teachers

1. Why is guidance and counseling necessary in schools? Categorize the reasons
2. What do you need to effectively offer guidance and counseling services? What does it take for one to be a good counselor?
3. What barriers do you face if any, when teaching/offering guidance and counseling services in your school?
4. Whom do you collaborate with when offering guidance and counseling services in your school eg. traditional leaders, nurses etc. What problems do you encounter in this area?
5. Which guidance and counseling materials should you have to effectively offer the services?
6. Can you comment on the time your school guidance counselors or yourself presently dedicated to guidance and counseling?
7. If UMECS was to offer you SGC training sessions, mention 10 most important training needs you would want addressed during the training sessions.
Rank or prioritize the 10 training needs.
8. What role should the head teach play in the SGC programme?

Appendix 4

Focus group discussion questions-Students

1. Mention 10 main issues/concerns/problems you believe students face/encounter which can be addressed by a school guidance and counseling programme. Rank or prioritize the concerns.
2. How should the school address the above concerns?
3. What barriers do you think your teachers or school face in trying to offer effective guidance and counseling services?
4. Do you help other students/friends who have problems/concerns? Or do you approach some students/friends with your problems/concerns? If yes, are you confident in assisting them or are they confident in assisting you? What should be done to improve your confidence in helping others?
5. Would you prefer to share your problems/concerns with a male or female school guidance counselor? Explain your answer
6. What kind of a person would you prefer to be your school guidance counselor?
7. What role should the head teacher play in the SGC programme?