

**FACTORS AFFECTING UTILIZATION OF GUIDANCE AND COUNSELING
SERVICES AMONG STUDENTS AT MUTOLERE SCHOOL OF NURSING
AND MIDWIFERY, KISORO DISTRICT**

**A RESEARCH REPORT SUBMITTED TO UGANDA NURSES AND
MIDWIVES EXAMINATION BOARD**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF A DIPLOMA IN NURSING**

KABAGAMBE RONALD

JUL19/U024/DND/002

MAY, 2023

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ABSTRACT

The trend of discipline in Ugandan nursing institutions is not different from the rest of schools. Despite guidance and counseling being part of the education policy and the curriculum, the utilization is poor. The purpose of the study was to determine the factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery, Kisoro District. In order to successfully determine these factors, a number of variables were put into consideration and were grouped as student related factors and institutional related factors affecting utilization of guidance and counseling services among students at Mutolere school of Nursing and Midwifery.

A descriptive cross-sectional study design involving both qualitative and quantitative methods of data collection was used, a sample size of 55 respondents was considered whereby 50 were students selected using stratified sampling method and 5 teaching staff selected using purposive sampling method. Data was collected using a pretested questionnaire and a key informant guide, analyzed using statistical package for social science (SPSS) version 2016, excel version 2010 and results were presented in form of tables and figures for easy interpretation. Findings from the study revealed that 48(96%) were aware of G & C services, 49(98%) knew it was useful but 39(78%) had never utilized them due to; 30(60%) gender differences, 19(38%) religious differences, 31(62%) confidentiality and trust issues and 48(96%) poor student-counselor relationship as student related factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery Kisoro district.

More so, lack of a special room for G&C 47(94%), less support from the school administration 30(60%), lack of privacy 47(94%) and heavy work load 29(58%) were revealed as institutional related factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery Kisoro district. The study concluded that majority of the students were aware of G&C services but the utilization was affected by gender, religion, confidentiality and trust, lack of a counselor's room, inadequate support from the administration, and heavy workload of the tutor responsible for the services among other factors.

Therefore, the study recommends that there is need to create a special room for guidance and counseling with adequate materials in the school and need to employ a skilled counselor without other responsibilities. Furthermore, students should be continuously educated on the need to utilize G&C services to reduce on inferiority complex when dealing with life challenges and academics.

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AUTHORIZATION PAGE

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DEDICATION

I dedicate this dissertation to my beloved Mother **MRS.NTABARESHA WINFRED** for the love, tender care and financial support throughout my life up to this level.

Great thanks to my Guardian **MRS. NDAGIJIMANA WALTRAUD** for her endless support towards my education. May the almighty God reward her in abundance.

Sincere thanks go to **MR. ALFRED KABAHWEZA** who sacrificed to lend me a computer to use throughout this research at no cost.

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TO GOD BE THE GLORY

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LIST OF ACRONYMS

B.Sc.: Bachelor of Science

G&C: Guidance and Counseling

Km: Kilo Meter

PNFP: Private Not for Profit

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNMEB: Uganda Nurses and Midwives Examinations Board

DEFINITION OF TERMS

Guidance; an advice or information aimed at resolving a problem or difficulty, especially as given by someone in authority.

Counseling; the provision of professional assistance in resolving personal or psychological problems

Students; are people enrolled in a school or other educational institution and who are under learning with aims of acquiring understanding, developing profession and achieving employment in a desired field.

Indiscipline; a situation in which people do not control their behavior or obey rules

Utilization of guidance and counseling; this refers to how often the services of guidance and counseling are used by students

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter will cover the back ground information to the study, statement of the problem, objectives, research questions and the significance of the study .It provides the basis on which other chapters are raised.

1.1Background of the study

Guidance and counseling (G&C) refers to psychological and educational support the teachers, parents, tutors and specialists do provide to schools with aims of assisting students to make available desirable qualifications and skills (Odyek, 2021). Similarly, guidance is commonly defined as a kind of direction or leadership given to a person to help him/her make decisions regarding the current or future life and more to that, counseling is viewed as a psychological process of assisting a person to be equipped with self-understanding knowledge and skills of solving daily challenges in different places. (Hrisyov&Kostadinov 2022)

Counseling services in universities where nursing is included are very essential for the psychological wellbeing of students as it enables students to deal with daily challenges while at the university (Jane, 2020).

Guidance and counseling assists learners to attain their targets whereby well counseled learners know what to do and how to do things in the best possible way(Maree and Che,2020). It is highly viewed to be a reliable tool for individual challenges and particularly academic performance (Vehvilainen&Souto, 2022).

There are 3 major components of guidance and counseling in nursing schools that is educational vocational, personal and psychological counseling (Kirangari, 2014).

Globally guidance and counseling services are regarded as essential elements in discipline and management in all societies where student nurses are included and it could be difficult for any community to function well without the exercise of discipline (UNESCO, 2016).

According to Amat (2019), guidance and counseling has a high impact on learner's performance where by findings of his study revealed that students in institutions with quality guidance and counseling services performed better than those in institutions without guidance and counseling.

Gallant (2016) in his study on Students awareness, use and satisfaction on emotional school counseling in large urban school districts including nursing schools in USA. Studies revealed that high proportion of students reported awareness of school counseling at their schools however 50% of them reported visiting the school counseling office at once for career, personal ,social and emotional counseling .

In a similar study that was conducted in Kenyan schools on the factors influencing provision of guidance and counseling services, most of the students 60.3% were willing to receive counseling services but only half of them voluntarily went for the services because of lack of the willingness to accept that they have problems as they refuse to open up (Odhiambo, 2015).

In Uganda, a study that was done at Nkumba university which offers nursing as one of the courses evidenced that guidance and counseling services were poorly utilized and gender of the students influenced their tendency to seek the counseling services since males and females had unique challenges where 35(43.2%) of the 81 female students sought guidance & counseling within a period of one academic year as compared to 35.2% of the 51 male students who sought guidance & counseling (Evarist, 2015).

1.2 Problem statement

The high level of indiscipline in most schools can be attributed to lack of G& C (Muya, 2015). However it was revealed that most parents in Uganda have left guidance and counseling to school authorities leading to a rise to undesirable behaviors in schools (UNESCO, 2014)

Mutolere School of Nursing Midwifery faces issues with increasing indiscipline cases among students which not only affects their academic performance but also harm to their lives as some of the cases like alcoholism are a threat to the students' health and the life of the patients whom they render nursing care.

Despite the school having a tutor responsible for G&C counseling, having a chaplain responsible for students moral ethics , partaking guidance and counseling as part of curriculum for student nurses and midwives, as well as numerous appeals by tutors on school assemblies encouraging students to make use of the guidance and counseling services, the services are still given less attention. According to the school counselors report, only 5 students out of 350 (1.43%)voluntarily turned up for guidance and counseling in a period of 6 months and 20 out of 350 students (2.86%) were referred in for counseling. This is linked to the increasing number of indiscipline cases in school like dodging ward duties, escapism, theft, indecent dressing and alcoholism thus the need for guidance and counseling services in school however little is documented about the factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery Kisoro District thus the need to carry out this study.

1.3 Purpose of the study

To determine the factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery, Kisoro District

1.4 Specific objectives

To identify the student related factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery, Kisoro District

To find out the institutional related factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery, Kisoro District.

1.5 Research questions

What are the students related factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery, Kisoro District?

What are the institutional related factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery, Kisoro District?

1.6 Justification of the study

Without proper guidance and counseling several students lose focus and get involved in bad habits like substance abuse, missing lessons, drop out, suicidal ideations and more, consequently leading to poor performance, poor skill acquisition and sometimes death thus the need to determine the factors affecting utilization of Guidance and Counseling services among students at Mutolere School of Nursing and Midwifery, Kisoro District so that the school can utilize the results for early intervention.

More so, the results from the study will help the ministry of education and sports to reexamine on its responsibility to support guidance and counseling services in higher institutions of learning by allocating extra resources and funds to sustain the program.

To the school administration, the findings will be used to improve on the provision and utilization of guidance and counseling services through allocation of more resources and suggest measures to ensure effective guidance and counseling services in school.

To the students, the study will help them to realize and change their attitude towards guidance and counseling in order to gain its benefits like good discipline and improved academic performance.

The tutor counselors will gain more knowledge on how to advocate for guidance and counseling to promote discipline and academic performance in the school.

The study will be done in partial fulfillment for the award of a diploma in nursing. Furthermore, the study will also add to the limited literature in Uganda on identifying the factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery Kisoro, District.

CHAPTER TWO; LITERATURE REVIEW

2.1 Introduction

This chapter presents literature from acknowledged studies. It will be obtained from textbooks, nursing, educational and medical journals and research reports.

This will be arranged in relation to student related factors and institutional related factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery, Kisoro District.

2.2 Student related factors affecting utilization of guidance and counseling services among students.

According to Khombo and Mutopa (2017) on attitudes towards seeking G&C services among university students in Zimbabwe, it was revealed that confidentiality was a factor where by learners didn't want their problems to be known by other people and so they would rather not seek professional help from G&C services on the campus. More so Elizabeth and Redempter (2013) on factors influencing access to G&C in Kenya, confidentiality was regarded a highly essential factor thus it came out clearly that secondary students' perceptions of confidentiality affected their access to counseling services where most of the learners feared their problems being discussed in staffrooms.

A study conducted by Kehinde and Lawrence (2019) on the students awareness of school counseling services in Nigeria between 2017 and 2019 revealed gender of the counselor as another factor whereby 88% of the students preferred similar gender as their counselors while only 12% were indifferent about the counselor's gender implying that school counseling services could be gender sensitive as some of their problems were sexual related. This was supported by Hamide (2013) whereby female students held much more positive

help seeking attitudes to share their feelings compared to males as males would easily turn to coping mechanisms instead of seeking for G&C.

In a study that was done by Kamunyu (2016) in Kenya on the reasons why university students do not seek for counseling services, it was found out that social mistrust was a reason that made the students not to seek G&C services where their utilization depended on how genuine and trustworthy the counselor was. Furthermore, a study done by Bichanga (2015) in Kenya revealed that students did not go for counseling due to shyness and lack of trust in the counselor.

Benadetha (2022) in her study on availability and challenges of G&C services for female post graduate students in Tanzania found out that socio- cultural factors affected utilization as some traditions viewed that females shouldn't reveal their secrets to counselors except their relatives. Similarly, it was revealed that socio cultural factors affected utilization as cultural beliefs didn't allow students to discuss their problems with outsiders and most students feared to be seen by their friends going to the G&C room (Mbera&Aiko, 2016).

Study findings by Kamunyu, Catherine and Geoffrey (2016) in Kenya, on the reasons why university students do not seek for counseling services revealed that students' perception affects their need for counseling in a way that students claimed it was for lower level students like primary pupils therefore leading to a low turn up for G&C services. Abolanle et al, (2017) in their study on students need, awareness, perception and use of G&C services in Federal University of Agriculture, Nigeria also revealed that students perceived G&C was needed for orientation of fresh students at the University thus less needed by continuing students.

A study done at the university of Sri Lanka among undergraduates revealed that attitude towards G&C programs by students affected the utilization where more than half of the students population had negative attitudes towards the services. Similarly a study done in Kwale County, Kenya indicated that 58.72% of students had a negative attitude towards the programs as they regarded it a waste of time (Javan, Zipporah&Benard, 2018).

A study done in SRI Lanka among undergraduates of BSc. Nursing revealed that a high proportion of students reported awareness of G&C services which increased their turn up compared to the uninformed students (Abhayasighe, 2014). However in another study done in Nigeria, it was revealed that 87.2% of students showed high awareness levels of counseling services hence increased utilization (Kehinde& Lawrence 2019). Similarly, a study done by Alebachew and Antehun, (2018) showed that awareness of the G&C services in school influenced utilization whereby 22.9% to 31% of the students knew the address of the office but 69%–77.1% of the students didn't know the office location thus a lower turn up.

In a study done by Margaret (2015) on the factors that influence the implementation of G&C programs in secondary schools in Kenya, it indicated that religion affected utilization whereby 26.9% of the students agreed that the religious difference between the student and the counselor created a negative attitude towards the services. Furthermore, in Eritrea, there was a significant difference between the utilization of guidance and counseling among religions where 22.6 % were Moslems, 18.3% were Catholics, 16.7 % were Orthodox and 8.3% were of Protestants background (Eyasu, Githuthu &Tekeste, 2019)

2.3 Institutional related factors affecting utilization of guidance and counseling services among students.

In a study conducted by Okwenye (2017) in Uganda on challenges facing effective implementation of G&C programs in selected schools in Lira district, findings showed that 100% of teacher counselors consented to the fact that their workload had a direct effect on the delivery of the services and 50% of the teacher counselors reported unequal workloads with their counterparts thus little attention to students concerns. In a similar study done by Warui (2018) in public secondary schools in Kiambu county Kenya on the status and challenges of G&C, revealed that 100% of heads of department lacked specific time allocation for guidance G&C services due to heavy workload.

A study done by Odhiambo (2015) in Kenya on the factors influencing the provision of G&C in mixed day secondary schools, 47.1% of the schools didn't have guidance and counseling rooms whereby schools with enough resources recorded higher students' turn up for the services. In addition a study done by Nyambura (2014) in Kenya on the effectiveness and students perception of guidance and counseling services in curbing deviancy in schools revealed that guidance and counseling services were negatively affected by lack of resources and trained personnel.

An investigation by Onah (2015) in Nigerian higher institutions revealed that support from the school administrations was very essential but some of the counselors would be assigned other duties rather than G&C which lowered the utilization of counseling and guidance services. However, a study by Mbongo, et al., (2016) in Namibia revealed that majority of teacher counselors received support, encouragement and motivation from school principals and heads of departments which increased the effectiveness of counseling programs in schools. In addition, Iwuagwu, Akuta and Chinedum (2022) in their study concluded that lack of motivation and lack

of improvement for provision of counseling services through workshops and conferences to teacher counselors affected the provision of the services whereby teachers had to put less effort in the promotion of the guidance and counseling programs in their schools.

In a study that was done by Kuloba (2017) on the challenges facing the implementation of G&C services in Uganda, it was revealed that counselors training had an impact on delivery of the services whereby all of the respondents (100%) consented to the fact that it helps one to prepare for the challenges related to his or her work. Furthermore, Sahin (2016) revealed that participants stated that proper training for teachers responsible for guidance and counseling was essential as it would drastically improve the services since detailed counseling is required for psychological counselors and that supervisors of counselors should not be school principals.

In a study by Jane (2020) in Kenya on Effectiveness of counseling services on academic performance and retention rate of undergraduate students in selected universities in Kenya, it was revealed that location of the G&C room matters where majority of the participants in the study strongly agreed that the counseling rooms were located in private places which ensured students' privacy. Another study carried out in Australia by Sanders and Lehman (2018) highlighted the importance of a proper counseling room on the utilization of G&C services especially with a favorable, location, good design with proper seat positioning, proper lighting as it would attract the students to go for the services whereby schools with a well-established guidance and counseling room had a higher uptake for the services.

CHAPTER THREE; METHODOLOGY

3.1 Introduction.

This chapter explains the methods and techniques that the researcher used to investigate the factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery, Kisoro District.

It includes study design and rationale, study setting and rationale, study population, sample size determination, sampling procedure, inclusion criteria, and definition of variables, research instruments, and procedure of data collection, data management, data analysis, ethical considerations, study limitations and dissemination of results.

3.2. Research design and rationale.

The researcher used a descriptive cross-sectional design which involved qualitative and quantitative methods of data collection to determine the factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery Kisoro district. The design was used because the research was conducted within a short period of time and no follow up of respondents. Qualitatively, it allowed respondents to express their views and quantitatively, some of the responses were pre-determined.

3.3 Study setting and rationale

The study was conducted in Mutolere School of Nursing and Midwifery which is a Private Not for Profit (PNFP) School located in Mutolere Hospital Village, Gasiza Parish, Nyakabande sub-county, Kisoro District, South Western Uganda. 4kms from Kisoro town and about 500km from Kampala the capital city of Uganda

The school is affiliated to the registered trustees of Kabale Diocese under the Roman Catholic Church. The school offers two courses namely: nursing and midwifery organized in disciplines

as follows; certificate in nursing, certificate in midwifery, diploma in nursing (direct and extension), diploma in midwifery extension. Mutolere School of Nursing Midwifery mostly enrolls students from within the district and neighboring districts like Kabale, Rubanda, Kanungu and others from different tribes of Uganda. The school capacity is about 350 students with 5 tutors and 5 clinical instructors. In addition, the school has an active counselor and a chaplain in charge of students' ethics. This setting was chosen because it had a population of interest for obtaining enough data for drawing conclusions in the study and the area was accessible to the researcher.

3.4 Study population.

The study comprised of student nurses, midwives both at diploma and certificate levels and the teaching staff at Mutolere School of Nursing and Midwifery.

3.4.1 Sample Size Determination

The study involved 55 respondents whereby 50 were students and then 5 teaching staffs who were the key informants. The sample size selected was presumed enough to generalize the study findings.

3.4.2 Sampling procedure;

Stratified sampling was used for student nurses and midwives whereby they were put into 5 strata according to disciplines; certificate in nursing, certificate in midwifery, diploma in nursing direct, diploma in nursing extension, and diploma in midwifery extension. 10 small papers written on YES and the rest written on NO for each stratum were folded and then mixed in a bowl where they were allowed to pick at random. 10 representatives from each group (stratum) were sampled. The students who picked papers with YES are the ones who were chosen by the researcher to take part in the study.

By using this method sampling bias was eliminated as all students had equal chances of taking part in the research.

Purposive non probability sampling method was used for selecting various teaching staffs working at Mutolere school of Nursing and Midwifery to take part in the study as key informants because they had key information about the study.

3.4.3 Inclusion criteria.

The study included only student nurses and student midwives, who had spent at least one year at the study area and the teaching staff who were available during the time of data collection as long as they consented.

3.5 Definition of variables.

3.5.1 Independent variables;

Factors affecting; These are conditions that promote or limit the utilization of available services which are student related like poor attitude, gender differences between student and counselor and institutional related factors like lack of support from the administration and will be measured by interviewing the respondents.

3.5.2 Dependent variables;

Utilization of guidance and counseling services; This refers to the act of seeking assistance and advice from qualified and trained personnel by an individual of any age to help him manage his own life activities and make decisions on his own. This will be measured by checking the guidance and counseling department records.

3.6 Research instruments;

The researcher used a pretested, self-administered semi-structured questionnaire that contained both open ended and closed ended questions for students since they were literate and a semi

structured keyinformant guide for teaching staff both titled factors affecting the utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery, Kisoro district.

3.7 Data collection procedure:

Following the successful recruitment of respondents, the researcher administered the developed questionnaire copies to students since they were all literate. They were allowed to fill the questionnaires by writing which were collected immediately and this continued until the desired sample size was achieved and this took two days. Key informant guides were also distributed to the teaching staff and appointments were made on when to collect back the guides since the teaching staff had busy schedules.

3.7.1 Data management;

The number of questionnaires and key informant guides given were recorded to ensure they were all returned and on collecting them, they were crosschecked for completeness before the respondents left the site. Data editing was done to correct any errors and coding was done for easy entry into the computer. The data was managed by the researcher himself to ensure security and confidentiality.

3.7.2 Data analysis;

Quantitative data was analyzed using Microsoft excel software and Statistical Package for Social Science (SPSS) computer programs to determine frequencies ,percentages, and ranges of data which was presented and summarized in form of tables, graphs and pie charts for easy interpretation.

Qualitative data from open ended questions was sorted and listed, followed by clustering for related information and then described accordingly.

3.8 Ethical considerations;

After approval of the research proposal by the research committee, an introductory letter was obtained from the principal tutor of Mutolere School of Nursing and Midwifery who also recommended the researcher to conduct the study at her school. Explanation was given to the respondents that the research was for academic purposes and an informed consent was obtained to allow them choose to or not to participate in the study. Confidentiality in the treatment of the results obtained from the study was guaranteed by ensuring that no names or form of identification were required.

3.9 Limitations of the study;

The researcher encountered the problem of some students holding sensitive information regarding guidance and counseling due to fearing disciplinary measures from the school administration. The researcher minimized this by convincing them and explaining adequately the purpose of the study to the respondents.

The researcher also faced a challenge of some teaching staff (key informants) being too busy during the time of data collection which was minimized by making appointments with them.

3.10 Dissemination of the results;

Three copies of the final report were produced; one was submitted to Uganda Nurses and Midwives Examination Board (UNMEB) as an academic requirement for the award of diploma in Nursing, another copy to the school library and the third copy for the researcher.

CHAPTER FOUR: RESULTS

4.0 Introduction.

This chapter shows findings of the study on factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery, Kisoro district. The data collected was based on information gathered from 55 respondents of whom 50 respondents were student nurses and midwives and 5 were teaching staff who were the key informants. The researcher used a self-administered questionnaire for students and a key informant guide for the teaching staff. Responses from the respondents were presented in frequency tables and figures.

4.1 Social demographic data of student respondents

Table 1: Showing socio-demographic data of student respondents

Variables	Frequency (N=50)	PERCENTAGE (%)
Gender		
Male	22	44
Female	28	56
Age of respondents		
15-20 years	15	30
21-25 years	23	46
26-30 years	8	16
31 years and above	4	8
Marital status		
Single	43	86
Married	6	12
Divorced	1	2
Year of study		
Year one	0	0
Year two	27	54
Year three	23	46
Tribe of origin		
Banyankole	8	16
Bafumbira	34	68
Buganda	2	4
Others	6	12
Religion		
Catholic	29	58
Protestant	14	28
Pentecostal	2	4
Muslim	0	0
Others	5	10

Table 1 above shows that the majority of the respondents 28(56%) were females and 22(44%) were males with more than half of the respondents 46(86%) being single. Furthermore, less than half of the respondents 23(46%) were aged between 21-25 years, 15(30%) were between 15-20 years. Additionally, the table shows that majority of the respondents 27(54%) were in the second

year of study with more than half 34(68%) being Bafumbira by tribe. More than half of the respondents 29(58%) were Catholics, 14(28%) were protestants.

4.2 student related factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery, Kisoro District.

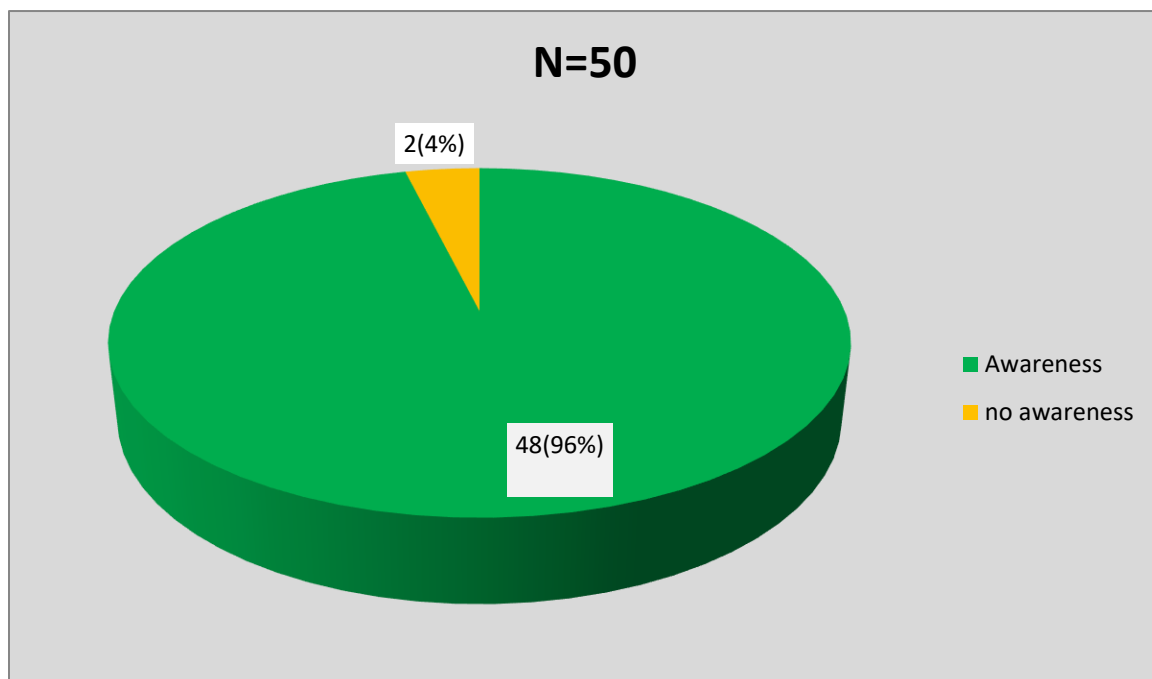


Figure 1: showing students' awareness of guidance and counseling services.

An overwhelming majority 48(96%) said they were aware of guidance and counseling services in their school while 2(4%) said they were not aware

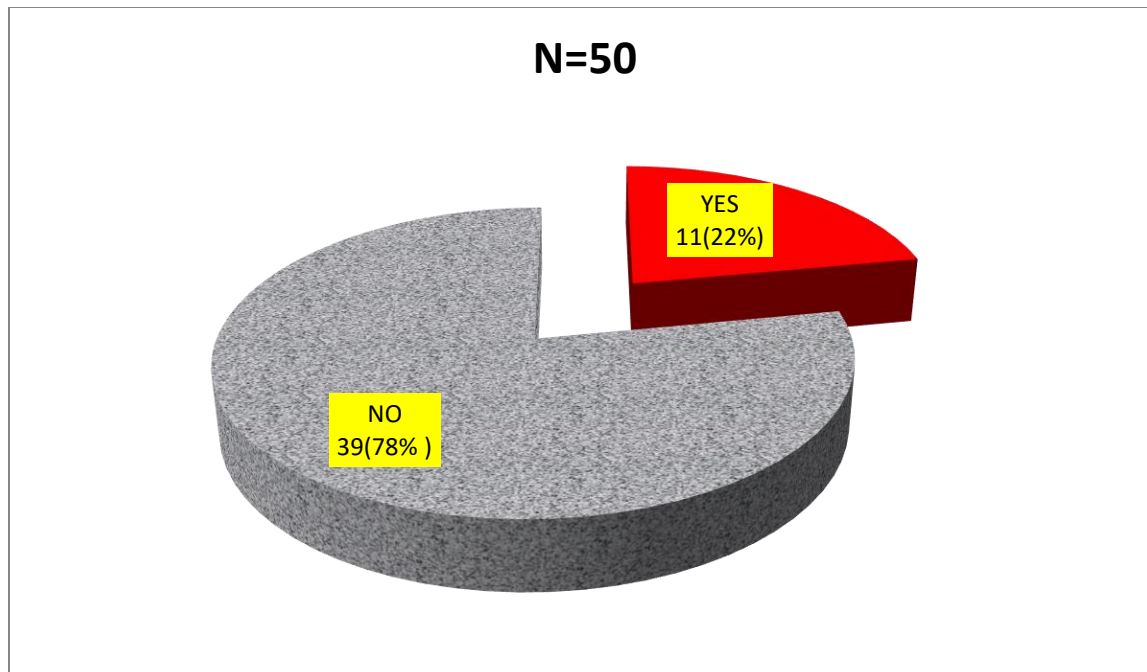


Figure 2: Pie chart showing the percentage of respondents who had ever utilized guidance and counseling services at their school

According to the pie chart above, an overwhelming percentage 39(78%) had never utilized guidance and counseling services while only 11 (22%) of the respondents had ever. Out of the 11(22%) of the respondents who had ever utilized the services, 9(82%) of them were females while only 2 (18%) were males.

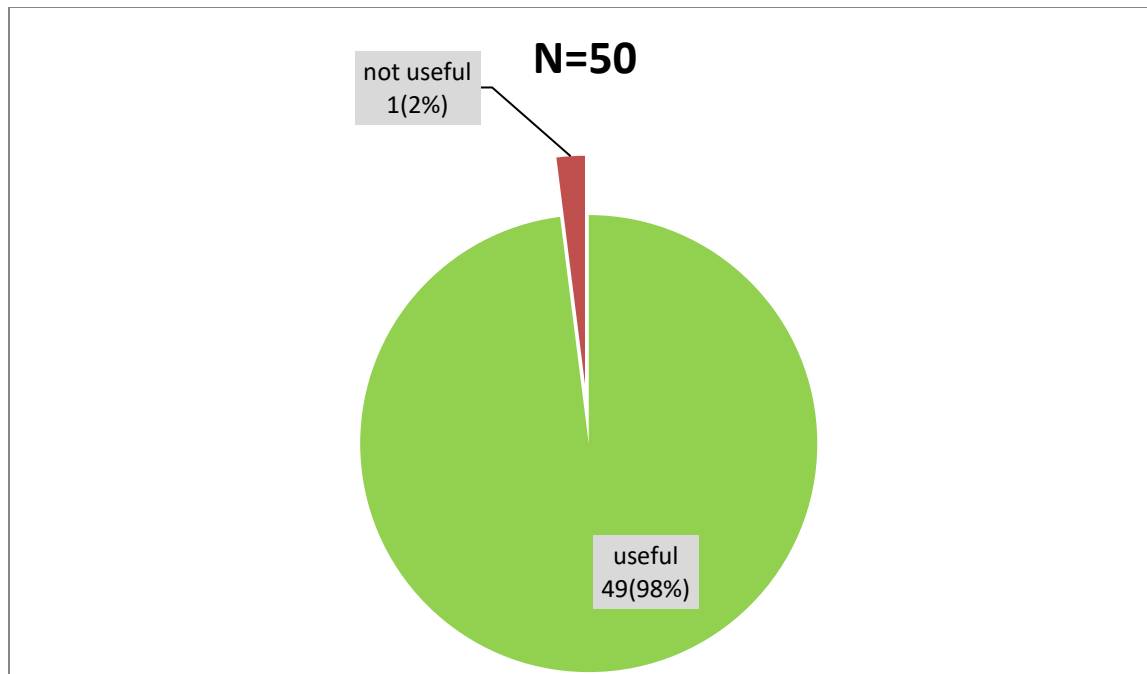


Figure 3: showing perception of students towards importance of guidance and counseling services

Results from the figure above show that majority of the respondents 49(98%) regarded guidance and counseling as useful whereas 1(2%) regarded it as not useful.

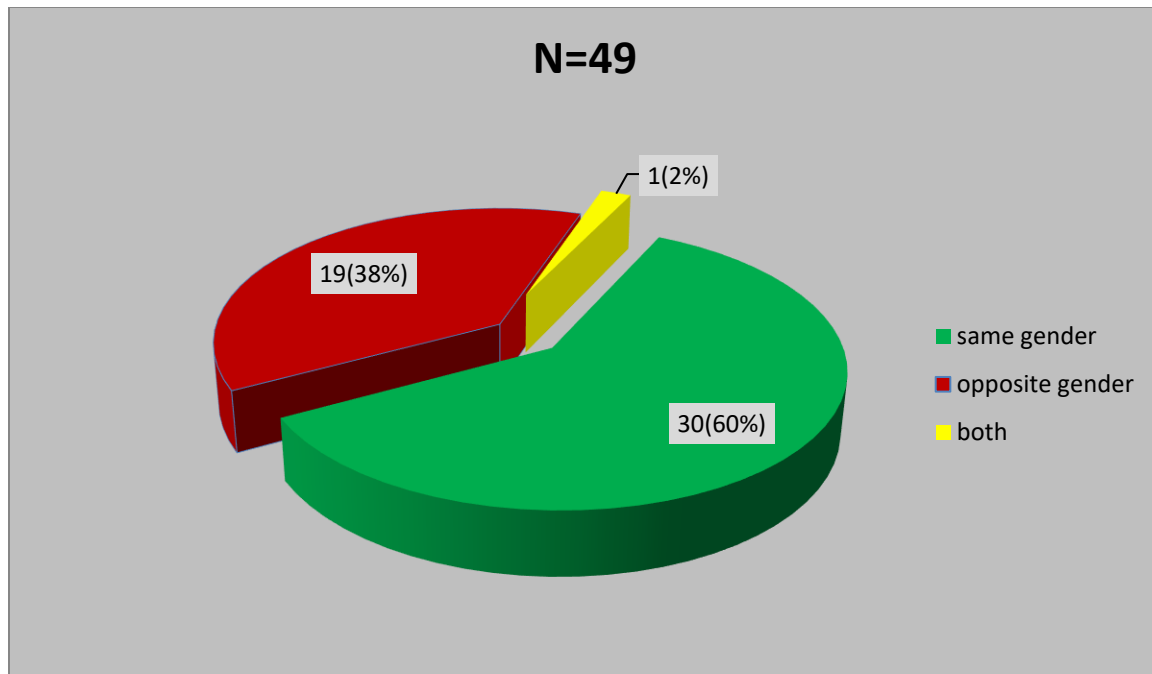


Figure 4: showing students' preference of counselors' gender

Study findings show that majority of the respondents 30(60%) preferred a counselor of same gender whereas 19(38%) preferred a counselor of opposite gender only 1 (2%) of the respondents was indifferent about gender of the counselor.

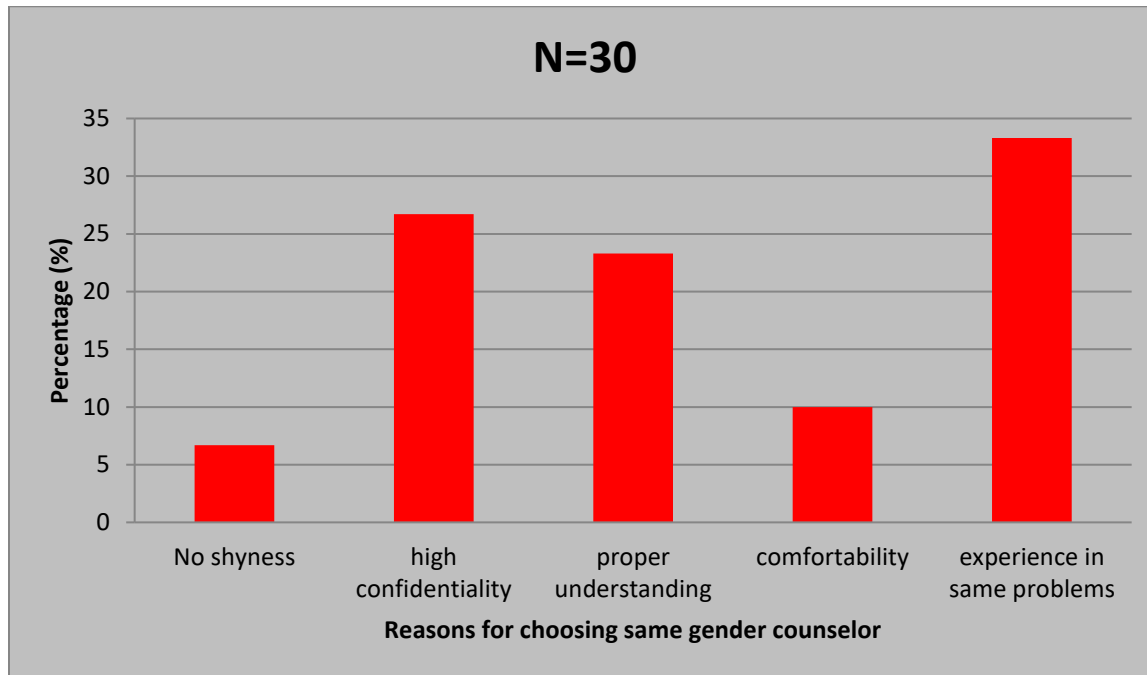


Figure 5: a bar graph showing respondents' reasons for choosing same gender of counselor

Study findings show that majority of the respondents 10(33.3%) preferred a counselor of similar gender because the counselor has better experience in similar challenges, 7(23.3%) preferred a counselor of similar gender because of proper understanding, 8(26.6%) because of increased confidentiality in similar gender, 3(10%) because of increased comfort ability and only 2(6.6%) stated no shyness

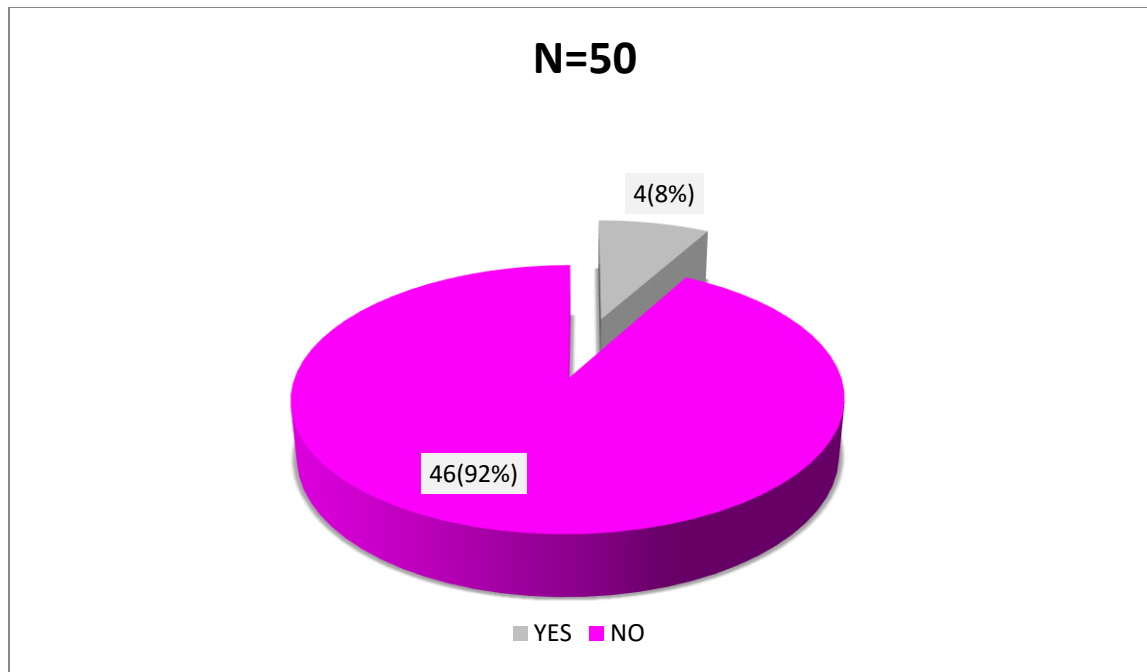


Figure 6: a pie chart showing whether culture affects the respondents' utilization of guidance and counseling services

Majority of the respondents 46(92%) said they were not affected by culture, less than a quarter 4(8%) said that culture affects their utilization of guidance and counseling

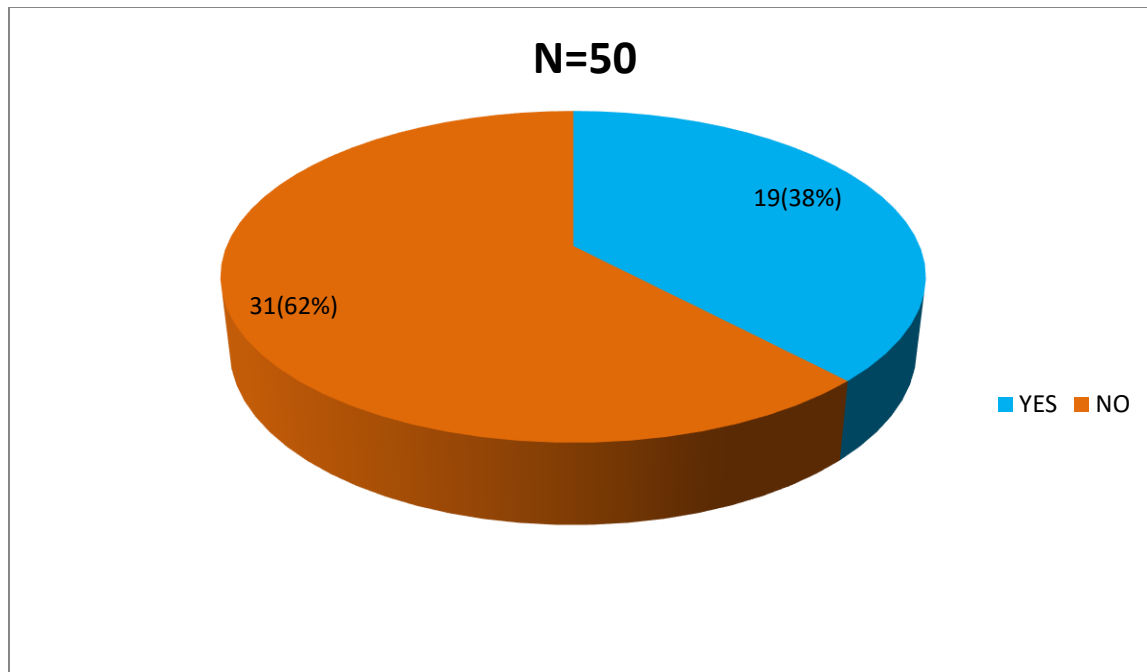


Figure 7: showing whether religion of respondents affects the utilization of guidance and counseling services

Majority of the respondents 31(62%) reported that religion does not affect the utilization of guidance and counseling services whereas 19(38%) were affected by religion.

Out of the 19(38%) of the respondents who were affected by religion, 6(31.6%) of them revealed that their religion was very strict on confidentiality of their personal issues, 10(52.6%) of them stated that they were not comfortable with a counselor of a different religion, 3(15.8%) of them stated that they are attracted to a counselor of the same religion.

N=50

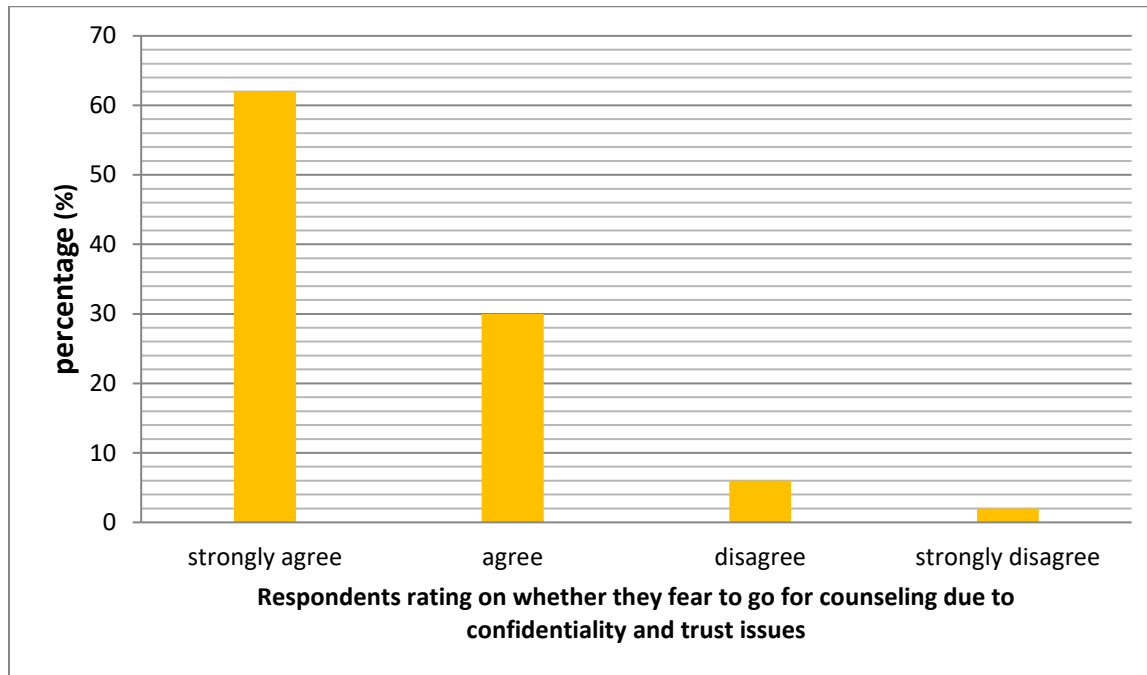


Figure 8: showing whether students fear to go for guidance and counseling due to confidentiality and trust issues.

Majority of the respondents 31 (62%) strongly agreed that they feared to go for guidance and counseling due to confidentiality and trust issues, 15 (30%) agreed whereas 1 (2%) strongly disagreed

Table 2: showing other student related factors affecting utilization of guidance and counseling services among students at Mutolere school of Nursing and Midwifery, Kisoro District.

Variable	Frequency (N=50)	Percentage (%)
Lack of interest by students		
Yes	37	74
No	13	26
Age differences between student and counselor		
Yes	5	10
No	45	90
Poor student counselor relationship		
Yes	48	96
No	2	4
Lack of trust and Shyness to expose personal challenges		
Yes	41	82
No	9	18

According to the table above, 37(74%) of the respondents stated that lack of interest affects the utilization of guidance and counseling while 13(26%) said no. Only 5(10%) revealed that age differences between the student and counselor affects their utilization while an overwhelming majority 45(90%) did not consent with the fact. Majority of the respondents 48(96%) accepted with the fact that poor student-counselor relationship affects their utilization of guidance and counseling and only 2(4%) did not. Furthermore, 41(82%) of the respondents accepted that they felt shy to expose their personal challenges while less than a quarter 9(18%) were not

4.3 Institutional related factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and midwifery, Kisoro District.

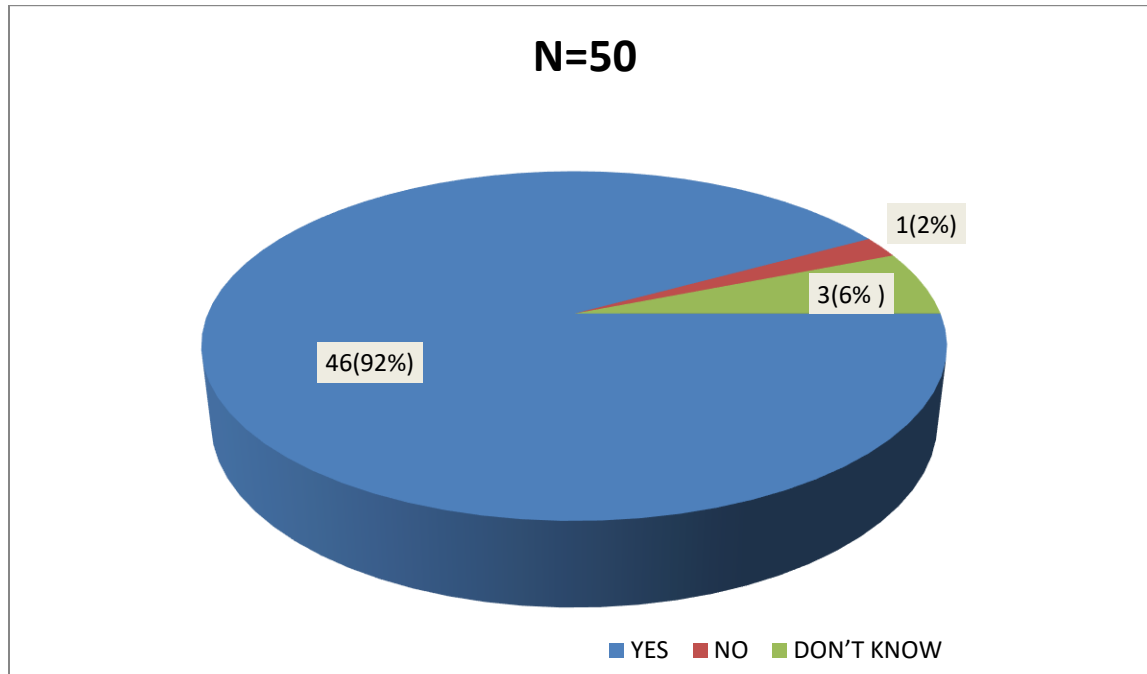


Figure 9: showing students' response on the availability of a tutor responsible for guidance and counseling at the school.

The figure above shows that majority of the respondents 46(92%) said there was a tutor responsible for guidance and counseling services in their school while 3(6%) of the respondents reported they didn't know whether the tutor is available and only 1 (2%) revealed that the committee was available.

Furthermore, all the respondents 46(100%) said that the tutor responsible for guidance and counseling was a female

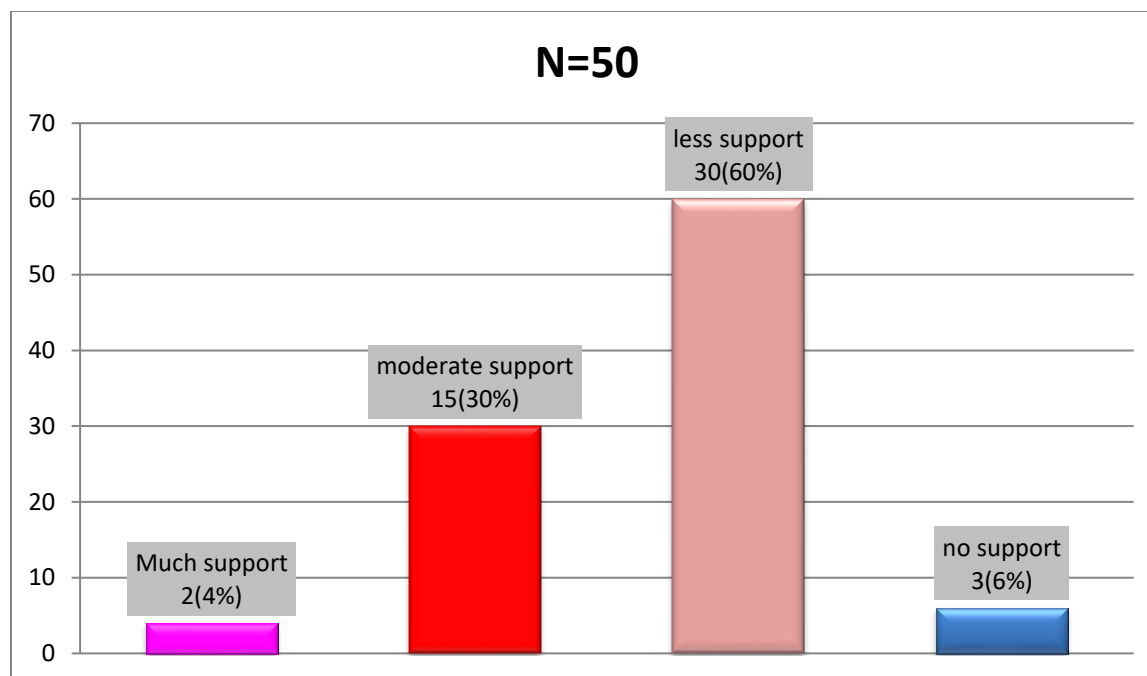


Figure 10 showing students' response on support from school administration towards guidance and counseling services in school.

Majority of the respondents 30(60%) stated that the support from the school administration was less, 15(30%) revealed that the support was moderate and only 2(4%) stated that support was much and only 3 (6%) revealed that there is no support from the school administration.

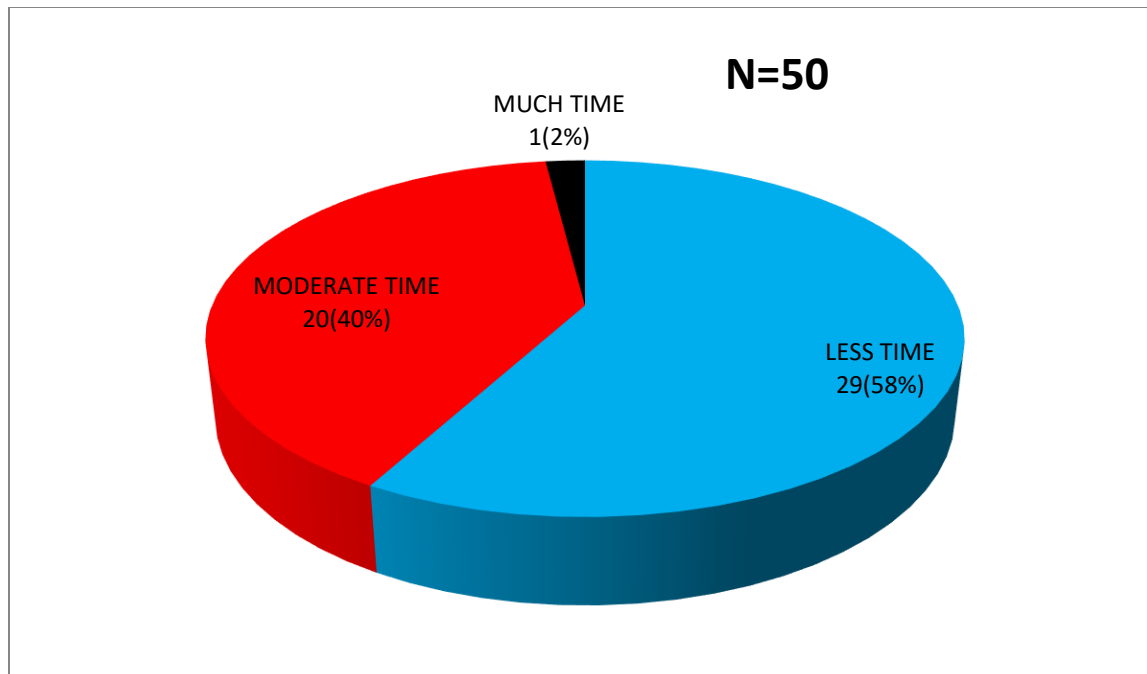


Figure 11: showing the time spared by tutor counselors to attend to students concerns

More than half of the respondents 29(58%) reported that their tutor counselor spares less time to attend to their concerns. Furthermore, 20(40%) of the respondents reported that the tutor counselor spares moderate time to listen to their concerns, only 1(2%) respondent revealed that the time spared by the tutor counselor was much.

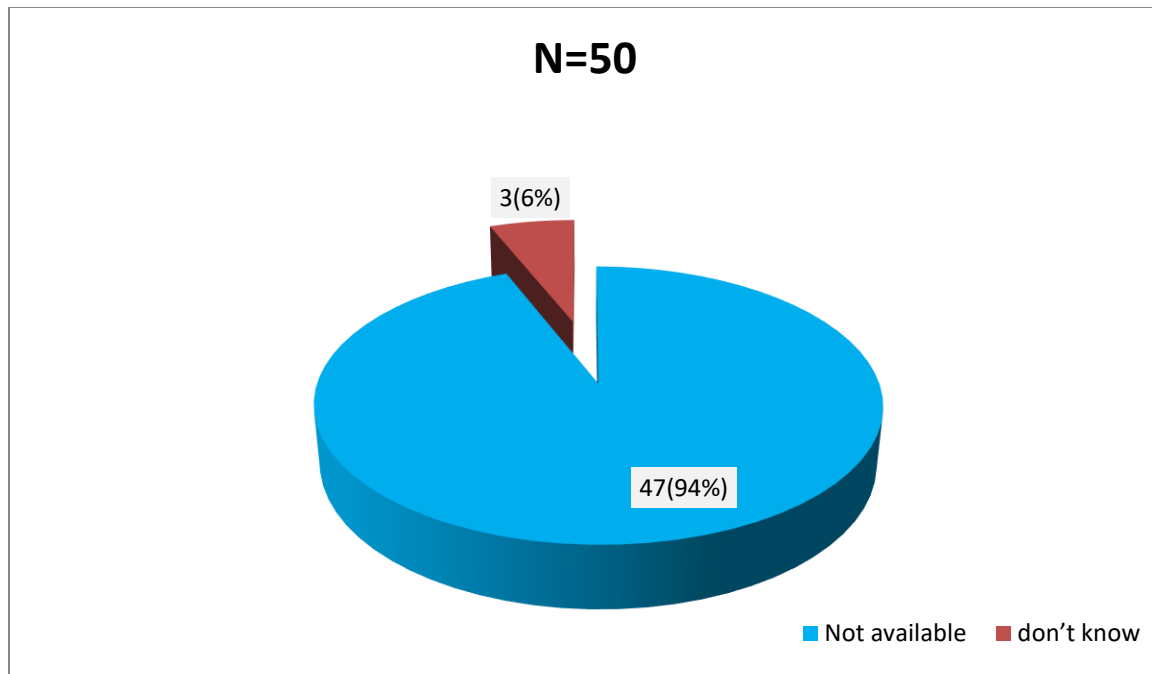


Figure 12: showing the availability of the special room for guidance and counseling.

An overwhelming majority 47 (94%) reported that there was no special room for guidance and counseling, 3(6%) were not aware of its availability, Furthermore, none of the respondents rated the materials in the office of the counselor since there was no special room for counseling.

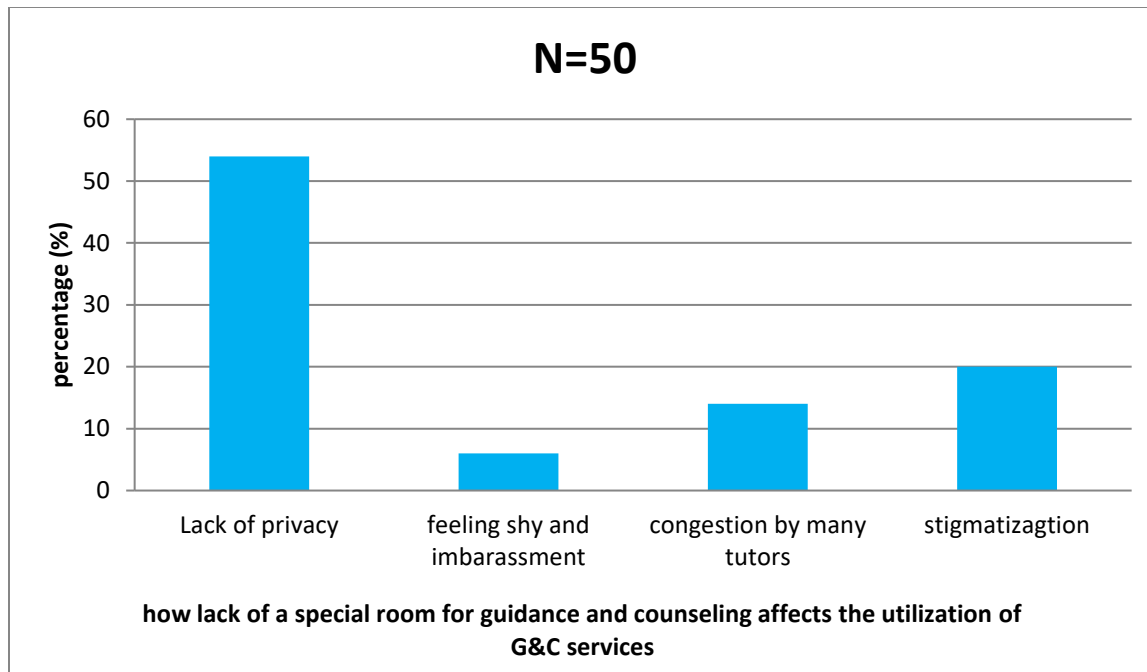


Figure 13: a bar graph showing how lack of a specific room for guidance and counseling affects the utilization.

From the figure above, it is showed that majority 27 (54%) of the respondents revealed that there is lack of privacy due to absence of a guidance and counseling room, 10 (20%) reported that there is stigmatization, 7(14%) showed that there is congestion by many tutors in the staffroom, and only 3(6%) reported that they feel more shy and embarrassed in an open place.

Furthermore, when the respondents were asked whether the location of the guidance and counseling room can have an impact on the utilization of the services, majority 37(74%) strongly agreed whereas 10 (20%) agreed and only 3(6%) disagreed with the fact.

Table 3: showing other institutional related factors affecting utilization of guidance and counseling among students at Mutolere School of Nursing and Midwifery.

Variable	Frequency (N=50)	Percentage (%)
Lack of privacy		
Yes	47	94
No	3	6
Lack of special training for tutor counselors		
Yes	29	58
No	21	42
Low quality services		
Yes	26	52
No	24	48

According to the table above, more than half of the respondents 29(58%) reported that lack of special trainings for tutor counselors affects the utilization while 21 (42%) did not. More than three quarters of the respondents 47(94%) revealed that lack of an office for guidance and counseling affects the utilization of the services while less than a quarter 3 (6%) said no. More than a half, 26 (52%) reported low quality services

RESULTS FROM THE KEY INFORMANTS

Table 4 showing measures used in the management of students discipline at Mutolere School of Nursing and Midwifery, Kisoro District

Variable	Frequency(N=5)	Percentage (%)
Giving punishments		
Yes	1	20
No	4	80
Setting rules and regulations		
Yes	4	80
No	1	20
Calling them for guidance and counseling		
Yes	4	80
No	1	20

From the table above, 1 (20%) of the respondents said that students discipline is managed through giving punishments, 4(80%) viewed that setting rules and regulations and 4(80%) of the respondents said that calling them for guidance and counseling was the most effective.

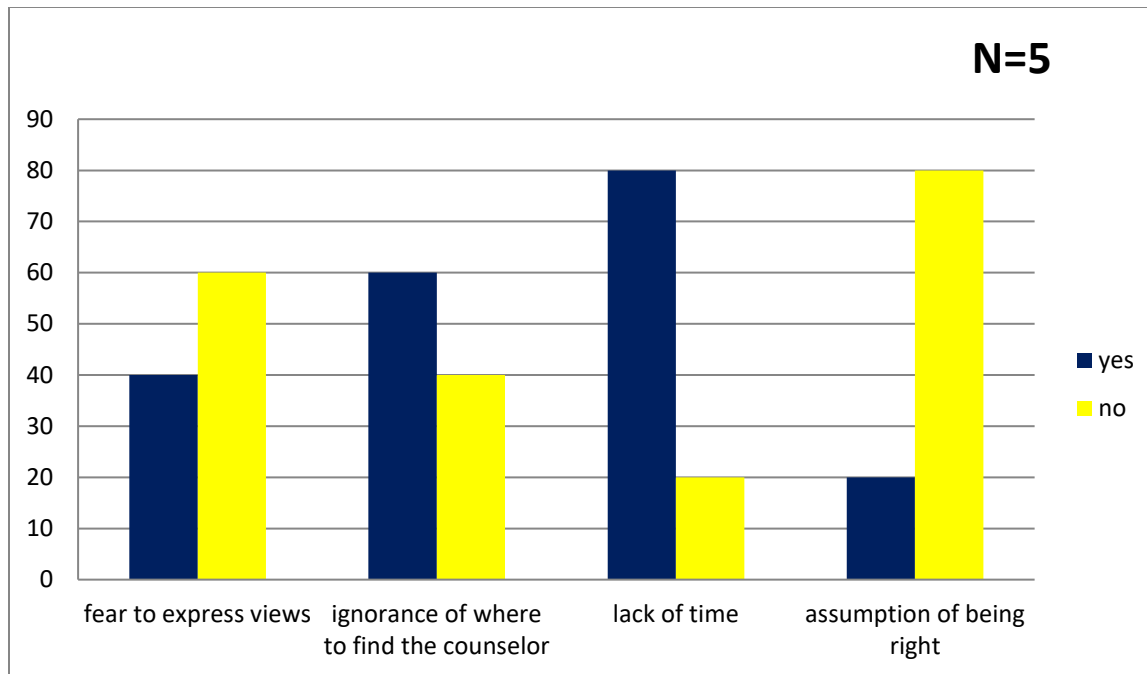


Figure 14: Showing student related factors affecting utilization of G & C services among students at Mutolere School of Nursing and midwifery, Kisoro district.

Majority of the respondents 4(80%) reported that lack of time among students affects the utilization of guidance and counseling, 2(40%) revealed that fear to express views, more than a half 3(60%) reported ignorance of where to find the counselor, only 1(20%) reported that students assume that they are doing the right things.

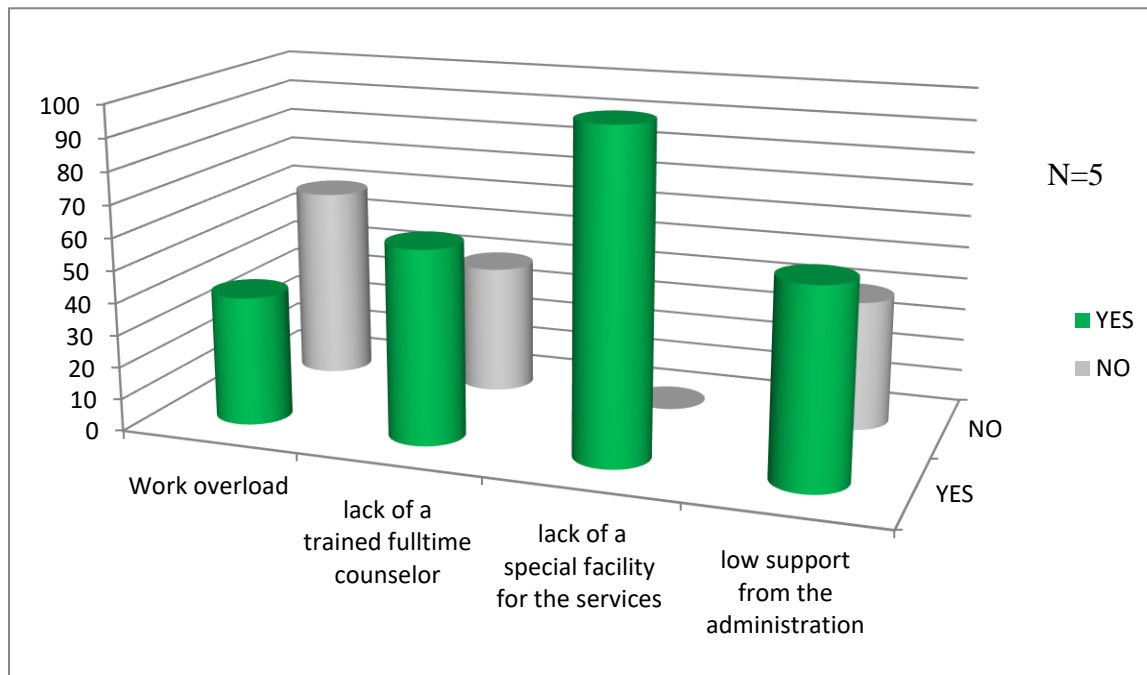


Figure 15: Showing other institutional related factors affecting utilization of G & C services among students at Mutolere School of Nursing and Midwifery, Kisoro District.

All the respondents stated that lack of a special facility affects the utilization of guidance and counseling, 3(60%) stated that lack of a trained fulltime counselor while 2(40%) did not. Furthermore, 3 60 reported that there is low support from the school administration, 4 (80%) reported heavy work load while 1 (20%) did not

CHAPTER 5: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

In this chapter, the results of the study are discussed in relation to its purpose, objectives and relevant literature review. It presents discussion conclusions and recommendations.

5.1: DISCUSSION OF STUDY FINDINGS

5.1.1 Socio-demographic data of the respondents

According to the results of the study, majority 28(56%) of the respondents were female. This could be attributed to the fact that historically nursing profession is dominated by females and fewer males are admitted to the study setting compared to females.

Majority of the respondents were aged 21-25 years 23(46%). This could be attributed to the age restrictions from UNMEB whereby one should be above 18 years of age to pursue any nursing related course. This is very significant to the study in a way that majority being the youth, need more guidance and counseling during their struggle to be independent.

The majority of the respondents 27(54%) were in the second year of study. This is very significant to the study since the respondents in the second year of study were more familiar with the services delivered in their school. Additionally, it is possibly because all the disciplines at the study setting had students in second year of study during data collection. That is certificate in nursing 2nd year first semester, certificate in midwifery 2nd year first semester, diploma in nursing direct 2nd year first semester.

According to the findings, more than half of the respondents 34(68%) were Bafumbira by tribe. This is because the study setting is located in an area which is occupied by Bafumbira.

Majority of the respondents 29(58%) were Catholics by religion while the rest were not. This is possibly because the study setting is owned by the Catholic diocese of Kabale thus more catholic students are admitted to the study setting. This has possibly affected the utilization of guidance and counseling services especially the non-Catholic students as the school counselor is a catholic by religion which creates an attitude of religious difference.

5.1.2 Student related factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery, Kisoro District.

According to the study, 49(98%) of the students had awareness of G&C services at their school while similar results indicated that 1(2%) had no awareness. This is possibly because the students are always sensitized on school assemblies about the availability of the services. This is in line with the study findings by Kehinde and Lawrence (2019) in Nigeria where the high level of awareness increased students' turn-up for guidance and counseling services. This was further supported by a study done in Sri Lanka among undergraduates of BSc. Nursing which revealed that a high proportion of students reported awareness of G&C services which increased their turn up compared to the uninformed students (Abhayasighe, 2014).

Results from the study revealed that 49(98%) of the respondents perceived guidance and counseling to be important. This is possibly because guidance and counseling is taught in class as course unit and majority of the students are aware of the importance of the services. This is contrary to a study that was done by Abolanle et al (2017) in Nigeria which reported that majority of the respondents perceived guidance and counseling to be of less importance to students in higher institutions of learning as they claimed that it was for lower primary school pupils which affected the utilization. This is also contrary to findings of a study by Abolanle et al,

(2017) which revealed that students perceived G&C was only needed for orientation of fresh students at the University thus less needed by continuing students.

Majority of the students 30(60%) preferred the counselor of similar gender due to the fact that the counselor with gender similar to that of the student has proper understanding and experience in solving the problems compared to a counselor of opposite gender. This is linked to the lowest level of utilization in male students that is 2(18%) because the school counselor is a female by gender. This was in accordance with Kehinde and Lawrence (2019) who found out that majority of the participants in his study (88%) preferred same gender counselors which implied that school counseling services were highly gender sensitive thus affecting students' attitude towards the services.

Study findings showed that majority of the respondents 31 (62%) strongly agreed that they feared to go for guidance and counseling due to confidentiality and trust issues as they were afraid of being honest to share their feelings and problems thus affecting the utilization of the services. This is in line with the study findings from a study that was done by Bichanga (2015) which revealed that students did not go for guidance and counseling due to lack of trust in the school counselor. Furthermore, the results have been supported by findings from a study by Khombo and Mutopa (2017) where confidentiality affected the utilization of G&C services as learners didn't want their problems to be known by many people.

Majority of the respondents 31(62%) reported that religion does not affect the utilization of guidance and counseling whereas 19(38%) were affected by religion. This is possibly because the majority of the respondents were Catholics as the tutor responsible for counseling was also a catholic. This contradicts with the results of a study that was done by Margaret (2015) where it was revealed that religion affected the utilization of G&C services as majority of the respondents

agreed that religious difference between the student and the counselor created a negative attitude towards the services.

According to the study findings, majority of the respondents 46(92%) reported that they were not affected by culture while only 4(8%) were affected by culture. This is possibly due to the fact that majority of the respondents were of Bafumbira cultural background which has no misconceptions about guidance and counseling. This disagrees with the findings of a study that was conducted by Benadetha (2022) which revealed that socio cultural factors affected the utilization of G&C in majority of female post graduate students as some traditions revealed that females should not reveal their secrets to people unless their relatives. Similarly, it contradicts with findings of another study where it was revealed that socio cultural factors affected the utilization as cultural beliefs did not allow students to discuss their problems with outsiders and most students feared to be seen by their friends going to the guidance and counseling room. (Mbera&Aiko, 2016)

5.1.3 Institutional related factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery, Kisoro District.

Majority of the respondents 30(60%) revealed that the support towards guidance and counseling by the school administration, was less. This was further highlighted by 3(60%) of the key informants (teaching staff) as they reported that the school does not provide workshops for equipping them with counseling skills. This is significant to the study as it indicates that there is less encouragement between both the students and the service providers from the school administration. This is in accordance to a study that was conducted by Onah (2015) where it was discovered that the support from the school administration was less as some of the counselors

would be assigned other duties other than G&C instead of supporting them thus lowering the quality of the services delivered to the students.

Majority of the respondents (94%) reported that there is no specific room for guidance and counseling at the study setting. Furthermore study findings revealed that none of the respondents talked about the rating of materials in the counselors' office because it was unavailable at the study setting and therefore they could not know the materials in the office. This has probably affected the utilization of guidance and counseling as students are always confused of where to exactly trace the school counselor. This agrees with the results of the study that was done by Odhiambo (2015) where it was discovered that almost a half of the schools did not have special rooms for guidance and counseling which affected the utilization of G&C services as the schools which had a special room recorded a high turn up of students for the services.

According to the study, it was found out that more than half of the respondents 29(58%) reported that their tutor counselor spares less time to attend to their concerns. Furthermore, three quarters of the key informants 4(80%) highlighted that heavy workload is a threat to guidance and counseling services as the service providers have less time to pay attention to learners' concerns. This is in agreement with a study that was conducted by Okwenye (2017) where it was revealed that all the respondents (100%) consented to the fact that their workload had a direct effect on the delivery and utilization of G&C services. This is also related to findings of study done by Warui (2018) in Kiambu county Kenya, which revealed that 100% of heads of department lacked specific time allocation for G&C services due to heavy workload thus affecting the effectiveness of the services.

Study findings revealed that majority 29(58%) of the respondents, stated that lack of special trainings for tutor counselors affected the utilization of guidance and counseling. This is in line with a study that was conducted by Sahin(2016) where majority 4(80%) of the participants revealed that special trainings for counselors promote the services thus preparation for teachers responsible for guidance and counseling was essential as it would drastically improve the services. This was further supported by a study that was done by Kuloba (2017) where it was revealed that counselors training had an impact on delivery of the services as all of the respondents (100%) consented to the fact that it helps one to prepare for the challenges related to his or her work.

The study discovered that location of the guidance and counseling room can have an impact on the utilization of the services, whereby majority of the respondents 37(74%) strongly agreed with the fact. Furthermore, majority of the respondents emphasized that the guidance and counseling room should be located in a noiseless place with privacy to attract more learners. This was in relation to a study that was conducted in Kenya by Jane (2020) which stated that location of the G&C room matters a lot where by majority of the participants in the study strongly agreed that the rooms were located in private places which increased the students' uptake. Similar results were found in another study by Sanders and Lehman (2018) who highlighted the importance of a proper counseling room on the utilization of G&C services especially with a favorable, location, as it would attract the students to go for the services.

5.2 CONCLUSION.

Basing on the study findings, the following conclusions were made.

The study established that there was high awareness of guidance and counseling services among students, however the services were not utilized by students as expected. Results indicated that gender, lack of confidentiality and trust, religion, were the major student related factors. Additionally, the study discovered that the major institutional related factors affecting utilization of guidance and counseling services were; lack of a special room for the counselor, heavy work load, lack of support and lack of special training for the tutor counselor.

5.3 RECOMMENDATIONS

To the institution

There is need to create a comfortable room with adequate relevant materials and in a favorable location other than tracing the teacher responsible from the staffroom in order to create a trustworthy environment to boost the students' turn-up

There is need to employ a counselor without other responsibilities to prevent heavy workload thus creating more time to respond to students' concerns.

There is need to establish a department that is basically responsible for guidance and counseling in order to improve on the services.

The school management needs to educate the students to reduce on inferiority complex while dealing with life challenges through assuring them on confidentiality and trust.

There is need for continuous support from the school administration both financially and physically in order to improve on the services thus promoting students discipline.

To the ministry of education

The ministry of education should deploy more trained guidance and counseling tutors and lecturers in tertiary institutions especially nursing schools as a way of enhancing efficiency in G & C department. Furthermore, the ministry of education should sensitize all schools at all levels about the need for guidance and counseling services in a school setting.

To research

There is need to carry out a broader study on the factors affecting the utilization of guidance and counseling services among the youths since this study only focused on students.

5.4 IMPLICATIONS TO NURSING PRACTICE

The results of this study might offer an intervention strategy to boost the students' utilization of guidance and counseling services which will later equip them with knowledge and skills that will help them to deal with issues that often interfere with their academic progress.

Furthermore, it will help the school administration to advocate for better guidance and counseling services at the school.

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APPENDICES

APPENDIX I: CONSENT FORM

Hello,

My name is **Kabagambe Ronald** a student nurse pursuing diploma in nursing at Mutolere School of nursing and midwifery. I am conducting a study entitled “**Factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery Kisoro District**”.

This study is so academic. You have been selected to participate in this study, the views you present are important because they present those of many other students. The information will be kept confidential and your participation is voluntary.

If you have any question regarding the study, you are free to ask, just feel free.

Respondents’ signature.....Date.....

I have clearly explained the purpose, objectives and benefits of the study concerning the Factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery Kisoro District.

Researcher’s Signature.....Date.....

APPENDIX II: QUESTIONNAIRE FOR STUDENTS

My name is **Kabagambe Ronald**, student of Mutolere School of Nursing and Midwifery.

I am carrying out a study to determine the factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery Kisoro District. Your responses will be kept with strict confidentiality and anonymity.

Instructions;

Please circle the most appropriate response and tick where asked to do so.

Do not write your names on the questionnaires.

SECTION A; Social demographic data of respondents

1. What is your gender?

A Male B. Female

2. What is your age in years?

.....

3. What is your marital status?

A .single B. married C. Divorced

4. In which year of study are you?

A .Year one B. Year two C. Year three.

5. What is your tribe of origin?

A. Banyankole B. Buganda C. Bafumbira D. Others.

6. What is your religion?

A. Catholics B. Protestants C. Pentecostal D. Muslims E. Others

SECTION B; Student related factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery.

PLEASE TICK THE APPROPRIATE ANSWER OF YOUR CHOICE

7. Are you aware of guidance and counseling services in your school?

A. Yes ☐

B. NO. ☐

8. Have you ever utilized guidance and counseling services at your school?

a. Yes ☐

B. NO. ☐

9. According to your perception, do you think guidance and counseling services are helpful in your school?

A. Yes ☐

B. NO. ☐

10. If yes then, state the gender of providers

A Male ☐

B. Female ☐

11. If you find yourself with a problem and you need to seek for counseling

Which gender you would prefer to approach?

A. Opposite gender ☐

B. same gender ☐

b) Please state your reason for choosing whom you have chosen above.

.....

12. Does your culture affect your need for counseling?

A. YES ☐

B. NO ☐

b) If yes, suggest how.

.....

13. Does your religion affect your need for guidance and counseling?

☐☐

A. YES

B. NO

b) If yes, suggest how.

.....

14. Students fear to go for guidance and counseling due to confidentiality and trust issues

A. I strongly agree ☐

C. I agree. ☐

B. I disagree ☐

D. I strongly disagree ☐

15. Which of the following other factors affect the utilization of guidance and counseling services at your school.(TICK ALL THE APPROPRIATE)

A .lack of interest by students ☐

B. age differences between student and counselor ☐

C. poor student-counselor relationship ☐

D. feeling shy to expose your challenges ☐

SECTION C: INSTITUTIONAL RELATED FACTORS AFFECTING UTILIZATION OF GUIDANCE AND COUNSELING.

16. How do you rate the support by school administration towards guidance & counseling?

A. Much support ☐

C. Moderate support ☐

B. No support ☐

D. Less support ☐

17. Is there a tutor responsible for guidance and counseling services at your school?

A YES ☐

B NO ☐

C. I don't know ☐

18. Does your tutor counselor spare time to attend to students problems?

A. yes ☐

B. no ☐

If yes, how much time does he or she spend?

A. much time ☐

B. moderate time ☐

C. less time ☐

D. no time ☐

19. Do you have a specific room for guidance and counseling in your school?

A. yes ☐

B. No ☐

20. If yes, how do you rate the materials in the office?

A. adequate ☐

B. averagely adequate ☐

C. Inadequate ☐

b). If NO to question 18 above, how does it affect your need for guidance and counseling?

.....

21. The location of the guidance and counseling room can affect the utilization of guidance and counseling?

A. I strongly agree ☐

C. I strongly disagree ☐

B. I agree ☐

D. I disagree ☐

b) If A or B to 21 above, suggest the most appropriate location of the guidance and counseling room.

.....

22. What other institutional related factors affect the utilization of guidance and counseling services among students at your school. (TICK THE APPROPRIATE)

☐

A. Lack of privacy

B. . Lack of special trainings for tutor counselors

C. Low quality service

End .

Thanks for your participation.

APPENDIX III: A KEY INFORMANT GUIDE FOR TEACHING STAFF.

My name is **Kabagambe Ronald**, a student nurse of Mutolere School of Nursing and Midwifery conducting a study to determine the **FACTORS AFFECTING UTILIZATION OF GUIDANCE AND COUNSELING SERVICES AMONG STUDENTS AT MUTOLERE SCHOOL OF NURSING AND MID WIFERY, KISORO DISTRICT.**

This guide is to help the researcher collect data for the above stipulated study .All information collected will be kept confidential.

Instructions

1. Do not write your name(s) anywhere on these papers.
2. TICK your correct answer from alternatives given and fill in the blank spaces appropriately.
3. Please endeavor to respond to all questions accurately to enhance data accuracy quality.

SECTION A: Student related factors affecting utilization of guidance and counseling services among students.

1. What measures do you use in management of students discipline in your school?

- | | |
|---|--------------------------|
| A. giving punishments | <input type="checkbox"/> |
| B. Setting rules | <input type="checkbox"/> |
| C. calling them for guidance and counseling | <input type="checkbox"/> |

2. In your opinion what are the students' related factors affecting utilization of guidance and counseling services among students at your school.

.....

.....

.....

2. What are the institutional related factors affecting utilization of guidance and counseling services at your school.

.....

.....

.....

.....

3. What measures can be done to improve these services at your school

.....

.....

.....

Thanks for your participation.

APPENDIX IV: PROPOSAL APPROVAL FORM


PROPOSAL APPROVAL FORM

Name of the student: **KABAGAMBE RONALD.**

Title of the research study: **Factors affecting utilization of guidance and counseling services among students at Mutolere School of Nursing and Midwifery, Kisoro District**

I hereby agree to serve as the supervisor of the research study for the above named student.

This research proposal has been done under my supervision as the institution's supervisor and recommends it for submission for the award of a Diploma in nursing.

Signature.......... Date...13/03/2023

Ms. Muhawe Immaculate

(Supervisor)

Approved by

Principal: Sr.CATHELINE KEMIGISHA

Signature..........

Date.....14/3/2023



APENDIX V: INTRODUCTORY LETTER



MUTOLERE SCHOOL OF NURSING AND MIDWIFERY P.O. BOX 26, KISORO

Email: mutolerehti@ucmb.co.ug

Your Ref:

Our Ref: NMT/023

DATE: 14/3/2023

TO:
THE PRINCIPAL TUTOR,
MUTOLERE SCHOOL OF NURSING AND MIDWIFERY,
PO BOX 26,
KISORO.

*Received and
allowed to conduct his
study from the Training
School. 15/3/2023*

Dear Sister,

RE: RESEARCH PROJECT FOR DIPLOMA NURSING DIRECT:

This is to introduce **KABAGAMBE RONALD** who is a student Nurse at Mutolere school of Nursing and Midwifery in his final year of study.

He is required to prepare an individual research project as part of the requirements for the award of Diploma in Nursing Direct. He has written his research proposal and is at the stage of data collection. He is interested in the area of "FACTORS AFFECTING UTILIZATION OF GUIDANCE AND COUNSELING SERVICES AMONG STUDENTS AT MUTOLERE SCHOOL OF NURSING AND MIDWIFERY, KISORO DISTRICT"

He seeks to collect data in your health facility/Department and therefore requests for your support.

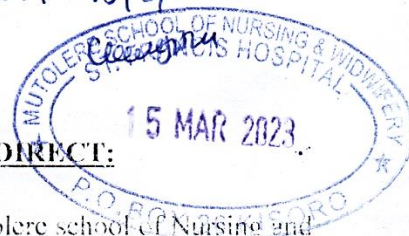
I will be grateful for any relevant support you shall accord him regarding his research study.

Thank you.

Yours Sincerely,

C Kemigisha 14 MAR 2023

SR. KEMIGISHA C. CHELINE
PRINCIPAL



APPENDIX VI: RESEARCH BUDGET

ITEM	QUANTITY	UNIT COST(Ugshs)	TOTAL COST(Ugshs)
STATIONARY			
Reams of ruled papers(A4)	3	17,000	51,000
Folder file	1	6,000	6,000
Calculator	1	50,000	50,000
Pens	4	700	2,800
A flash disk(16GB)	1	20,000	20,000
SUB-TOTAL			129,800
COMMUNICATION			
Internet			100,000
Transport			20,000
SUB-TOTAL			120,000
SECRETARIAL			
Printing Proposal			35,000
Printing questionnaires			65,000
Binding Proposal books	2 Copies	5,000	10,000
Printing dissertation	3 Copies	35,000	105,000
Binding dissertation	3 Copies	5,000	15,000
Research Supervisor			200,000
Miscellaneous			15,000
SUB-TOTAL			445,000
GRAND TOTAL			694,800

APPENDIX VII: WORK PLAN FOR THE STUDY

ACTIVITY	OCT 2022	NOV 2022	DEC 2022	JAN 2023	FEB 2023	MARCH 2023	APRIL 2023	MAY 2023	RESPONSIBLE PERSON
Topic identification and approval									Researcher and supervisor
Proposal writing									Researcher and supervisor
Proposal defense and submission									Researcher and research committee
Data collection									Researcher
Data entry and analysis									Researcher
Report writing									Researcher and supervisor
Report approval and submission									Researcher, supervisor and school administration

A map of Uganda divided into its constituent districts. The districts are color-coded according to their regional classification. A key in the top left corner defines the categories: North East (lightest blue), North Central (medium blue), North West (darkest blue), and Other Districts (white). Numerous district names are labeled across the map, including Yumbe, Koboko, Maracha, Arua, Nebbi, Amuru, Gulu, Pader, Kitgum, Keabong, Adjumani, Abim, Kotido, Moroto, Oyam, Lira, Amuria, Apac, Dokolo, Kaberamaido, Katikwi, Nakapiripirit, Masindi, Hima, Amdatar, Soroti, Kumi, Kapchorwa, Bukwa, Bukele, Sironko, Pallisa, Butaleja, Mpale, Tororo, Iganga, Jinja, Bugiri, Busa, Mayuge, Kampala, Mukono, Wakiso, Mityana, Luwero, Kayunga, Nakaseke, Kiboga, Kibaale, Bundibugyo, Kabonje, Kyenjojo, Mubende, Kamwenge, Kasere, Ibanda, Sembabule, Mpigi, Kiruhura, Masaka, Kalangala, Rukungiri, Mbarara, Ntungamo, Isingiro, Kanungu, Kabale, and Kasese. Two black triangles indicate specific locations: one at the bottom left near Kasese and another at the bottom right near Kasese. A north arrow is located in the bottom right corner.

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APPENDIX IX;MAP OF KISORO DISTRICT SHOWING MUTOLERE SCHOOL OF NURSING AND MIDWIFERY



KEY  LOCATION OF MUTOLERE SCHOOL OF NURSING AND MIDWIFERY