

RELATIONSHIP BETWEEN GUIDANCE AND COUNSELING INFORMATION SERVICES AND LIFE SKILLS AMONG SELECTED SECONDARY SCHOOLS IN MUDUUMA SUB-COUNTY, MPIGI DISTRICT. A CROSS-SECTIONAL STUDY.

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Abstract Background

The perception of guidance and counseling services in primary schools varies across European countries due to differing educational systems and cultural contexts. The study aims to assess the relationship between guidance and counseling information services and life skills among selected secondary schools in Muduuma Sub-County, Mpigi District.

Methodology

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

Results

(53.7%) of the students were in the boarding section while (46.3%) were in the day section. Participants reported a mean familiarity score of $M = 3.24$ ($SD = 1.013$) with the guidance and counseling information services provided at the secondary schools. The mean score for participants' belief in the value of the guidance and counseling information services for personal development was $M = 3.83$ ($SD = 0.940$). Participants' satisfaction with the accessibility and availability of guidance and counseling information at the school yielded a mean score of $M = 3.56$ ($SD = 1.353$). The mean score for participants' perception of the guidance and counseling information services' coverage of different aspects of life skills development was $M = 3.54$ ($SD = 0.945$). The mean score for participants' perception of support for overall well-being and personal development by guidance and counseling information services was $M = 3.46$ ($SD = 0.996$).

Conclusion

Guidance and counseling information provided at school helps students not only improve their academic performance but also their social life as per their relationships.

Recommendations

The Ministry of Gender, Labour, and Social Development and the Ministries of Education collaborate to enhance the quality of guidance and counseling information services in secondary schools.

Keywords: Academic performance, Guidance, and counseling, social life, Mpigi District.

Submitted: 2024-11-20 **Accepted:** 2025-03-18 **Published:** 2025-07-05

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Background

The perception of guidance and counseling services in primary schools varies across European countries due to differing educational systems and cultural contexts. Many European countries have recognized the importance of holistic education and have integrated guidance and counseling services within their educational frameworks. Counseling and guidance services aim to provide support for students' academic, personal, and social development. However, specific approaches and practices may differ between countries (HIA Americas Workshop, 2012). However, it's crucial to consider the specific challenges and factors that may impact the provision of guidance and counseling services in Uganda. These may include limited resources, staffing shortages, cultural beliefs and stigmas

surrounding mental health, and the need for further professional development for counselors. The implementation and specific approaches to counseling services may differ from those seen in European countries due to these unique challenges and considerations.

In North Africa, the perception of guidance and counseling services and life skills enhancement of students in primary schools vary. Some countries, like Tunisia and Morocco, have made efforts to integrate counseling services in schools and promote life skills development. However, challenges such as limited resources, lack of trained professionals, and cultural barriers may hinder the effectiveness and reach of counseling and guidance services in other countries within the region (John, 2015). The importance of providing

students with the necessary support and resources to navigate their academic, personal, and social development. By integrating counseling services and promoting life skills development, they aim to enhance students' well-being, resilience, and overall success (John, 2015).

In Central Uganda, which includes the capital city Kampala, the perception of guidance and counseling services and life skills enhancement in primary schools might be relatively better compared to other regions. Urban areas tend to have more resources and better access to trained counselors and support services. There is an increasing recognition of the importance of addressing students' mental health and equipping them with life skills for personal and academic success (Thread, 2021). The study aims to assess the relationship between guidance and counseling information services and life skills among selected secondary schools in Muduma Sub-county, Mpigi District

Methodology

Research Design

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

Research Approaches

The researcher utilized a mixed research approach for this study, combining qualitative and quantitative research methods. The qualitative research component involved obtaining comprehensive descriptions of the phenomena by directly capturing respondents' narratives, opinions,

and suggestions. This entailed reviewing and analyzing relevant documents. On the other hand, quantitative data was collected in numerical form and presented through tables, graphs, and charts. This numerical data was interpreted alongside the qualitative narratives provided by the respondents, allowing for a comprehensive and integrated analysis of the research findings.

Study population

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

Sampling Techniques

The sampling techniques below were used while taking samples;

Simple Random Sampling

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

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

Purposive Sampling

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

Study Samples

Table 1: A summary of this sample size

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

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

Determining Sample Size

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

N = Population size: n = Sample size: e = Degree of precision

= 115

Primary Data

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

Secondary Data

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

Data collection methods

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

Questionnaire Survey

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

Interviews

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

Documentary Review

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

Data Collection Instruments

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

Questionnaires

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

Interviews

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

Documentary Review checklist

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

Data Quality Control

Validity of the Instruments

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

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

Total number of items

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

Table 2: Degree of Accuracy (Construct Validity Test)

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

Source: Polit (2006)
50/54 = 0.870

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

Reliability of the Research Instruments

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

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

Table 3 Reliability

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

Source: Primary data, 2023

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

Research Procedure

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

Ethical Consideration

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

citing quotations. The quotations were cited in Quotes and presented in Italics.

Privacy

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

Anonymity

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

Data Analysis Procedure

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

Content analysis

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

Qualitative Data analysis

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

Quantitative Data Analysis

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

Descriptive Statistics

Descriptive statistics were used to measure the central tendency to provide a summary of the main characteristics and features of the data. Measures such as mean, median, mode, standard deviation, and frequency distributions were used to describe and summarize the data while,

Inferential Statistics: Inferential statistics were used to help draw conclusions or make inferences about a larger population based on a sample. Techniques such as hypothesis testing, confidence intervals, and analysis of variance (ANOVA) were used to determine whether there are significant differences, relationships, or patterns in the data.

Area of the Study

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

Results

Response Rate

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

Table 4: Study Response Rate

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

Source: Primary Data (2023)

Table 4 indicates that out of the 115 respondents, a total of 96 respondents participated in the study. This makes a response rate of 843%. According to Mugenda and Mugenda (2010), a response rate of 50% is adequate, 60% is good and above 70% is very good. Therefore, the study response rate of 84.3% is considered sufficient for the

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

Table 5: Gender

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

Primary data (2023)

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

Table 6: School Section

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

Primary data (2023)

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

To assess the relationship between guidance and counseling information services and life skills in the secondary schools Studied.

Table 4. 1: Descriptive Statistics for Guidance and Counselling Information Services and Life Skills

	Mean	Std. Deviation
I am familiar with the guidance and counseling information services provided at this school.	3.24	1.013
I believe that guidance and counseling information services are valuable for students' personal development.	3.83	.940
I am satisfied with the accessibility and availability of guidance and counseling information at the school.	3.56	1.353
The guidance and counseling information services cover different aspects of life skills development.	3.54	.945
I find the guidance and counseling information helpful in improving my understanding of life skills concepts.	3.46	1.298
The guidance and counseling information services support students' overall well-being and personal development.	3.46	.996
I actively seek and use guidance and counseling information to enhance my life skills.	3.66	1.433
The guidance and counseling information services effectively address students' specific life skills needs and concerns.	3.85	.931
I feel comfortable seeking further clarification or additional information from the guidance and counseling services.	3.10	1.520
Valid N (listwise)		

Primary data (2023)

Participants reported a mean familiarity score of $M = 3.24$ ($SD = 1.013$) with the guidance and counseling information services provided at the secondary schools. This suggests a moderate level of familiarity with the services, with a relatively low degree of variability in participants' responses.

The mean score for participants' belief in the value of the guidance and counseling information services for personal development was $M = 3.83$ ($SD = 0.940$). This indicates a generally positive perception of the services' value, with responses clustering closely around the mean. One of the interviewees stated that:

The information services provided by the guidance and counseling department are very crucial in all aspects of life unfortunately very few students rarely engage with

these resources to address their academic, personal, and or career-related queries (KII, 2023).

These findings imply that it matters what kind of information is given under guidance and counseling because this determines what the students will be addressed in the long run.

Participants' satisfaction with the accessibility and availability of guidance and counseling information at the school yielded a mean score of $M = 3.56$ ($SD = 1.353$). Despite the moderate average satisfaction reported, the relatively high standard deviation suggests notable variability in satisfaction levels. The mean score for participants' perception of the guidance and counseling information services' coverage of different aspects of life skills development was $M = 3.54$ ($SD = 0.945$). This

indicates a moderate agreement with the coverage of life skills, with responses varying around the mean. Participants reported finding the guidance and counseling information helpful in improving their understanding of life skills concepts, with a mean score of $M = 3.46$ ($SD = 1.298$). The moderate average helpfulness is accompanied by a notable degree of variability in responses. The mean score for participants' perception of support for overall well-being and personal development by guidance and counseling information services was $M = 3.46$ ($SD = 0.996$). This suggests a moderate perception of support, with a degree of variability in participants' responses. Participants' active seeking and usage of guidance and counseling information to enhance their life skills yielded a mean score of $M = 3.66$ ($SD = 1.433$). The moderate average score indicates varying levels of engagement, and the high standard deviation suggests diverse responses. This finding is supported by a respondent during the interviews who reported that:

From my experience in this school, I have vividly seen that the guidance and counseling information has been helpful to the students who have understood it. Such information among other aspects addresses topics concerning relationship advice and academic challenges (KII, 2023). The study findings reveal that guidance and counseling information provided at school helps students not only improve their academic performance but also their social life as per their relationships.

Participants indicated a mean score of $M = 3.85$ ($SD = 0.931$) for the perceived effectiveness of the guidance and counseling information services in addressing specific life skills needs. This suggests a moderately high perception of effectiveness, with responses clustering around the mean. Participants' comfort level in seeking further clarification or additional information from the guidance and counseling services was reported as $M = 3.10$ ($SD = 1.520$). The moderate average comfort is accompanied by a significant degree of variability in comfort levels. During the interviews, one of the respondents commented that:

As effective, guidance and counseling services, they will provide student with effective awareness about their rights and for others. These services also promote love for one another and how to care for individual differences among themselves (KII, 2023).

Correlation Analysis Between Guidance and Counselling Information Services and Life Skills Development of Students

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

Table 4.6: Correlations between Guidance and Counselling Information Services and Life Skills

		Information Services	Life Skills
Information Services	Pearson Correlation	1	.231*
	Sig. (2-tailed)		.037
	N	82	82
Life Skills	Pearson Correlation	.231*	1
	Sig. (2-tailed)	.037	
	N	82	82

*. Correlation is significant at the 0.05 level (2-tailed).

Primary data (2023)

Participants' perceptions of information services were positively correlated with their reported levels of life skills ($r = .231$, $p = .037$). This correlation coefficient suggests a modest positive relationship between the two variables. This finding indicates that individuals who perceived information services more positively were also more likely to report higher levels of life skills. The correlation between participants' perceptions of information services and their reported levels of life skills was statistically significant at the 0.05 level (2-tailed).

The observed positive correlation between participants' perceptions of information services and their reported levels of life skills has important implications for educational institutions and counseling programs. This

finding suggests that a more favorable view of information services is associated with higher reported levels of life skills among students. This result underscores the potential synergies between effective information services and the development of essential life skills. Institutions can leverage this insight to enhance not only students' perceptions of their support services but also their acquisition of practical life skills that are crucial for personal growth and future success.

Discussion

The research findings provide valuable insights into the relationship between guidance and counseling information services and life skills development.

Participants generally reported moderate familiarity with these services but displayed a positive belief in their value for personal development. However, there was a notable variability in satisfaction levels and perceptions of the services' coverage of different life skills aspects. Despite this variability, participants found the guidance and counseling information helpful in improving their understanding of life skills concepts and perceived a moderate level of support for overall well-being and personal development. The findings also indicated varying levels of engagement and comfort in seeking further clarification or additional information from the guidance and counseling services.

The correlation analysis revealed a statistically significant, modest positive correlation between participants' perceptions of information services and their reported levels of life skills ($r = .231$, $p = .037$). This correlation suggests that individuals who viewed information services more favorably were also more likely to report higher levels of life skills. This finding underscores the potential of effective information services in promoting life skills development among students, highlighting the importance of cultivating a positive perception of these services.

In light of these findings, educational institutions and counseling programs should consider tailoring information services to individual needs, addressing satisfaction concerns, and enhancing the coverage of life skills aspects. Additionally, efforts to improve engagement and comfort levels in seeking further guidance and counseling information can contribute to a more comprehensive and impactful support system.

Although not explicitly mentioned, the emphasis on guiding students toward informed decisions aligns with the broader objective of equipping students with essential life skills for effective decision-making and personal growth. Moreover, the literature from Uganda emphasizes the critical role of stakeholder participation in life skills development (UNICEF, 2019). Involving diverse stakeholders ensures a comprehensive approach, even though it acknowledges the challenges associated with aligning different interests and resources. However, the involvement of stakeholders is seen as vital for effective guidance and counseling programs aimed at promoting life skills among learners.

Conclusion

Guidance and counseling information provided at school helps students not only improve their academic performance but also their social life as per their relationships.

Recommendations

The Ministry of Gender, Labour, and Social Development and the Ministries of Education collaborate to enhance the quality of guidance and counseling information services in secondary schools.

Acknowledgment

First and foremost, I thank the Almighty Lord who has enabled me to sail through this academic journey. I thank all my supervisors and staff of Nkumba University for their tireless guidance throughout this study. A special thanks is accorded to my supervisor Dr. Kiyangi Pio Frank for the guidance, advice, and constructive criticism throughout this research work. I wholeheartedly thank my family members Mummy Nansikombe Melda, friends, and my employer who have enormously contributed time, financially, and spiritually without any reservations to the success of my academic journey. To the respondents of St. John's Mudduma SSS, Bulamu Seed SSS, and St. Catherine Bujuu SSS and management of selected schools in Wakiso District, thank you for cooperating with me during this research. I express my appreciation to the Lecturer School of Education Dr. Namugumya Easter, the staff of Kigero Primary School, my coursemates most notably Bengi Bufumbo Henry, Musoke Tusahah, and Namirro Viola, the DEO for their professionalism and encouragement they gave me during my studies. From the bottom of my heart, I express my gratitude to Namwanza Isaac, for his financial support, Mr. Kawuki Simon Peter my sister Ntabadde Margaret for the guidance and moral support they have accorded to me.

List of Abbreviations

HIA	Health Impact Assessment
UNICEF	United Nations Children's Fund

Source of funding

The study was not funded

Conflict of interest

The author did not declare any conflict of interest.

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