

**ROLE OF GUIDANCE AND COUNSELLING ON STUDENTS' DISCIPLINE IN
BOARDING SECONDARY SCHOOLS IN OLE ANKALE ZONE, NAROK
CENTRAL DIVISION IN NAROK NORTH DISTRICT KENYA**

BY

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR AWARD POST GRADUATE DIPLOMA IN
EDUCATION.**

UNIVERSITY OF NAIROBI

2014

DECLARATION

This research project report is my original work and has not been presented for an award of any degree in any other University.

Signature

Date

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REG NO: L40/ 79096/2012

This research project report has been submitted for examination with our approval as

University supervisor

Signature.....

Date.....

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DEDICATION

I dedicate this work to my loving husband Eng. Paul Koech and my children Melvin Kipkurui and Floridah Chelagat

ACKNOWLEDGEMENT

During my undertaking of this work, I thank God for the sufficient grace and strength .Indeed I received invaluable assistance and encouragement from various people whom I wish to acknowledge here. First among them is my supervisor Mr. Dan Oduor for his insightful, firm and friendly guidance and assistance. It is through his effort and tolerance that I was able to accomplish this work. Special mention goes to my colleague George Awondu and Mr.Atanus Too, for their valuable time and help whenever I was in need. Also I earnestly recognise and appreciate the material and moral support I received from my loving husband and mother. I pay tribute to my sisters and friends for their support and concern. My close friend who is my sister Ms. Sarah Chepkoech, was of great help and took her time to ensure that I was through with my research work. I am profoundly grateful and I would like to thank Dr.Ann Assey for the good and required support during the initial stages of my research. Lastly I must say without the contribution of the teachers and students I would have not accomplish this work

ABSTRACT

This study set to investigate the role of guidance and counselling services in boarding secondary schools students' discipline and performance in Ole Ankale zone in Narok Central Division, Narok North District.

The researcher set objectives, which sought to determine the extent to which the provision of guidance and counselling materials, teacher counsellors' exposure, peer training, guest speakers and the time allocated to students counselling influenced students' discipline and academic performance in Ole Ankale zone Kenya. The researcher used the descriptive survey design to carry out the research. The respondents for this study were 3 boarding secondary school 1, mixed school 1, boy school 1, girls school 2 principals, 5 teacher counsellors and 160 students. A pilot study was conducted to test the validity and reliability of the instruments. Data was analysed using percentages and descriptive analysis. The study findings revealed that guidance and counselling services were offered in the schools and 82.4% of the principals considered it important but lacked the necessary material and literature support. From the literature review it is found that character formation is achieved through intense formal and informal programmes for guidance and counselling. It is through guidance and counselling that students remain disciplined and focused in life.

The following were the recommendations made .The principals in secondary schools should put in place guidance and counselling services and provide an office where privacy is made a priority. This will encourage more students to visit the office.

Guidance and counselling teachers should be well trained on how to carry out their duties. To have adequate provision of guidance and counselling materials as well as application of peer counselling, there is need to allocate proper time for specific sessions. Guest speakers should be invited to provide the counselling services to the students in areas of concern.

Since this study was based in Ole Ankale zone, in urban setting, it is therefore suggested that a replication of this study be carried out in rural setting. A study on student discipline in relation to parent or guardian upbringing should be carried out. The influence of guidance and counselling on selected subjects in the curriculum should be researched on. The long standing problem is lack of time to practice guidance and counselling. The integration of guidance and counselling in the curriculum is to ensure that students achieve in academics and be able to curb social problems and be morally upright.

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LIST OF ABBREVIATION

BACP-The British Association of counselling and Psychotherapy

SPSS-statistical package for social sciences

RIASEC-Realistic Investigative Artistic Social Enterprising and Conventional

UNESCO-United Nations Educational Scientific and Cultural Organisation

TCM-Teacher counsellor Male

TCF-Teacher counsellor Female

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CHAPTER ONE

1.1 Introduction

Young people today live in a complex world where they are exposed to pressure of adult life at a much earlier age, yet they have no support from parents as it was in earlier days .Parents have become very busy due to economic reasons and they have no or limited time for their children, this has led to many parents taking their children to boarding schools. The boarding schools are therefore a crucial place where their character is moulded. The research intends to highlight role of guidance and counselling in promoting discipline and academic performance in secondary boarding schools in Ole Ankale zone Narok central Division

1.2 Background of the study

Guidance and counselling as a movement was started in America at the beginning of 20th Century as a reaction to change process in an industrialized society. Guidance and counselling services were set up within the department of education in September 1968 when the recommendations made by Louis, a consultant sent over to Malta by United Nation's Educational Scientific and Cultural Organization (UNESCO), were taken up, Summit (1997). Globally, guidance and counselling services are essential elements in discipline management of people in all societies. It could be difficult for any society to function well without the exercise of discipline. School guidance and counselling programmes have therefore been introduced to assist students overcome the number of challenges they experience at home and at school. Nziramasanga (1999) states that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the school to provide solutions to the indiscipline in secondary schools caused by their children. UNESCO (2002:2) adds that "African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people". Rapid sociological changes emanating from modernization and urbanization stress students.

In Malawi the need for guidance and counselling is recognized when a survey was done of 20 school counsellors in southern and central regions and the main problems examined. It was proven that, there is great need for a clear rationale and guidelines for Guidance and Counselling programmes, Taylor and Francis (1998). The main goal is to help the counselee learn to deal more effectively with himself and the reality of his environment Schools are social systems which have several objectives to achieve and the role of guidance and counselling is vital in shaping the discipline of the students. Counselling is a process of helping individuals or group of people to gain self-understanding in order to be themselves. Burks and Steffler (1979) see counselling as a professional relationship between a trained Counsellor and a client. Olayinka (1972) defined it to be a process whereby a person is helped in a face-to-face relationship while Makinde (1983) explained counselling as an enlightened process whereby people help others by encouraging their growth.

Counselling is a process designed to help clients understand and clarify personal views of their life space, and to learn to reach their self-determined goals through meaningful, well-informed choices and a resolution of problems of an emotional or interpersonal nature. It believes that every human individual has the potential for self-growth, self-development and self-actualization.

Although guidance and counselling was introduced to Kenya formally in 1967, under the Ministry of Education, it had been engraved in the African traditional society since time in memorial. *A report of the National committee on Education Objectives and Policies Gachathi Report*, (Republic of Kenya 1976), recommended that the Ministry of Education should take charge of delivering counselling services. Despite the recommendations, the use of guidance and counselling services was still wanting in helping curb indiscipline in various schools, which was increasing. It is now vital to borrow the concept of formal guidance and counselling from the western world to meet the social changes in our society. Gitonga (2007) laments that due to educational and economic challenges they have to grapple with; parents are left with no time to positively parent their children. The result is permissive parenting style, which has its toll on the growing child. Permissive parenting style has no rules or limits. Wangai (1994), in supporting this view observes that modernization in Africa has caused the disintegration of the traditional social structure. He suggested that clear supportive and progressive policies are needed to deal with most problems facing youth through schooling. Such policies can be

implemented through the integration of guidance and counselling in secondary school programs.

Guidance and counselling as the third force in education along with instruction, is an integral part of educational system. Guidance programmes for secondary school students are designed to address the physical, emotional, social, vocational and academic difficulties of adolescent students. This is to complement learning in the classroom and also enhance academic performance/achievements of students. Guidance plays a vital role in preventing educational, personal, social, mental emotional and other similar problems among secondary school students.

The Report of the Presidential Workshop Party on Education and Manpower Training (The Republic of Kenya 1988), observed that guidance and counselling of youths in secondary schools is essential in enhancing discipline. The report suggested that guidance and counselling programmes should assist students to appreciate themselves and their role as workers and to develop right attitudes towards discipline. The challenge of indiscipline in secondary schools has been rising especially from the year 2000 when corporal punishment was banned by the Ministry of Education by the gazette notice of 13th march 2001. Many people have blamed the banning of the cane for the escalating cases of the school unrests. Counselling makes a student feel closer to the teacher thereby establishing friendly relationship. The student has the freedom to express himself/herself and realize the consequences of his/her misbehaviour, in the process positive discipline is ensured.

Discipline is part of a very long tradition that may have been there from the beginning of human existence. It is through guidance and counselling that school administrators can manage discipline to students. Discipline is a rudimentary ingredient that plays a crucial role in school system and insists on upholding the moral values of students. It is intended to suppress, control and redirect behaviour. In a school system all students must be aware of the rules before disciplinary action can be administered, Franken (1998). The concept of matching discipline and guidance and counselling helps to determine the value of Guidance and counselling to students in schools. Parents and schools share the responsibility of promoting values and standards which we hope will help younger people to establish sound behavioural codes for their lives, hence they ensure good discipline is maintained among students.

1.3 Statement of the problem

Many parents have abandoned the teaching of their children which they have entrusted to the teachers. Many students face challenges and being far away from their parents the students require guidance to enable them curb and endure the many problems and challenges. Guidance and counselling concept that schools should promote the efficient and happy lives of individuals by helping them adjust to social realities. In Ole Ankaale zone the boarding secondary schools are situated in an urban setting where cases such as unrest, drug abuse, and unwanted pregnancies among others are prevalent. These among other incidents contributed to the need to research on the ways in which good discipline can be restored in the institutions of learning. In Kenya today job opportunities are scarce therefore being very competitive the learners need to be guided on choice of subjects and talent development. So this study sought to ascertain ways in which guidance and counselling influences discipline and promote academic achievement in boarding secondary schools in Ole Ankaale Zone.

1.4 The purpose of the study

In Kenya, counselling in the school has been promoted to help improve participation and achievement of students, especially girls, in education. In 1971, the Ministry of

Education introduced guidance and counselling in schools in recognition that academic work alone would not help the students. This and other programmes such as the United Nations Educational Scientific and Cultural Organisation programme on guidance, counselling and youth development for Africa (UNESCO Modules 1-8, (2000) that promotes guidance and counselling as an integral part of the education of children, especially girls, and essential life skills (Dakar framework VI, 2000) are meant among other things to enhance the participation and achievement in education. The present study aimed to evaluate the secondary school guidance and counselling services in line with the current socioeconomic changes. It is hoped that the research will raise the level of awareness and understanding of the importance of school guidance and counselling services in promoting discipline and academic performance.

The researcher intends to be a professional teacher and the findings will impact directly on the reality of role of guidance and counselling in promoting academic performance and discipline.

1.5 The Aim of Conducting the Research

This study investigates the importance of secondary boarding school guidance and counselling services in Ole Ankale Zone in relation to promoting better academic performance and discipline.

To do this, the research focused on three key areas

1. The provision of guidance and counselling services in secondary schools as evident in aspects of guidance and counselling in the school programme;
2. The perception of teachers and students regarding the importance of services provided in the school as guidance and counselling;
3. The planning and process including the resources and time devoted to guidance and counselling in the school

1.6 Objectives of the study

To fulfil the purpose of the study the following objectives were examined:

- i. To determine the reasons as to why students need guidance and counselling in boarding secondary schools.
- ii. To determine the attitude of students towards guidance and counselling
- iii. To find out the effects of guidance and counselling on academic performance in boarding schools.
- iv. To determine the extent to which the time allocated to student counselling influences students' discipline.

1.7 Research questions

The following questions were used as a guide to this study:

- (i) What are the aims of guidance and counselling in boarding secondary school?
- (ii) Why students need guidance and counselling in boarding schools?
- (iii) What are the effects of guidance and counselling on academic performance in boarding schools?

- (iv) What effects does guidance and counselling have on students' discipline in boarding schools?
- (v) To what extent does the time allocated to counselling influence the students' discipline?

1.8 Significance of the study

The findings of this study would enable the school administrators and teachers in general on the significance of guidance and counselling in upholding discipline among boarding school secondary schools students. Some school administrators and teachers in general would appreciate the importance of guidance and counselling in promoting discipline among students and be encouraged to go for Professional training in the discipline to be able to perform it professionally. The students would also benefit in having a positive attitude towards guidance and counselling services in order to have wise decisions and be responsible citizens with the skills in time management as well as upholding good morals.

1.9 Scope and Limitations of the study

Due to time and resources, the study confined itself to role of guidance and counselling in secondary schools. This was because of several reasons:

Firstly, the government places a lot of emphasis on secondary education in Kenya as the immediate source for middle management manpower and the feeder to institutions of higher training (Eshiwani, 1993; Republic of Kenya, 1964, 1976, 1981, 1988a, 1999, 2005a). In addition, there are the social economic returns expected from investment in secondary education by both individual students and parents (Republic of Kenya, 1999).

Secondly, the secondary school represents a very important transition period in the growth and development of the child (15 - 18 years) in that it is the adolescent stage and also a crucial transition from free (primary) education to higher education and the world of work and opportunity.

Thirdly, secondary education has also experienced the greatest expansion in the education system (Eshiwani, 1993; Republic of Kenya, 1976, 1981, 1988a, 1999) and the greatest

upheavals of strikes and unrest (Republic of Kenya, 2001a) that has led to an emphasis on counselling in schools.

An aspect that the study might have investigated in detail was the actual process of counselling. But due to ethical issues such as confidentiality, it was strongly felt that perhaps further studies could later be done in individual schools with appropriate methodology to find out more, as the one-to-one counselling situation is sensitive and confidential, and it would not be appropriate to observe. Due financial constraints the study was confined within neighbouring schools to cater for transport and also the study was limited to a small population of 65 since the questionnaires was costly .Another aspect was that one of the school was a private school and it was somehow difficult for the school to share confidential information. Busy school routine did not give room for data collection. This forced the researcher to wait for lunchtime, break and games time for the administration of the questionnaires. Intervening variables could have influenced the expected outcome. In overall, it must be admitted that the study covered only 3 of the 8 boarding secondary schools in Ole Ankale zone. However, these were chosen to represent the different admission diversity i.e. girls only, boys only and mixed both boys and girls.

1.10 Delimitations of the study

The study was confined to three neighbouring boarding secondary schools in Ole Ankale zone, the location of the schools eased data collection. The researcher being a teacher in one of the school under study was well conversant with the place and the many problems encountered in the schools was well known to the researcher. There was no issue of language barrier hence the information from the .respondents was adequate enough for drawing conclusions

1.11 Basic assumptions of the study

In the research study, the following assumptions were made:

- i. All students were exposed to Guidance and Counselling.
- ii. All schools had established Guidance and Counselling offices
- iii. The responses given by the respondents were sincere and honest.

- iv. What happened to students in sample schools was a true representation to all students in Ole Ankale Zone.

1.12 Definitions of significant terms

Guidance-refers to helping somebody plan or choose a path or direction.

Counselling-giving general advice that could pertain to almost anything to effect to healing and change.

Administration-refers to the coordination of the effort of all the people in an organization towards the achievement of common goals.

Adolescents -refers to young people who experience a transition period following the advent of puberty that marks the changes from childhood to adulthood especially within the period of learners between ages 10 and 20.

Attitude-refers to positive or negative predisposition to think, feel, perceive and behave in a certain way towards a given situation`

Client-refers to a learner receiving guidance and counselling services from a Professional helper, also known as counsellor.

Counsellor- refers to a Professional with skills of helping people deal with challenges in their lives by creating a relationship with them.

Discipline- refers to a system of guiding an individual to make reasonable decisions and uphold social ethics personally and in groups.

Effect-refers to a change produced by an action or cause or an outcome.

Morals- refer to the right conduct in the life of a person.

Respondents-These are the direct parties to answer questions in a research study.

Students- refer to a group of people in the learning process in a school.

Teacher Counsellor- refers to a Professional teacher who is also a trained counsellor, who carries out the counselling processes in a school setting.

1.13 Organization of the study

The study was organized in five chapters. Chapter one consisted of: background of the study, statement of the study, purpose of the study, objectives of the study, significance of study, scope and limitation of study, delimitations of study research basic assumptions of the study, and the definitions of the operational terms. Chapter two consisted of Introduction, concept of education, guidance and counselling, historical development and the need for guidance and counselling and types of Counselling. Also the role of principals in discipline

management in schools, guidance and counselling programme and discipline in boarding secondary schools, personal and social guidance and approaches to counselling.

The other sections of the chapter include theoretical framework, conceptual framework and the summary of literature review

Chapter three described the research methodology used. These included research design, target population, sample size, and sampling procedures, research instruments, and data collection procedures and data analysis techniques. Chapter four described the analysis and interpretation of the findings of the study from the field and chapter five was the summary, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.

This chapter highlights on Guidance and Counselling and the role on education achievements and discipline in secondary boarding schools. It reviews the literature on educational Guidance and Counselling, the academic performance, maintaining discipline and the attitude towards guidance and counselling. The chapter gives a detailed definition of guidance and counselling and the major aspects of the broad adoption of guidance and counselling in secondary schools based on the existing education framework. This is to address the question: “why a study on guidance and counselling in secondary schools in Kenya?”

Also the conceptual framework in counselling is illustrated so as to link it with the overall theoretical framework.

2.2. Definition of Guidance and Counselling

Various psychologists and scholars have evolved several credible but slightly different definitions of the terms guidance and counselling, with numerous definitions of the terms emerging. Indeed, counselling has come under a lot of criticism with people arguing that it is not specific. Harris (1987) for instance believes that without a common understanding of what counselling is, there is no way in which its value can be assessed. Ploughing into the same argument, Knight (1986) points out another complexity to counselling in that counselling has become a catchword used and misused in all walks of life and it is a grand way of giving advice. In Kenya, the terms guidance and counselling are often used interchangeably to mean the same thing. To illustrate this in the school scene, a person or teacher will say they are going to counsel pupils or student while they are actually going to give a talk to a group of pupils or students on a given topic such as time management. In my view, the misconception of counselling arises out of two factors: one is the inability to make a distinction between guidance and counselling; and the other is the lack of understanding of what is counselling, and consequently, the inability to make a distinction between counselling and the use of counselling skills (McLeod, 1998; Rowland, 1993). This perhaps can be made clear through enhanced and professional training in counselling.

2.2.1. Guidance

At face value the meaning of the term guidance derives from its root word 'guide' which means to direct, pilot, manage, steer, aid, assist, lead, inform or show the way (Makinde, 1993:41). Thus, most people view the counsellor as the person who directs or steers the counselee (client) in a certain direction or path or to a certain course of action. The UNESCO (Guidance, 2000:8) guidance and counselling training module further complements this and defines guidance as:

Guidance can be defined as a process, developmental in nature, by which an individual is assisted to understand, accept and use his/her abilities, aptitudes and interests and attitudinal patterns, in relation to his/her aspirations. Guidance as an educational construct involves those experiences that assist each learner to understand him/herself, accept him/herself, and live effectively in his/her society.

Guidance is therefore a process that builds up a human character rather than a single event. This is confirmed by Watts and Kidd (2000:489) in their definition of guidance as comprising "a range of processes designed to enable individuals to make informed choices and transitions related to their educational, vocational and personal development". Thus, it can be concluded that guidance "involves helping students individually or in small groups with making personal, educational or vocational choices" (Hornby, 2003a:4). Others who have attempted a classification of the term guidance include Ferguson (1956) and Thompson and Poppen (1979). They point out a distinction implicit in using the term guidance as a concept, educational construct and educational service.

As a concept (mental image) it involves the utilisation of a point of view to help or assist an individual. As an educational construct (intellectual synthesis), it refers to the provision of experiences that assist pupils and students to understand themselves while as an educational service (actions taken to meet a demand) it refers to several organisational procedures and processes to achieve a helping relationship. Watts and Kidd (2000) further contend that while guidance in its broader usage is "strongly established as an educational concept", it is not confined to education in that the word is also used in relation to "good parenting". This is relevant to the parental role that educational institutions are frequently linked with and in the role of teachers as surrogate parents.

According to Watts and Kidd (2000), the concept of guidance as it is now understood is a 20th Century notion that stems from two distinct but related traditions. These are: the development of career (vocational) guidance services for the child in preparation for the world of work; and, the development of guidance as an educational concept. As an educational construct, the teacher counsellor and programme is conceived in terms of directing and steering the pupil into certain

educational endeavours (subject choices and acceptable code of behaviour) and professional occupations (Ferguson, 1956; Thompson and Poppen, 1979; Makinde, 1993; UNESCO, Guidance, 2000). That this goal has only been seen in terms of a career is a misconception. This is the way guidance and counselling has been perceived in Kenya for a long time and the teacher counsellor was and still sometimes is the career teacher. This accounts for the overemphasis on career and vocational guidance (not counselling) in schools as will become evident in the study findings. On the contrary, guidance is all encompassing and should be broader in that it should be designed to enable the individual to adjust to the environment (both school and society) and set realistic goals for the self to improve on the present education (primary and secondary) and future aspirations (higher education and the world of work).

2.2.2. Counselling

The ordinary meaning attached to counselling is that of consultation, discussion, exchange of ideas and/or advice (Makinde, 1993:42). The British Association of Counselling and Psychotherapy (BACP, 2006) defines counselling as: Counselling takes place when a counsellor sees a client in a private and confidential setting to explore a difficulty the client is having, distress they may be experiencing or perhaps their dissatisfaction with life, or loss of a sense of direction and purpose. It is always at the request of the client as no one can properly be 'sent' for counselling. By listening attentively and patiently the counsellor can begin to perceive the difficulties from the client's point of view and can help them to see things more clearly, possibly from a different perspective. This definition emphasizes counselling as a helping relationship, confidentiality in counselling and that counselling is voluntary. It does state clearly that counselling is not advice giving but rather an exploration of the issue of difficulty. Counselling is a helping process that uses safety engendered by a special kind of relationship to help individuals to get access to a greater part of their personal resources, as a means of responding to the challenges of their life. It uses oriented and social life. His definition captures the three basic specific skills and techniques in that relationship to help people become more competent, more contented and more creative. It does not deal primarily with the mentally ill but with normal individuals facing all the difficulties involved in domestic work.

Principles of counselling:

1. That counselling is a process whose aim is to help or assist the individual;
2. It involves a relationship; and,
3. That it entails the use of certain techniques and skills.

The BACP (2006) definition captures what goes on in a counselling session. It also refers to both the counselling training and the need to explore various aspects of life. In the counselling sessions the client can explore various aspects of their life and feelings, talking about them freely and openly in a way that is rarely possible with friends or family. Bottled up feelings such as anger, anxiety, grief and embarrassment can become very intense and counselling offers an opportunity to explore them, with the possibility of making them easier to understand.

The specific goals of counselling therefore would be:

1. To help the individual access a greater part of their personal resources. This is the means of enabling them to regain their lost energy and get back on track (Egan, 2002);
2. To enable or help the individual to live more competently and/or with contentment (BACP, 2006; McGuinness, 1998); and
3. To improve the mental health and reduce psychological disturbances (Egan, 2002; McGuinness, 1998).

In effect, counselling enables or helps the individual to live a more fully satisfying life. This is so also in the school as explained by Hornby (2003a:4): Counselling in schools involves helping students individually or in small groups to deal with the concerns or difficulties they are experiencing.

Counselling would appear to enable the person to make a meaningful positive change and lead to a better life. It aims at helping people come to terms with their situation (difficulties, missed and desired opportunities etc.) and identify ways and means of coping more effectively and resourcefully. Hornby, and Hall (2003:45) on counselling and empowering children and young people state: The goal of counselling in school needs to go beyond the initial focus of helping to solve students' immediate problems. Counselling should be seen as the first step along the path to facilitating the development of young people so that they become all that they can be. Counselling and supporting students with difficulties should be seen as a means of beginning the process of empowering young people to fully utilise their potential.

Empowering young people would involve helping them to develop a sense of mastery and control over their lives and several other skills such as problem solving and decision making abilities, and this is in line with the person centred approach adopted in this study. According to Strong (2003), counselling involves talk, that is, between the counsellor and the client. There is therefore a need to pay attention by focussing curiosity during the talk on the client. This is because talk in counselling "invites reflection and inquiry" that the client attaches value to. This in turn prompts the client to

exchange information with the counsellor. Indeed, talk, according to Strong, is the primary means of influencing each other in the counselling relationship. That influence does not result only from the exchange of information; it results from the human relationship (Rogers, 1951, 1983). This is a good pointer on the need for both verbal and non-verbal communication in counselling. In this study, this will become apparent in the need for an appropriate counselling room to facilitate the talk. Such a realisation of the need to pay careful attention to the conversation between the counsellor and the client (good listening skills) and make the client feel worthwhile is only prevalent when the client gets what they came for in counselling. For example, in the school, young people are looking for help or assistance to enable them to cope with adolescence. It would appear that clients are looking for a new meaning, an insight or an option that is useful and that they can adopt, that they find applicable to them in their life or experience. The client might get this instinctive thought, invention, suggestion, idea, reasoning or 'I know what to do now' in the counselling process or as a result of that process. It is also through such kind of talk that the counsellor and the client (teacher and pupil for instance) communicate understanding and through the resulting actions may understand and coordinate with others. Such talk, even if of an expert (professional) nature, should be used to bring about meaningful change on the part of the client. Thus, it must be warm, genuine and a moment of 'meaning making' with the client (Rogers, 1961, 1980). That includes students in school.

2.2.3 Guidance and Counselling

While some people tend to use the terms guidance and counselling in opposition to one another, others would prefer a more reconciliatory approach. I have adopted a more cautious approach drawing on all sides of the argument. This is because while aspects of guidance are much more concerned with provision and interpretation of information, counselling is concerned with feelings of the heart; it is more to do with helping as a process. Counselling is more of an interacting relationship rather than giving advice or information. Counselling must be client centred and information in counselling is highly confidential. Even in the school, I would tend to encourage the availability of information during the guidance sessions and not in counselling unless it is absolutely essential. Thus, on one hand, the two terms might complement each other and this would rather be in a continuum but the distinction between them should be clear to the practising counsellor. In the professional counselling world, the distinction between guidance and counselling is clearer. Makinde (1993:50) for instance makes the following distinctions between guidance and counselling.

Table 1: Guidance versus counselling

Guidance	Counselling
It is the body of psychotherapy- It is a build-up process.	It is the heart of psychotherapy-it is a healing process
It is knowledge based (factual)	It is affective (emotional)
It deals with information ,facts and principles	It is value oriented and deals with perception motivation ,needs and feelings
It is less personal and less intimate	It is more personal and more intimate
It is more structured	It is less structured
It is more general and less skilled	It is interpersonal, private and confidential and requires specific skills and techniques
Counsellor usually initiates guidance	Client usually initiates counselling

Adopted from Makinde (1993:50)

Using the guidance versus counselling distinction above, it is that there are certain differences and similarities between the two terms. Wilson and Jackson (1999) and Watts and Kidd (2000) vehemently argue that guidance is a process and not a product, it is a means but not an end and the heart of guidance is to meet people's immediate needs and also help them to clarify their long term goals. Brown (1999) gives a very useful hint by suggesting correctly that the key in the distinction between guidance and counselling lies in the role of information. Information is required in guidance (informing, advising, advocating, assessing) but in counselling, the role of information is "more modest" and the concern is in helping the client meet their need.

The common tendency therefore is to use the term guidance to refer to the more factual information and to reserve counselling for the more emotional and personal issues (Williams, 1973; Makinde, 1993) though the two terms are interlinked (Watts and Kidd, 2000). This is the approach adopted in the study. Guidance and counselling is a term in my opinion that seems to encompass two related concepts; that of advice and information giving (guidance) and personal help in a formal setting (counselling). What is evident in the argument is that a greater understanding of the terms guidance and counselling is really necessary if the teacher counsellor is to function effectively in the school. This is because there seems to be a continuum of helping strategies available in the school that range from information giving, directing, advising, consultation and support such as counselling. Lane (1996) comments that when teachers use the term counselling, they are referring to some or all of these approaches and that teachers tend to use more helping strategies at the directing and advising

end of the continuum rather than at the supporting and counselling end. However, I fully concur with Watts and Kidd (2000) on the need for the two fields of guidance and counselling to maintain links with each other especially in the school where to a large extent the two are complementary and counselling a critical part of the guidance process and provision of guidance services.

For the sake of clarity, the term guidance will refer to information giving of more factual nature given on educational, career and social decisions, evident for example in talks given to students in groups, while counselling will be confined to the more personal and psychological issues, the helping relationship and the process (Egan, 2002; Makinde, 1993; McGuinness, 1998; Williams, 1973). The term guidance and counselling will refer to the entire guidance and counselling programme in the school.

In all cases, the term teacher counsellor or guidance and counselling teacher will be used to refer to the teacher responsible for guidance and counselling in school. Throughout the study, I have used the term client, student or counselee to refer to the person seeking and receiving counselling help. The work of counselling is undertaken by both males and females and the phrase counsellor, teacher counsellor or s/he are used. The phrase situational difficulty, need or issues of concern are used in place of problem. This is because words like 'patient' to refer to the client and 'problem' to refer to the issue of concern that tends to have a negative connotation. Areas of difficulty might be in career choices, academic or personal issues.

2.2.4 Is counselling universal?

In many schools in Kenya and throughout the world, head teachers, deputy heads, careers teachers, form masters and mistresses, class teachers, boarding supervisors, guidance and counselling teachers, school sponsors (school chaplains and others), parents and others have devoted a lot of time and energy to deal with the developmental, personal, religious and social aspects of the lives of pupils and students while in school. Activities characteristic of guidance and counselling in the broader perspective have concentrated on personal wellbeing beyond traditional notions of teaching and learning. For example, the Children's Act (1989) in Britain required schools to provide for pastoral provision. Similarly, the Ministry of Education in Kenya expects all pupils and students to be provided with pastoral care and time is meant to be set-aside for this purpose Lanes (2002) argues that education authorities in Australia appear more favourably inclined towards counselling than those in UK and this is in support of Reid (1996) who says that the majority of state funded secondary schools in Australia have a school counsellor on site, and many have implemented a peer counselling support service. This is attributed to the Australian Education Council which in 1989

instructed education authorities to enhance performance through attending to students' personal well-being and self-esteem. But why have teacher counsellors? This question can be handled from the need for counselling and then why the teachers. Counselling has been viewed as a particularly powerful means of giving pupils support and help with individual problems (Lane, 1996; McCallion, 1998; McGuinness, 1998). Teachers, it is argued (Hornby, 2003a; McGuinness, 1998; McLaughlin, 1999) are in an ideal situation to help children and young people with their social and emotional development for several reasons:

1. They are with the pupils and students regularly over a long period of time;
2. Teachers have extensive knowledge and expertise of children's development gained over time. They would therefore be able to identify those children with and:
 - a) Assist them, for example, with information on the choice of subjects or career
 - b) Offer guidance on different strategies sources of help that may be needed
 - c) Refer them to the teacher specialist
 - d) Refer them to a professional expert, for example, doctor or counsellor
 - e) Bring this to the attention of parents if necessary
 - f) They can mobilise the school guidance and counselling programme to deal with some of these difficulties.
3. Pupils and students are more likely to open up with teachers (such as class or subject teacher) they know well than with others since they are more familiar to them and they often trust them
4. Teachers are in an ideal position to offer help at a time of need like when pupils/students are in school (especially in boarding schools) and in a responsible position to bring the issues of concern to relevant persons such as other students or teachers, parent, school administration or member of staff.

Teachers are therefore ideally placed to provide information and offer help since others such as the specialist counsellors do not often have the rapport with the pupils and students that comes from the day-to-day contacts. The issues might be different in different cultures. McGuinness (1998) and Hornby (2003a) argue that all teachers should have basic counselling skills and that at least one teacher, in this case the teacher counsellor, should have specialist expertise in counselling. In this way, they would be able to assist the children and young people in school. This is the position taken in this study. However, exactly how this role and these relationships are enacted depends on the policy and cultural contexts, as this study relates.

2.2.5. Counselling in the School

It is prudent that the counsellor in the school understands the practice of counselling in schools so as to function effectively in this context. Counselling in schools differs potentially from other forms of counselling in several ways (Bor et al., 2002; Hornby, 2003b; Lines, 2002). These include:

In the school, teachers use counselling skills to provide guidance to children and young people on several issues such as social, emotional, academic, drug education, vocational and personal development;

Most forms of counselling deal with specific problems which concern the client. In the school, teachers have to deal with several issues including career choices, family and domestic issues, disciplinary problems and others as presented by the client;

Whereas in formal counselling the client in a pre-arranged session seeks help often organised for the purpose, the setting in the school is slightly different.

The setting may be a classroom, office, and senior teacher's office, laboratory, outside informal chat or any other setting that would be sometimes convenient to the child. In addition, this is not always voluntary as in practice the child may be referred by another person such as a subject or class teacher, form tutor, teacher in charge of discipline or parent before or after a disciplinary case. The individual student or teacher or any other person including a fellow student may initiate counselling. This would appear to contradict the previous definition of counselling and in addition, it may and most probably will affect the way students perceive counselling;

Counselling in schools can range from several sessions with a client to very brief counselling conducted spontaneously to meet the needs of a person or group. For example, the counselling conducted a few moments before or after a lesson for a class to a talk with students on career or subject choices followed by several sessions with individual students experiencing difficulty;

Counselling in schools has limited time. The teacher in Kenya for instance is also a subject teacher and has to attend to several lessons. Due to the number of students in the school, s/he is often unable to attend to all of them. In addition, the student has no obligation to come back for another session if the counselling is voluntary and the teacher therefore has to make the best of the opportunity when a student makes a visit. The teacher conducts counselling when s/he is

available, for example, during break, lunch time, after school or when s/he has no lesson or there is an urgent need;

Most of the teachers conducting counselling in schools are not qualified counsellors. Some have little or no training in counselling. Even when there is a trained counsellor, most students prefer to consult the teacher of their choice whom they know well and can open up to.

Counselling in schools is not just a process but also, like Hornby (2003b:13) argues, part of a 'continuum of helping strategies'. These range from information giving, advising, directing, consultation and supporting as seen earlier in the distinction between guiding and counselling. The priorities in schools might be different. For example, the need to excel in academics and instil discipline tends to override the priorities of guidance and counselling. For example, the school administration and management would therefore be keen to deal with truants punitively rather than refer them to for counselling regardless of whether counselling can help to change behaviour, or to use counselling as a disciplinary tool.

Counselling in schools is therefore different in that the clients are children and young people in school. Thus, the counselling session may not be that formal. Some of the ways in which formal school counselling differ will appear as issues of concern in the context of the school also enables the reader to understand both the methodology and the school guidance and counselling programme orientation in the context of prismatic society and the light of theories of change.

2.3 Career counselling in school

In most cases students would let themselves be guided and influenced by someone who understood them, and to some extent was their friend (Melgosa, 1997). Equally, the influence a secondary school teacher might have had over students and how he presented himself to them would be great. Thus, children relied on their teachers for information related to career options. Different cultures had different attitude towards professions forming the role of gender in relation to different professions. However things had changed. That is why women are seen working as judges and men as flight attendants or working in saloons. An investigation needs to be done to establish the degree to which career counselling of girls had been done.

According to Ball (1984), career Education should have been part of a student's curriculum from the moment she/he entered school. It related reading, writing and arithmetic to varied ways

in which adults lived and earned a living. As the student progressed through school the skills, knowledge and above all the attitudes necessary for work success were stressed. Students should have had career orientation. The issue of career counselling for women started in Chicago as early as 1913. In line to establishing vocational counselling in Chicago schools: Women counsellors were to be appointed in each mixed high school for social guidance of girls and the boys were to contact the principals and friends.

According to Ward (1995), career counselling of girls was a strategy to promote labour market equality that had been endorsed by the minister in Canada responsible for the status of women, female development career decision making, balancing vocational and family roles, training and employment of women in non-traditional occupation, family violence, sex harassment and assault. On guidance to career counselling of girls and women, counsellors had to have the knowledge about the effects of gender in human development and to apply such knowledge in career counselling with girls and women. The counsellors had to utilize theories and models, which were free of sex biases and sex role stereotypes and promote the realization of full potential of girls and women. Counsellors had to ensure that career choice was an open process and to ensure use of male terms as gender neutral reflect bias against women hence were to prefer the use of inclusive and gender fair language in all oral and written communication. Further, ensuring that the resources used assisted client with decision-making were gender fair. Counsellors were to assist clients in accessing community resources, which were suited to their needs, and being knowledgeable about support services available to girls. There was need to adapt some of the guidelines and applying them in Career Counselling of girls. Though started in Chicago as early as 1913 was adopted in Kenya in 1970s but it had not been assessed if it had any significant importance in the education of girls. Thus creating a gap of knowledge that need a fill.

According to Olal (1998), girls had to be helped to drop the mentality that biology was a male domain. Students could receive career advice and information where they could be informed that professions are chosen in relation to career preferences and personal attributes. They needed to be guided on personality and vocational compatibility with one's career. To a large extent they were to consider human personality types or work environments that is Realistic Investigative Artistic Social Enterprising and Conventional (RIASEC). Seminars for students were to be organized where various women working in scientific and technical fields like

women doctors and women science teachers were to address students. They might have motivating and challenging effects of the students.

2.4 Attitude and Interest Formation

All along the society has had an attitude that seems to be affecting the education it offered to its members. Formal education for long was preserved to men and when changes were introduced they went deeper to consider certain subjects to be suitable for male or female.

According to Pala et, al. (1995), attitude and interests were formed through the socialization partners. Adults showed high level of agreement in describing male and female roles whether they were categorizing occupation personality traits, or activities. They also showed strong agreement in categorizing children's play activities, social behaviour and personality characteristics being primarily typical of one sex or the other. Amara (1985), summed it by saying that, although we are born with obvious physical sexual differences we adopt our gender role mainly from unconscious pressure applied by parents and other adults during our earliest years. By age four most children have a clear idea that they are one sex or the other and this cannot change. They also have absorbed notion of what is appropriate for students. Hence, as children grow in family, society and in general they exposed to different experiences. This was likely to influence their performance in education.

At the same time according to Chege (1993), Children grow up in patriarchal society internalized beliefs, attitudes and expectations about education, themselves and their future roles. This generated not only negative attitudes to such activities as science which were seen as male appropriate but which also pressed against the choice of cross-sex activities resulting into female underachieving in them. Kelly (1981), noted that women were respected for vicarious achievement through their husband and children. Direct personal achievement was considered bad and unfeminine. In these circumstances students reduced aspirations and fulfilled society's expectations of them by underachieving. This underachieving was reflected in all aspects of life including education. Since things have changed, attitudes towards education and given subject have also changed. Students need to be encouraged to conquer these societal expectation and they would only do it by being exposed to guidance and counselling.

2.5 What is the Role of Guidance and Counselling in boarding Schools?

Having looked at guidance and counselling in schools this leads to the role that it is expected to play in the school. Guidance and counselling is an intervention strategy that can best be looked at in terms of three questions: the why, how and when of guidance and counselling, though not necessarily in that order, as follows:

a) Why guidance and counselling?

The parents guided children in traditional African societies, along with relatives and members of the community so as to enable them to adopt the acceptable social norms.

With the emergence of formal education therefore, the children are mostly in school and the teacher would be expected to take on the role of a surrogate parent and guide the child accordingly. Thus, the school guidance and counselling programme would be part of the pastoral care so as to support pupils and students with personal, emotional and psychological needs especially in boarding schools where students without their parents need the support and help of the teachers. In addition HIV/AIDS, is highly prevalent in sub-Saharan countries, has also created a need for the youth to be equipped with life skills so as to be able to make responsible decisions regarding their lives.

b) How can guidance and counselling be useful?

The teacher in charge of guidance and counselling would be expected to offer advice and information on several aspects including subject and career choices and offer counselling help when need arises. A person centred approach was also suggested.

c) When is guidance and counselling needed in the school?

One of the problems facing education in developing countries and in Kenya is lack of educational opportunities. For example, the free primary education initiative in 2003 led to over one million children being enrolled in school who would otherwise have never had an opportunity to go to school. But the education process is plagued with other factors such as drop out due to a combination of issues such as teenage pregnancy, drug and substance abuse, repetition and others. Thus, guidance and counselling is seen as a strategy in the following areas:

1. Within the international arena is the need to provide education for all and especially retain girls in school by imparting life skills so as to help reduce on teenage pregnancy for example;
2. Help deal with discipline cases and other issues such as HIV/AIDS; and,
3. As an alternative to corporal punishment.

2.6 Conclusion

This section was aimed at providing an insight into theoretical framework in understanding the context of the school guidance and counselling and its role in boarding secondary schools. The emphasis on education as human right in the world in general and Kenya in particular has led to an expansion in all sectors of education. Therefore developing life skills through guidance and counselling is seen as possible form of intervention

2.7 Theoretical framework

Three theories seemed to conform to the topic under investigation. The social learning theory observes that the attitude people develop as a result of socialization with others will determine how they perceive objects. As they socialize with others and learn they develop attitudes and perceptions. According to the motivation theory people prefer engaging in activities that seem to be satisfying to them. Client-centred theory state that all human beings are basically good and are always fighting forbidding environment to achieve self-actualization.

2.7.1 Social learning theory

According to Ezewu (1983) socialization is a powerful process that influences human development including physical, emotional, cognitive and social development. During the process skills, norms and societal attitudes are imparted. This occurs through interaction and much of it is unconscious and non-deliberate. This interaction occurs in the family and among peers. Woohead, (1981) attitudes are learned just as people learn anything else and develop early on in life (Sullivan, 1953). These attitudes reflect those of a wider society. Reinforcement, imitations and modelling of behaviour are paramount in determining attitude development (Bandura 1963). Attitudes determine how people perceive situations, other people and events hence influencing their reactions in given situations. The way students perceive educational

guidance and counselling programme will determine their reaction. If they look at it positively, they are likely to seek the service and if their attitude is negative they may refrain.

2.7.2 Motivation theory

Motivation refers to conscious intents or inferences that people make from observing behaviour (McClelland, 1995). This theory is concerned with how behaviour gets started, is energized, sustained, directed and stopped. It simply the 'why' and 'how' of behaviour. People's perception can be referred to as conscious intents. Personal determinants of behavioural outcome can be broken down into motivation variables, skills or trait variables and cognitive variables which include beliefs, expectations or understanding. Motivation is a recurrent concern for a goal state based on natural incentive concern that energizes, orients and selects behaviour. Most people prefer engaging in activities that seem to be satisfying as they view them as incentives in themselves. The motive strength is one of determinants of choice. The implication being that what students gain from guidance and counselling programme may motivate them, to seek services and thus may influence their perception of the programme.

2.7.3 Client-centred theory

According to Mutie and Ndambuki (1999), Client-centred theory states human beings are basically good and are always fighting the forbidding environment to express their good striving for self-actualization. The need conditions of worth and encouragement to be able to express the good already within either through verbalization, feelings or behaviour. The conditions of worth are found in a counselling relationship and include values of warmth, genuine-ness and positive regard. Counselling which is client-centred puts the need of the clients first. The clients are allowed to set their own goals as the counsellors play a supportive role. In this, the clients have to be assisted to become more aware and realistic about their abilities and limitations. Be, encouraged to overcome biased self-perceptions, distorted realities and harmful attitudes which may lead to self-destruction. Such self-awareness serves as a source of energy and motivation for higher achievements Like Egan (2002), it is my humble opinion that it is not the theory, approach or model that is supreme but the need to help the client who is the focus in counselling. In addition, there are many people who are not trained as counsellors as is the case often in schools with teachers, yet who still are able to assist the client. While I strongly feel that counselling training however basic is crucial and important, I agree with Dryden (1984) to the extent that adopting a particular theoretical approach does not necessarily make anyone a better

or more effective counsellor. A theory is but a tool, it is but a means to an end in itself. In all cases, the counsellor, like Egan says, should be able to help the counselee and that help is priceless. The theoretical approach then is the means by which the client will receive utmost help in that the principles of approach will apply to the situation in which they are working. This is because the essence of counselling is to offer help to the client and in the school, this is the student. Bearing this in mind, this study uses the client-centred approach as its base, with a view to comparing actual practice to client-centred, the preferred approach.

The client-centred approach was chosen because of the following reasons:

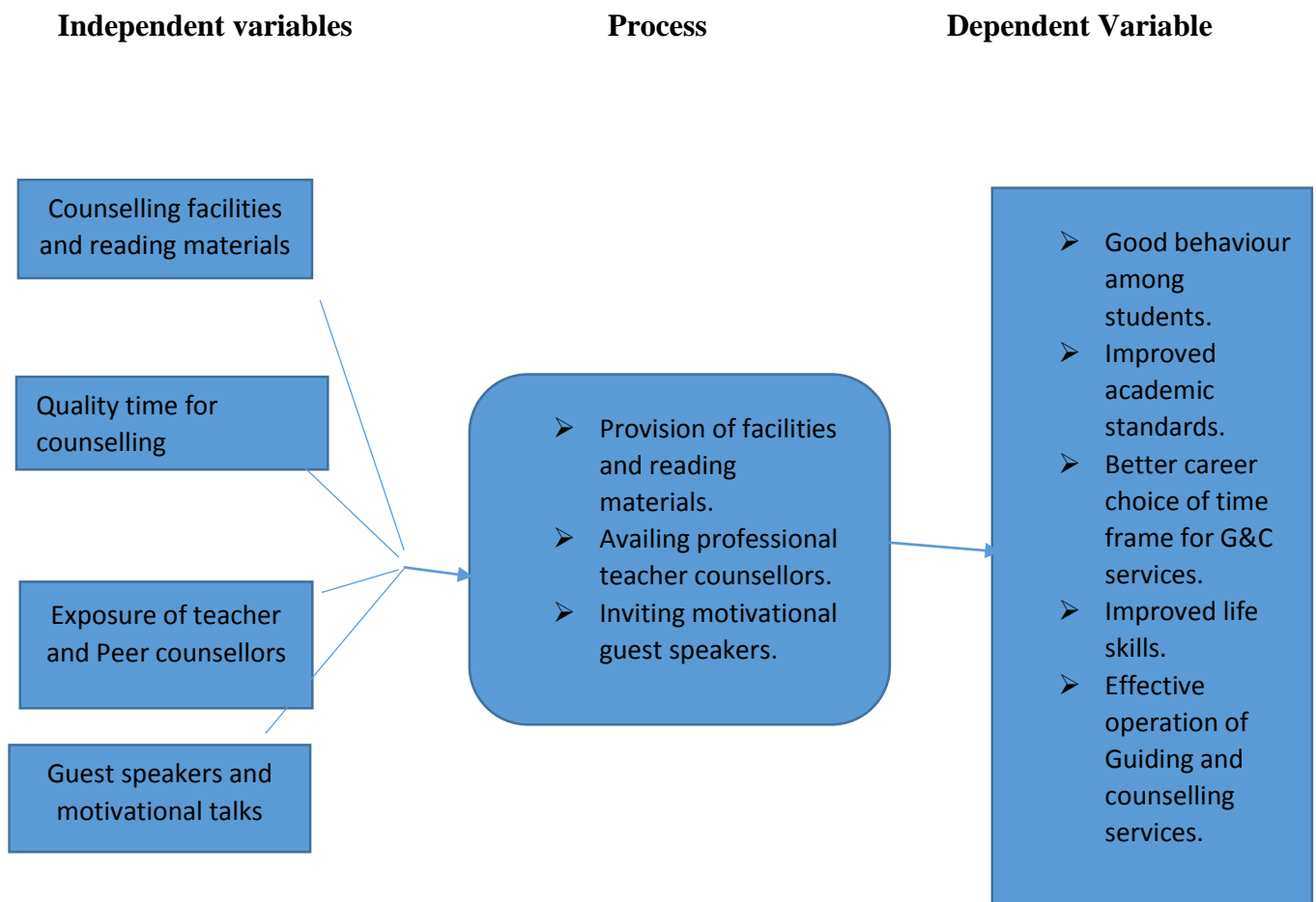
1. The focus on counselling should be the client; that is the student in the school;
2. The purpose of counselling is to offer help or to assist the student in this case;
3. Counselling, according to McCallion (1998) is associated with change that is accompanied by a psychological process of acceptance of the self and others.

Finally, McGuinness et al. (2001:299) in an article on *Globalising counselling: humanistic counselling in Kenya* on the potential benefits of humanistic counselling in a developing country like Kenya pinpoints a major benefit in terms of the empowerment and self-development of the individual so that s/he is more resourceful and independent.

2.8 Conceptual framework

In conceptual framework it involves a system of concepts that are interrelated in ways that are clearly described .It suggests casual mechanisms that lead to specific outcome. It allows prediction of phenomena. The dependent (outcome) variable illustrates the major interest in the study while the independent (casual) variable gives the program, intervention or factor that is believed to lead to the outcome. Intervening (or modifying) variable doesn't cause the outcome but may modify it

The relationship between guidance and counselling and the students' discipline and academic performance



2.9 Summary of literature review

From the literature review, it is viewed through the studies that guidance and counselling has an influence on students' discipline in boarding secondary schools.

Through intense formal and informal programmes for guidance and counselling, character formation was achieved, Muithya (1996). It is through guidance and counselling that students remain disciplined and focused in life. Collins (2002) indicates that through guidance and counselling students are assisted to be disciplined and become able to deal with challenges and realities they face in their academic, social and physical environment.

However many youths still pose the danger of becoming undisciplined due to the changing cultures and the eroding of norms in society and also due to lack of enough personnel and less funds for administering guidance and counselling in a timely manner. This study sought to establish the role of guidance and counselling in restoring good discipline and academic achievement in boarding secondary schools in the modern permissive and competitive society.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section focused on the methodology that was used in the study. It dealt with research design, location of the study, target population, sampling techniques and sample size, research instruments, validity of instruments, reliability of instruments, data collection procedures and data analysis techniques.

3.2 Research design

Orodho, (2003) describes research design as the scheme, outline or plan that is used to generate answers to research problems. This study employed descriptive survey design. Borg and Gall (1989), explains that descriptive study determines and reports the way things are and commonly involves assessing attitude, opinions towards individuals, organizations and procedures. In qualitative methods, the knowledge claims used by researchers are primarily based on constructivist perspectives – such as the different meanings of individuals’ life experiences, historically and socially constructed meanings.

Alternatively, qualitative research could also make knowledge claims based on advocacy/participatory perspectives – such as collaborative or issue-oriented).

Sometimes, researchers use both. Strategies of inquiry in the qualitative method are case studies, grounded theory studies, ethnographies, phenomenology, or narratives. The researcher typically gathers responses to open-ended queries with the main objective of deriving themes from these data. The scenarios in qualitative research are those wherein the researcher aims to establish the meanings of various phenomenon’s based on the participants’ perspectives. A

fundamental aspect of qualitative research is that the investigator observes participants' behaviours by joining the latter's activities (Creswell, 2003). On the other hand, researchers could also examine issues like oppression of individuals.

To collect data, the researcher used a narrative approach wherein the participants were able to openly discuss how they had personally encountered oppression. The many benefits of the qualitative method include,

1. Its employability at “simplifying and managing data without destroying complexity and context;”
2. It builds on existing traditions;
3. Qualitative data may be coded quantitatively (Nuttal, Shankar & Beverland, 2011; Atieno, 2009, p. 17). Some of the shortcomings of the qualitative data are: it does not attempt to assign frequencies to linguistic features that are identified in the data and ambiguities (Atieno, 2009).

Descriptive survey design was relevant to this study because the study sought to collect data from respondents about their opinions on the influence of guidance and counselling on the discipline and academic achievement in boarding secondary school students in Ole Ankale Zone.

3.2.1 Area of study

The study was conducted in Narok county. It is situated in Kenya along the Great Rift Valley. Narok was named after Enkare Narok, the river flowing through the Narok town. The temperatures range is 12⁰c to 28⁰c and average rainfall range from 1500 to 1800mm. The specific area was Ole Ankale zone which is within Central Division in Narok District. The study covered only 3 boarding secondary schools.

3.3 Target population

Ole Ankale zone comprises of 8 boarding secondary schools and each school has a principal and a Head of Department (H.O.D) teacher-counsellor. The target population were principals, teacher- counsellors and students who were boarders. In this study, 3 principals, 5 teacher counsellors and a total of 620 students were used by the researcher.

3.4 Sampling and sampling technique

Sampling is the act, process or technique of selecting a suitable smaller size of a population of a representative part of a population for the purpose of determining parameters or characteristics of the whole population (Kombo & Tromp, 2006).

To identify all the members of the target population, a list of all boarding secondary schools in the Zone was obtained from Narok county website. The researcher used simple random sampling for the categories to determine the respondents among the students from the boarding schools. Gay (1996), states that for a descriptive research a sample of

10-20% of the population is sufficient for reliable findings. The researcher identified 62 candidates (10%) of the 620 boarders to participate in the study. Using simple random sampling, 20 students from boys boarding, 20 from girls boarding and 22 students from mixed boarding secondary school was used for the study respectively.

3.5 Research instruments

Instrumentation - The instruments that were used were questionnaires and interviews. Two sets of questionnaires were used; one for students and the other for teacher. The students' questionnaire had 2 sections. Question items for section A featured on demographic statements, section B required YES/NO response and also it had close ended questions with few open ended questions. The teacher questionnaire had three sections. Section A dealt with demographic questions, section B and C had close ended and open ended questions stated on a Likert scale with one open ended question stated at the end. These questionnaires were used to describe the opinions, attitudes, and perceptions of subjects of interest. The items in the questionnaires sought to investigate the role of Guidance and counselling on the academic achievement and promotion of discipline. The items were based on opinions on Guidance and counselling in relation to the retention of girls in schools, their academic performance, their career prospects and their attitude towards education. The majority of questions were structured (closed ended) while few were open-ended. Items were arranged according to the objectives they were testing. The YES/NO items were rated as YES=1 and NO=0 (at the end providing categorical data).

3.6 Data collection

Students' questionnaires were administered in class with class teacher's permission. The researcher sought permission from the deputy head teacher to administer the teachers' questionnaire in the guidance and counselling office. The questionnaires were filled by the respondents. The respondents were assured of confidentiality. The interview schedule was also divided into two parts, A and B. Part A focuses on student's behaviour while part B requires responses to do with the availability of services on guidance and counselling. The researcher took a moment to acknowledge the deputy principal and the teachers for their valuable time.

3.7 Validity of instruments

According to Borg and Gall (1989) validity is the degree to which a test instrument measures what was specified in the research objective. The validity of the test was increased by writing a sample test directly after writing an objective this enabled the researcher to make sure that research objective correspond with the activities in the test instrument.

3.7.1 Piloting the research instruments

Bryman(2001),Cohen et al (2001) and Goral (2001) suggests a need to conduct a pilot study before the actual research in order to ensure that all the research instruments as a whole function well. For the purpose of research and clarity of the instruments especially the questions in the research questionnaire a pilot study was conducted in one mixed secondary school in the zone and the responses was not included in the study. Using the(10%-20% sample size for a descriptive research, according to Gay (1996), 1 principal,3 teacher-counsellors and 22 form four students were used in the pilot study. A total Of 26 questionnaires were distributed Freedom of expression through open ended questions was also embraced. This was in order to do the following; to eliminate ambiguities in wording, identify redundant questions and misunderstood items and to gain feedback on the validity of the instrument for the purpose of investigating guidance and counselling in schools. All the respondents were asked to comment on the following.

- a. If the items were clear.
- b. Whether the items were meaningful fur evaluating guidance and counselling.
- c. To make suggestions for further improvement on both the questionnaire and other research instruments and how the study can be improved.

A major strength of the piloting was the input of my colleague undertaking post graduate Diploma and one of the academic staff member who really helped in refining the instrument. Having completed the pilot study I felt that I had learned a number of valuable lessons as follows.

- a. The face value in terms of systematic ordering of items and clarity of questions asked in the questionnaire and the harmonisation of the research instruments was ensured through discussions with two of my colleagues in academic staff.
- b. Ambiguous or irrelevant items were erased from questionnaire to ensure clarity and to avoid overburdening of respondents with unnecessary items. The student questionnaire was short and brief to allow for concentrations Strange et al (2003).

3.8 Reliability of instruments

A reliable testing instrument is efficient because it provides consistent values. The measuring instrument is said to be reliable when it provides a consistent measure of role in guidance and counselling and the students' ability to improve in academics and achieve life skills that will enable them make wise decisions. Pre-test was done before actual piloting. Two members of academic staff were requested to look at research instruments and make comments on their viability as research instrument and their use for intended purpose of the study. The questions were then modified as a result of the feedback before actual piloting. Interviews were used to elicit the respondents' reactions on the way guidance and counselling was conducted in schools. Group rather than individual interviews were used to establish good rapport and remove fear among the students' respondents. The interviews were done during free time like break time and lunch hours and it was not necessarily in closed doors. This was not time consuming and overburdening the students respondents. Confidentiality was upheld on information given by students' respondents. The researcher established the reliability of the questionnaire after the pilot testing.

3.9 Data collection procedure

To carry out the research the researcher obtained research authorization by writing a formal letter to the principals. The researcher then moved to make introductory visits to public secondary schools in Ole Ankale Zone. The visits were for creating link with respondents. This brought about confidence between them and the researcher. On the second visit the researcher

sampled the respondents (principals, teacher counsellors, and students that were boarders). The respondents were assured that their details were confidential. The researcher personally administered the questionnaires to the respondents. The questionnaires were dropped to the potential respondents to be filled at their own pace and later picked. The administration of the questionnaire took place in the classrooms, guidance and counselling office and the principal's office respectively.

3.10 Data presentation techniques

The researcher has to check the instruments for completeness, after gathering data from the field. The content has to be organized and edited as per the study objectives. Open ended questions are to be analysed qualitatively through content analysis and logical analysis to provide details of the study. Tables were used to present the data. Data was finally arranged through quantitative method involving coding and analysing using frequencies and percentages through a computer program referred to as Statistical Package for Social Science (SPSS).

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The main objective of the study was to investigate the influence of guidance and counselling services on students' discipline in boarding secondary schools in Ole Ankale Zone. Narok Central Division. From the analysed data it was found that majority the students were above 15 years of age. School administrators' positively impacted on the delivery of guidance and counselling services. Most of the Principals and teacher counsellors were in the age bracket of 45-55 years and all agreed that guidance and counselling was important in boarding secondary schools. The greatest benefits of guidance and counselling to students in solving problems as well as discipline of observance. It was also noted that the schools with intense services of guidance and counselling performed best in academic within the Zone.

4.2 Response Rate

The study targeted 3 principals, 5 teacher-counsellors and 62 students in collecting data with regard to role of guidance and counselling services on the students discipline in boarding secondary schools in Ole Ankale Zone. Narok Central Division. From the study, 1 principals, 5 teacher counsellors and 62 students responded to the questionnaires, making a response rate of 98%. This reasonable response rate was achieved after the researcher made personal calls and physical visits to remind the teacher counsellors to fill-in and return the questionnaires. Due to the good response by the respondents the data collected was adequate for analysis and results obtained dependable.

4.3The aims of Guidance and counselling in boarding secondary schools.

In most of the schools guidance and counselling is offered for specific reasons. The main one being for educational purpose and solving personal problems that may hinder the attainment of academic excellence.

The table below shows the various responses as to why guiding and counselling is done in Boarding schools.

Table 2. The aims of guidance and counselling in boarding secondary schools

The reasons for guidance and counselling are:-	Response	(f)	(%)
1. Academic purposes i.e. good performance and comprehensive career choice advice.	Yes	60	88.24
	No	8	11.77
2. Solving personal problems and discipline observance e.g. boy/girl relationship, laziness, fighting and drug abuse.	Yes	57	83.82
	No	11	16.18
3. Technical life skills i.e. how to improve oneself both in school and after leaving school	Yes	5	7.35
	No	63	92.65

As the results indicate, 88.24% of the respondents stated that educational guidance was offered, while 83.82% stated that guidance and counselling was offered for solving personal problems. This shows that the main aim for guidance and counselling in boarding schools are for good academic achievement and discipline that enhances conducive and synergy among students that will eventually promote learning. Psychological and social guidance is also offered as it promotes peace of the mind to create good chances for concentration in learning. It is vital that every school principal should identify the main services that need to be offered and dwell in them for the purpose of producing students who are disciplined and visionary in life.

From the results it shows most students undergo social and psychological problems as indicated (83.82%) which may interfere with their learning. Guidance and counselling is important in discipline observance. It is therefore vital for schools to embrace guidance and counselling since many students face difficulties in problem solving such as laziness, boy/girl relationship, drug and substance abuse. It is also depicted from the results that little emphasis of guidance and counselling is put on Technical life skills. This illustrates well, Ezewu's argument (1983) that socialization is a process that influences human development in many aspects including physical, cognitive, emotional and social development. Through guidance and counselling teachers interact with students and they are able to share and help the students. In this case the technical life skills are learnt during the process of socialization. From the above outcomes it is clear that the aims of guidance and counselling in boarding schools are majorly for academic purposes and discipline observance.

4.4 The Principal's and Teacher counsellors' opinion on the need of guidance and counselling.

The study sought to find out if the principals and teachers considered guidance and counselling to be important in their boarding secondary schools. The table below shows the distribution of the respondents on whether guidance and counselling services were important in their schools.

Table 3 Principal's and teacher counsellors' responses on the need of Guidance and counselling.

Response	frequency	Percentage
Yes	5	83.33
No	1	16.67
Total	6	100

From the findings, 83.33% of the teachers considered guidance and counselling to be important in secondary schools while only 16.67% of the principals did not find guidance and counselling to be important in secondary schools. It is observed that many school administrators would like to embrace good discipline to their schools which is achieved through guidance and counselling services. The importance of guidance and counselling services in schools cannot be overlooked since it is the core factor for discipline to be attained. From the study, it was indicated that teachers agreed that guidance and counselling services were offered in their schools were vital for good performance as a result of good discipline emanating from it.

4.5 Guidance and counselling with academic performance

Three statements were used to find out the perception of students on importance of guidance and counselling towards academic achievement. The table below shows the findings.

Table 4: Impact of Guidance and counselling on academic performance

Response	frequency	Percentage (%)
Disagree	17	27.41
Not sure	14	22.58

Agree	31	50
Total	62	100

50% of the students' respondents agreed on the statement that guidance and counselling had great impact on their academic performance, 22.58% were uncertain concerning the impact of guidance and counselling on academic achievement. 27.41% of students' respondents disagreed to the statement that at all they could not link academic performance and guidance and counselling. One could therefore say half the respondents responded negatively to the statements. Half of the respondents who were not sure and disagreed on the fact that guidance and counselling had an impact in their academic performance can be attributed to their attitude towards education being determined by socialization patterns (Pala et al 1995), attitudes and interest are formed through the socialization patterns. This implied that the respondents who were not sure and those who disagreed believed that guidance and counselling had nothing to do with their academic achievement hence had not given any consideration as claimed by Chege (1993) that students growing in patriarchal society internalized benefits about education themselves and their future roles. This signalled confidence in their decision and judgement. Lack of information, trust, confidentiality and poor attitude towards the programme had made them lose interest in the programme and in linking in their academic performance. According to Gachathi (1975) there is need to intensify guidance and counselling in schools and colleges. Therefore one can also say that the 31 respondents who are not able to relate the importance of guidance and counselling can be attributed to failure of teacher counsellors who according to Makinde (1984) were duty bound to provide services to students who have shown signs of inability to meet their needs. When 6 teachers were asked if guidance and counselling was important in academic performance of students their responses were shown in the table below.

Table 5: Teachers' perception on the importance of guidance and counselling on academic performance.

Response	Frequency (f)	Percentage (%)
Disagree	2	33.33
Not sure	0	0.00
Agree	4	66.67
Total	6	100

4 teachers supported importance of guidance and counselling in fostering academic performance while two disagreed to the statement that guidance and counselling is important in academics. This to a large extent can be attributed to teachers training, experiences and their responsibilities in their respective schools. While the teachers took into consideration importance of guidance and counselling on academic performance, this was not overwhelming for the students and yet they were expected to have mutual interaction because they spend $\frac{3}{4}$ of their daily time together. This contradicts Melgosa's argument (1997), that the influence secondary school teachers might have over their students was great. Most students let themselves be guided and be influenced by someone who understood them, listened to them and to some extent their friend. To some extent the findings may not be contradicting Melgosa's advice fully. In this it may be interpreted that the students are not able to ascertain the pieces of advice from their teachers and guest speakers are a form of guidance.

4.6 Importance of Guidance and Counselling on Career Prospects of students

Three statements were put forward to assist the researcher in assessing the importance of Guidance and Counselling on career prospects of students. Each statement was scored on a 3-point scale A= (Agree, UN = Uncertain, D= Disagree,). The researcher came up with the findings as indicated in the table below

Table 6 Perception of Students on the Importance of G & C on their Career Prospects

Response	frequency	Percentage (%)
Disagree	14	22.58
Not sure	22	35.48
Agree	26	41.94
Total	62	100

From the table, 14 (22.58%) of the girls disagreed with the six statements that Guidance and counselling was important in their career prospects, 22(35.48%) were not sure if Guidance and counselling was important and 26 (41.94%) agreed that Guidance and counselling was important in their career prospects. This suggested that few students would seek for counselling on career choice and make right career choices. The majority, 58.06% revealed that they couldn't associate Guidance and counselling with career prospects hence were less likely to seek for Guidance and counselling on issues related to career compatibility and work environment. These findings disagree with Ball (1983) that career education ought to be part of a student's curriculum from the moment she/he entered school.

Table 7: Teachers' opinion the importance of guidance and counselling on career prospects of the students

Response	frequency	percentage
Agree	3	50
Disagree	1	16.67
Not sure	2	33.33
Total	6	100

The majority of the teachers, 3 (50%) agreed that guidance and counselling was important in the career prospect of students. The findings revealed that 1 (16.67%) of the teachers disagreed and 2 (33.33%) of them were not sure if guidance and counselling was important in the career prospects of students. This suggested that to a large extent teachers associated career achievement with the programme, and were ready to counsel students on career related issues, on career choice, career compatibility and on different work environment (Olal, 1998). Their responses could be attributed to the level of knowledge, training, personal experiences and a degree of exposure. Therefore teacher-counsellors had to realize the need of passing on career information to their learners to enable them make right career choices and have high career expectations.

4.7 Time for Counselling

According to policy, it has been strongly recommended that time be set aside for counselling services. This requires the teacher counsellor to be more readily available and not have a heavy teaching load. Policy stipulates that a head of department should have 20-24 lessons a week and a teacher counsellor is one of these.

Most teacher counsellors complained about lack of time for counselling:

TCM The workload is too much. I have 24 lessons so I do counselling at night and attended my lessons during the day. Such a heavy load leaves me exhausted. I mean completely exhausted even to do any counselling as such.

TCF There is simply no time. Ok, as a teacher, you want to do your best in your teaching subject and therefore there isn't much time for counselling. The timetable is too much and you are exhausted at the end of the day. Then the students are far too many. There is little I can do.

This meant that they had little time or no time left for counselling purposes or they were exhausted at the end of the day. The study investigated if time was set-aside in the school for guidance and counselling purposes as per the policy guidelines.

Table 8: Respondents' views on whether time was set aside for guidance purposes

Response	frequency	Percentage (%)
Yes	8	11.76
Not sure	20	29.41
None	40	58.82
Total	68	100

It was notable that very few respondents less than a half of the respondents in the study (41.17%), felt time was set aside for counselling. On the other hand, the majority of the respondents (58.82%) said no time was set aside.

4.8 Guidance and Counselling and Discipline maintenance.

The success of a society is pegged on the level of discipline among the concerned, study sought to find out the role of guidance and counselling in maintaining discipline which contributes to a peaceful environment that enhances high academic performance and good morals to students due to improved skills of social behaviour across the divide of the society.

Table 9: Respondents view on whether guidance and counselling promoted discipline in boarding schools

Response	Frequency(f)	Percentage (%)
Disagree	8	11.76
Not sure	15	22.06
Agree	45	66.18
Total	68	100

Majority of the respondents (66.18%) agreed to the statement that guidance and counselling played a major role in discipline maintenance, this can be attributed to the disbandment of corporal punishment and canning in schools. Since the disbandment of canning in schools by

the Ministry of education in 2001 teachers have found guidance and counselling as important in curbing discipline issues in schools. Besides the ministry of education advocating strongly on the need of guidance and counselling in schools the teachers had to act as good role models. The findings concur with Watts and Kidd (2000) that while guidance in its broader usage is “strongly established as an educational concept”, it is not confined to education in that the word is also used in relation to “good parenting”. This is relevant to the parental role that educational institution are frequently linked with and in the role of teachers as surrogate parents. (22.06%) of the respondents were not sure, this can be attributed to lack of knowledge on the availability of guidance and counselling services. (11.76%) Disagreed to the statement due to perception and training of respondents.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter provides the summary of the findings from chapter four, and it also gives the conclusions and recommendations of the study based on the objectives of the study. The objectives of this study were to evaluate the influence of guidance and counselling services on students' discipline in boarding secondary schools in Ole Ankale Zone, Narok north division. The findings would lead to conclusions on how best to maintain discipline and achieving good performance through guidance and counselling services.

5.2 Summary of findings

The purpose of this study was to investigate the role of guidance and counselling in boarding secondary schools students' discipline and academic performance in Ole Ankale Zone, Narok County. Descriptive survey design was applied to this study because it sought to collect data from respondents about their opinions on the role of guidance and counselling on the discipline of boarding secondary school students and the impact it has in academic achievement in Ole Ankale Zone, Narok North Division. The study found out that the majority of the teachers considered guidance and counselling services to be important in secondary schools. All the teachers indicated that guidance and counselling services were offered in the schools especially for educational matters. From the study it was outlined that majority of the students faced personal problems that could be solved through guidance and counselling. The teachers were of the view that guidance and counselling services had enabled students to solve their personal problems, to be well disciplined hence improved academic performance. The study found out that most of the students indicated that they benefited from guidance and counselling in school in learning, they also indicated that they benefited from guidance and counselling in school in problem solving. The study also found out that most of the students indicated they could link very little assistance concerning career advice and this could be attributed to time that was not allocated for guidance and counselling or not adhered to. For guidance and counselling to be effective in boarding secondary schools quality time was needed to be dedicated for guidance and counselling. From the interviews some few challenges was noted like personal development of a counsellor in terms of professional training, the need to balance between counselling and

teaching where a counsellor would find the students population is too big for them to reach nearly majority of the students and finally the need to balance counselling and your work which requires time. Most students acknowledged the usefulness of guidance and counselling in their school life.

5.3 Conclusion

Much of the activity in schools concentrated on guidance rather than counselling. There was more educational guidance rather than counselling. The study concludes that guidance and counselling is important in secondary schools and was offered in the schools. Guidance and counselling services offered were for academic purposes, academic performance often seen in terms of achievement in national examinations seemed to be a primary and guiding factor in school priorities, psychological and social guidance. The students face some personal problems and guidance and counselling has enabled students to be well disciplined with improved academic performance. The big population of students is a serious challenge and heavy teaching load for the teacher counsellor; these challenges may hinder effective guidance and counselling. The students benefited from guidance and counselling services especially in areas of learning, relationships and problem solving and discipline observance

5.4 Recommendations

The recommendations given below flow from the findings in Chapters four. I have based them on strategies derived from practices in the schools as evident from the research findings and recommendations made by the respondents.

1. There should be an assistant teacher counsellor of the opposite gender from the Teacher Counsellor appointed by the head teacher.
2. All teacher counsellors in school should be trained in counselling. Priority should be given to members of the guidance and counselling team.
3. Time should be set aside for counselling purposes. This should be evidently clear to all the students and the teachers.
4. The teacher counsellor should have fewer lessons, preferably 10 - 14 lessons a week
5. Confidentiality in counselling should be ensured and records well kept.

6. Forums including seminars, workshops and conferences should be organised on a regular basis where teacher counsellors can share experiences including research, publications etc. on counselling.
7. Government could improve on the present Education Act so as to include specific guidelines on guidance and counselling.
8. Non- governmental organisations involved in counselling and education could facilitate the training of counsellors and peer counsellors in schools.

5.5 Suggestions for further research

Based on the findings of the study, there are areas which require to be studied in order to improve the influence of guidance and counselling on the discipline of students. This study was carried out in Ole Ankale Zone in Narok North Division in an urban setting.

- I. It is therefore suggested that a replication of this study be carried out in local setting.
- II. The researcher recommends a study on student discipline in relation to parent or guardian upbringing to be carried out.
- III. There is need to have a study on the influence of minimal integration of guidance and counselling in selected subjects in the curriculum. The objective is to curb the long standing problem of lack of time to practice guidance and counselling.
- IV. The intention of integrating guidance and counselling in the curriculum is to ensure students move up the educational ladder with guidance and counselling knowledge.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION TO THE PRINCIPALS

UNIVERSITY OF NAIROBI,

P.O BOX 92,

KIKUYU.

10TH MAY 2012

Dear Sir/Madam,

I am a student at the University of Nairobi pursuing a course in Post Graduate Diploma in Education. I am carrying out a research on role of guidance and counselling on students' academic performance and discipline maintenance in boarding secondary schools in Ole Ankale Zone Narok North division.

The purpose of the study is to collect data on the topic for further analysis and the information obtained is strictly for educational purposes.

The items in the Questionnaire are concerned with aspects of role of school guidance and counselling. Information provided will assist me in collecting data and will be treated with utmost confidentiality.

Thank you for your cooperation in advance.

Yours faithfully,

.....

Chepkemei Mary

APPENDIX B: TEACHER-COUNSELLOR QUESTIONNAIRE

Kindly fill this questionnaire honestly and your information will be treated with confidence.

Please tick where appropriate

SECTION A

1. What is your gender? Male Female
2. What is your age?
 - a) Age 20-30 years
 - b) 31-40years
 - c) above 40years
3. How many years have you been a teacher?
 - a) 1-5 years
 - b) 6-10 years
 - c) 11-15 years
 - d) 16-20 years
 - e) Above 20 years

SECTION B

4. Are guidance and counselling services offered in your school? Yes No
5. Do you consider guidance and counselling to be important in secondary boarding schools?
Yes No
6. When do most students seek counselling services (**please write in the order 1 – 5 with 1 being the highest priority**)
 - a) During examinations
 - b) In times of crisis (for example[]
 - c) Before being punished
 - d) After a discipline case
 - e) Any other (specify)[]
7. What issues do students raise when they come for counselling

.....
.....

.....
.....
.....
.....
.....

8. Does the guidance and counselling programme in your school involve all teachers?

(Tick✓)

- a) Yes all the time []
- b) Somehow it does involve some teachers but not others []
- c) I do not think so []
- d) No []
- e) Other (specify)

Any comments

9. Is there any specific time or day set-aside for individual counselling in the school?

(Tick✓)

- a) Yes []
- b) No []

If Yes, indicate as precisely as possible when (day and time)

.....
.....
.....
.....

(b)What it is meant for?.....

10. Are counselling cases kept in confidence? (*Tick✓*)

- a) Yes []
- b) I do not think so []
- c) No []

Are there rules concerning confidentiality in counselling in the school? (*Tick✓*)

- a) Yes []
- b) No []

.....

11. Which of the following services would you say is mainly provided?

- a) Educational guidance (Academic and career advice) []
- b) psychological and social guidance []
- c) Specify any other

12. Does the guidance and counselling programme in your school take into consideration the student's total development? (*Tick✓*)

- a) Yes []
- b) I do not think so []
- c) No []

Give examples how this is done.....

.....

13. Is guidance and counselling in your school available for all students? (*Tick✓*)

- a) Yes []
- b) I do not think so []
- c) No []

Make any comments.....

.....

14. Does guidance and counselling programme in your school involve all students?

(Tick✓)

- a) Yes []
- b) I do not think so []
- c) No []

Make any comments

.....

15. To what extent would you agree that the programme in your school helps students cope with normal development tasks (such as relationships, good morals and good performance)?

(Tick✓ **one only**)

- a) Strongly agree []
- b) Uncertain []
- c) Disagree []
- d) Strongly disagree []

16. Briefly explain how has guidance and counselling been useful in your school?

.....

.....

17. What are the major issues in counselling in the school?

.....

.....

.....

18. In your opinion how can guidance and counselling be improved in your school.

.....

.....

.....

SECTION 3

Kindly indicate any training, courses, seminars and conferences that you have attended in your capacity that corresponds with guidance and counselling.

Year / Date	Course Title	Certificate or Award
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.....

APPENDIX C: QUESTIONNAIRE FOR STUDENTS

Dear student,

The questionnaire below is seeking information on the role of guidance and counselling secondary boarding schools in Ole Ankale Zone, Narok Division. This is not an examination but you are kindly requested to fill in all the relevant information as accurately as you can. All the information obtained will be confidential and used only for the purpose of research so you do not need to write your name or the name of the school anywhere on this questionnaire.

You are free to ask any questions if you want to.

Your co-operation in completing this questionnaire as accurately as possible is greatly appreciated.

Tick in the boxes available.

SECTION A

1. What is your gender? Male Female
2. What is your age? 13-15years 16-18years 19-21years Over -22years
3. What type of school are you?

Mixed boarding school Boys boarding school Girls boarding school

SECTION B

4. Who is the guidance and counselling teacher in your school? (**Fill only ONE of the answers**)
 - a) Name of the teacher.....
 - b) I do not know the teacher
 - c) I do not know the name of the teacher
 - d) I can't remember the name of the teacher
 - e) Any other comment
.....
5. If you had a problem or issue, would you want to go and see the teacher? (*Tick*)

- a) Yes []
- b) I am not sure []
- c) No []
- d) Any other comment

.....

6. Why do students go to see the teacher counsellor?

.....

7. When do students seek help from the teacher counsellor?

.....

8. If you had a problem or issue and the teacher counsellor was absent, whom would you go to for help and why? **(Person I would go to Reason why I would go to the person)**

.....

9. In your own understanding, is there a guidance and counselling programme in your

School? (*Tick✓*)

- a) Yes []
- b) I do not know []
- c) I do not think so []
- d) No []
- e) Why do you say so

.....

10. Is there a guidance and counselling department or office in your school? (*Tick✓*)

a) Yes []

b) I do not know []

c) No []

I. If the answer is yes, where is the room or office

.....
.....

II. Have you ever been to the counselling room? (*Tick*✓)

a) Yes []

b) No []

III. If so, approximately how many times since you came to the school? times

IV. Explain in brief why you had gone to the counselling room

.....
.....
.....

11. Have you ever gone for counselling in the school? (*Tick*✓)

a) Yes []

b) No []

I. If yes, approximately how many times since you came to the school?

II. Who told you to go for counselling? (*Tick*✓)

a) Self []

b) Teacher (specify)

.....[]

c) Parent (specify)

.....[]

d) Friend []

e) Other (specify)

.....[]

12. Have any of your friends ever gone for counselling in the school? (*Tick*✓)

a) Yes []

b) I do not know []

c) No []

13. Does the counselling room ensure that students talk to the teacher in confidence? (*Tick*✓)

a) Yes []

b) I am not sure []

- c) I do not think so []
- d) No []

Make any other comments that you feel are necessary

.....

Is the counselling room allocated in a place that is accessible to all students? (Tick✓)

- a) Yes []
- b) I do not think so []
- c) I do not know []
- d) No []
- e) Any other comment

.....

14. Is there any specific time or day set aside for guidance and counselling in school? (Tick✓)

Yes [] No []

15. What is the area that students benefit most from guidance and counselling in your school?

Please tick appropriately.

- a) In learning Yes [] No []
- b) In relationships Yes [] No []
- c) In problem solving Yes [] No []
- d) In discipline observance Yes [] No []

16. Which of the following challenges to guidance and counselling is the biggest in your school?

- a) Few guidance and counselling teachers []
- b) Limited time []
- c) Negative attitude of students []

17. In your own opinion how can guidance and counselling be improved in your school?

.....

APPENDIX D: Sample Interview Questions

- 1) How is guidance and counselling conducted in the school?
- 2) Who is involved in the school guidance and counselling programme?
- 3) How do students benefit from the school guidance and counselling programme?
- 4) What are the challenges facing the school guidance and counselling programme?
- 5) How can the school guidance and counselling programme be improved upon?