FACTORS INFLUENCING PROVISION OF GUIDANCE AND COUNSELLING SERVICES IN MIXED DAY SECONDARY SCHOOLS, NYAKACH DISTRICT, KISUMU COUNTY, KENYA

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DECLARATION

This research report is my original work and has not been presented for award of a degree award in any other university

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DEDICATION

I dedicate this work to my beloved wife Linet Akinyi, my sons Hillary Otieno and Clifford Omondi.

ACKNOWLEDGEMENT

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS   Acquired Immune Deficiency Syndrome

D.E.O   District Education Officer

G & C   Guidance and Counselling

HIV   Human Immune-deficiency Virus

HOD   Head of Department

KCSE   Kenya Certificate of Secondary Education

MOEST   Ministry of Education, Science and Technology

NCST   National Council for Science and Technology

PTA   Parents Teachers Association

SPSS   Statistical Package for Social Sciences

TSC   Teachers Service Commission

UK   United Kingdom

UNESCO   United Nations Educational, Scientific and Cultural Organization

UNICEF   United Nations International Children's Emergency Fund

U.S.A   United State of America

ABSTRACT

The purpose of the study was to find out the factors influencing effectiveness of guidance and counseling services in mixed day secondary schools in Nyakach district, Kisumu County, Kenya. The study objectives were; to establish the extent to which teacher/counselors' training influenced the provision of G&C services in public mixed day secondary schools in Nyakach District. To assess the extent to which G&C facilities influence the provision of G&C services. To examine the extent to which readiness of students to seek G&C services influence the provision of G&C services. To determine the extent to which students' attitude influence the provision of G&C services.

The study employed descriptive survey research design, the sample consisted of all the 36 public mixed day secondary school in Nyakach District because they are few,312 students from both forms two and three, and 72 Guidance and Counseling teachers. Research instruments used to collect data were questionnaires for students and teachers. The reliability of the study correlated using Pearson product movement correlation

The study concluded that, most teacher counselors are not trained on G&C, the G&C departments lack essential resources, the students are willing to seek G&C services but just a few do seek for guidance and counseling because of lack of confidentiality and that the areas of G&C mostly focused on by teachers are academic and civic/ social G&C. The study recommends training teachers for guidance and counselling and that government should provide resources for guidance and counseling. The study suggests that a further research be carried out in school in urban areas, on the funding of guidance and counsellingdepartment and also, a research should carried out on confidentiality matters in G&C.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The Ministry of Education established the guidance and counselling unit at the Teachers Service Commission (TSC) headquarter in 1971 to deal with psychological maladjustment of students in schools, consequently each secondary school was to establish guidance and counselling department (Mutie and Ndambuki 1999). Discipline remains the most common and pernicious problem that educators feel in their day to day teaching (Gachigua 2005). According to Ministry of Education Science and Technology (MOEST, 2001), indiscipline activities which have been prevalent among pupils include rudeness to teachers, absenteeism form school, fighting, damaging school property, failure to complete homework, involvement in drug and substance abuse, and stealing from other learners among others. Guidance and counselling helps shape the management of discipline in schools.

An upsurge in the number of unrest in secondary schools increased from 22 (0.9%) to 187 (7.2%) according to the report of the task force on students discipline and unrest (MOEST, 2001). Incidences of indiscipline and violence in schools reached an alarming level in 2001 causing a lot of concern among educationalists, school managers, and stakeholders. The response was the formation of a task force on students' discipline and unrest in secondary schools (MOEST, 2001). Among other

factors facilitating indiscipline in secondary schools, the commission found out that, weak and ineffective G&C units in the schools are to blame. Another wave of students' riot in Kenyan schools was in 2008 after post- election violence in which 300 secondary schools were closed after students rioted and burned dormitories and administration blocks (hppt://reliefweb.int/report/Kenya/violence-kenyan-schools-spreading). Article 28 (2) of the United Nations (UN) conventions on the rights of child states that, school discipline methods should be consistent with the child's human dignity and in conformity with the present convention" (UNICEF,1998).

This led to banning of corporal punishment in many countries beginning with the developed countries where we find that, discipline deteriorated after the banning of corporal punishment. According to Kindiki (2009), research studies conducted in developed countries like United States of America (U.S.A) and United Kingdom (U.K), France, and Spain consistently highlight similar issues of the deteriorating school discipline. In USA a son bashed head and slit the throat of his parent known to be a strict disciplinarian in one the brutal crimes in Bronx, New York (Mwende, 2005).

In Kenya corporal punishment was banned through a "Kenya Gazette" notice on March 13th, 2001. This was through a Legal Notice No 56 of 2001, which repealed the Legal Notice No 40 of 1972, which introduced corporal punishment in the Education Act (MOEST, 2001). According to a UNESCO (2001) report

(htt://www.unesco.org), many teachers in Kenya argued that pupils would become even more unruly by the time they reach high school.

Some cases, which are traumatising are the case of kyanguli high school where sixty-eight students were burnt to death, and Bombolulu secondary school where ten students died and Nyeri high school where three prefects were burnt to death in an arson attack, (Wango and Mungai 2007). Three students died after being peddled with stones by form four students when they went on strike (Gikandi, 2011). In 2013, students of Bolo Girls' secondary school in Nyakach District went on strike and burned their dormitory, all these problems prompted the researcher to establish the factors influencing provision of guidance and counselling in secondary schools in Nyakach district.

Several studies have strongly associated violence in schools with alcohol consumption, drug and substance abuse (Ngesu et al, 2008). In 2009, senior assistant director of education, Christine Mutisya while commenting on the survey carried out by NACADA confirmed that the cases of drug abuse are rampant in schools, and attributed them to risky sexual behaviour, which has resulted in unplanned pregnancies and poor academic performance (Scholar's Insight June-July 2013 Ed). Indiscipline can also be caused by domestic problems like parents quarrelling and fighting in the presence of their children and poor role model by parents (Kabiru, 2007). These attributes make students to develop negative attitude towards life and to become aggressive towards others, this kind of environment affect their behaviour

(Nzuve, 2007) hence the need for guidance and counselling services in secondary schools.

In today's race for career mobility and to earn more by many parents, parental supervision is becoming obsolete leaving children at the mercy of teachers who, too, do not have enough time for children (Gachigua, 2005). It has been noted that, students face a number of problems during adolescent (Bruce and Cockreham 2004), since secondary school students are in the adolescent stage, some of them end up doing bad things if not guided well. Incidences of students having psycho-social problems have been persistent in most secondary schools in Nyakach district, some of the recent cases are; a student of Mbugra mixed secondary school committed a suicide after it was discovered that, he is having an affair with a first cousin and the cousin was transferred to another school (Chief's occurrence book, Kabodho location. 2014).

Training is very important as it equip teachers with skills of guidance and counselling, a task force on students discipline and unrest in secondary schools (2001), reported that teacher/counsellors whenever appointed were unable to meet the school expectations due to lack of relevant training, Students should always be ready to receive guidance and counselling services in the school, Cottle (1973) cited by Mutinda (2005) argued that the readiness cannot be created by the counsellor, it must come from within the person. Unwillingness of the students may affect the provision of guidance and counselling in schools.

There was no record of research which has been done on guidance and counselling from the office of the D.E.O this may be because Nyakach is a young district. These incidences and others which are not recorded shows that guidance and counselling services in secondary schools has not been effective, and there is need to establish the factors influencing provision of guidance and counselling services from school counsellors and students' perspective in the district.

1.2 Statement of the problem

Guidance and counselling services are meant to assist students to develop their academic, social and personal competencies in order to make realistic choices and relevant decisions in life, to reduce indiscipline and students unrest. This was also emphasised when corporal punishment was banned in Kenyan schools by the government through Legal Notice No 56 of Kenya Gazette on March 2001, and recommendation by the "Report of the Task Force on Students Discipline and Unrest"(Republic of Kenya 2001) that guidance and counselling be used in the management of students discipline in schools due to its positive approach. Despite this, guidance and counselling has not been effective in many schools, Wachira (2010). Did a study in Nyeri District and found out that, only students who are open up willingly to give information benefit from guidance and counselling services. There is limited literature in Nyakach District. This study will therefore use related literature from other counties in Kenya.

If all the schools are providing guidance and counselling services, then the unrests and cases of students doing undesired things like abortion and committing suicide can be minimal, therefore there is need to find out the factors, which influence provision of guidance and counselling in secondary schools in Nyakach district.

1.2 Purpose of the study

The purpose of this study is to investigate the factors influencing the provision of guidance and counselling services in public mixed day secondary schools in Nyakach District, Kisumu County, Kenya.

1.4   Objectives of the study

This study was guided by the following objectives:

  i.   To establish the extent to which teacher/counsellors' training influence the provision of guidance and counselling services in public mixed day secondary schools in Nyakach District.

 ii.   To assess the extent to which adequate guidance and counselling facilities influence the provision of guidance and counselling services in public mixed day secondary schools in Nyakach District.

iii.   To examine the extent to which readiness of students to seek guidance and counselling services influence provision of guidance and counselling in public mixed day secondary schools in Nyakach District.

iv.   To determine the extent to which students' attitude influence provision guidance and counselling services in mixed day secondary schools in Nyakach District.

1.5 Research questions

This study was guided by the following research questions:

i.   To what extent did the effects of teacher counsellor's training influenced the provision of guidance and counselling?

ii.   To what extent did resources influenced provision of guidance and counselling in secondary schools?

iii.   To what extent did the students' readiness to seek guidance and counselling services in the school influence provision of guidance and counselling?

iv.   To what extent do students' attitudes towards guidance and counselling services influence provision of guidance and counselling services in secondary schools?

1.6 Significance of the study

The findings of this study may be used particularly by the guidance and counselling unit in the Ministry of Education in obtaining feedback on the factors affecting the provision of guidance and counselling services offered in schools. It may also be beneficial to the Teachers Service Commission, to review and update staffing of

teachers accordingly with reference to guidance and counselling services provided in secondary schools. The findings may also be used by Head-teachers and assistant teachers to asses and improve on provision of guidance and counselling services in their schools and can be used to improve the management and administration of the students and G&C department. The results of the study may help the students to realise and change their attitude towards guidance and counselling services in order to benefit from it, and the school to suggest measure which should be taken at all levels in schools to ensure effective counselling for the students.

Finally, the findings of this study, apart from adding to the world of knowledge in guidance and counselling services in Kenyan secondary schools could provide data for future studies on the effectiveness of guidance and counselling.

1.7   Assumptions of the study

The following assumptions underlined this study.

i.   All schools offer guidance and counselling services.

ii.   Respondents provided honest answers to the questions asked.

iii.   All schools have established guidance and counselling department.

iv.   The students have stayed in school long enough to be aware of guidance and counselling services offered in the school.

1.8   Limitation of the study

According to Orodho (2005), limitations refer to constrains that the researcher has no control over. This study did not involve form four students in answering the questionnaires because they may be busy preparing for mock and national exams which normally take place in 2nd and 3rd term respectively, this may cause them some inconveniences. Form ones are also not included because they are new and some may not have enough information concerning guidance and counselling in their schools. Some teachers may not be willing to volunteer information about their school because of fear of victimization by school head.

1.9   Delimitation of the Study

The study was restricted to public mixed day secondary schools in Nyakach District, Kisumu County. It did not cover boarding or private secondary schools because they are administered differently and may not experience the same problems experienced by day school students that stay in a different environment every day after school. The collection of data will be limited to the students of forms two and three students in sampled schools and their teachers in the department of guidance and counselling only. This is because the forms two and three students have been in the school long enough to be aware of G&C department.

1.10 Definition of significant terms

Academic qualification refers to the teachers' highest official records of academic achievement.

Attitude refers to someone's opinion or feelings about something, especially as shown by his/her behaviour.

Confidentiality refers to the trust that students have on the teachers that the promises or guidance and counselling rules that restrict disclosure of information to a third party is followed.

Counselling refers to advice or guidance especially provided by a trained teacher in a given field; in the case of this study, given specially assigned and trained teacher.

Discipline refers to maintenance of appropriate standards of behaviour, and observation of established rules and regulations for harmonious functions of the school society.

Guidance refers to a process of helping students through advice and information to achieve self-understanding and self-direction necessary for making informed choices and to realize personal growth.

Guidance and counselling room/office refers to part of the house where guidance and counselling sessions take place and records are kept.

Public mixed day secondary school refers to a four year post primary school, which has both female and male day-scholar students, and the school is developed, equipped and provided with staff from public funds by the government.

Recording and filling resources refers to material used in record keeping of guidance and counselling cases.

1.11 Organization of the study

This study is organized in five chapters: Chapter one consist of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study. It goes further to give the assumptions of the study, limitations of the study, delimitations of the study, definition of significant terms and organization of the study. Chapter two reviews the related literature on the study highlighting the concepts of effective guidance and counselling, quality, training and development of teacher/counsellor, facilities and resources in the guidance and counselling department, provision of guidance and counselling in schools, readiness of students to seek guidance and counselling, attitude of students towards guidance and counselling, challenges facing guidance and counselling services in schools, focus areas in guidance and counselling, importance of guidance and counselling to students, theoretical frame work and conceptual framework.

Chapter three deals with the research methodology used in the study; it consist of research design, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection procedures, data analysis procedures and ethical considerations. The fourth chapter has the analysis of the data, interpretation and discussion of the data in the order of

instrument return rate, demographic information of the respondents, training of teacher/counsellors, facilities and resources for guidance and counselling department, provision of guidance and counselling in secondary schools, readiness of students to seek guidance and counselling, attitude of students towards guidance and counselling services, Chapter five, which is the last, gives the summary, conclusion and recommendations of the study and areas for further research.

CHAPTER TWO

RELATED LITERATURE REVIEWED

2.1 Introduction

This chapter covers literature related to the area of study. The literature was reviewed under sub headings which include; guidance and counselling, provision of guidance and counselling in secondary schools in Nyakach district, readiness of students to seek guidance and counselling, attitude of students towards guidance and counselling, challenges facing guidance and counselling provision in schools, focus areas in guidance and counselling, importance of guidance and counselling to students, theoretical framework and conceptual framework.

2.2   Guidance and counselling services in schools

Skenner (2001) defines guidance and counselling as the art of helping boys and girls to plan their own actions wisely in full light of all the facts that can be mustered about themselves and the world in which they live and work. The aim is to help the individual learn to discover his unique personal resources, to develop them properly and use them wisely in pursuit of goals that are satisfying to them and are constructive to the society. One of the goals of education system is the promotion of social justice, morality, social obligation and responsibility (Kilonzo, 2009) this means that by the time students' graduate from secondary schools, they should have developed good moral characteristics as they also aspire for good grades in their

academic pursuit. Mutunga (2003) noted that a teacher is more likely to elicit appropriate behaviour in a student if he can understand what the student faces and offer guidance and counselling to him and his family. Talking and listening to a learner can frequently lead to change in behaviour for the better.

UNESCO (2002) states that, where there is no guidance and counselling, schools lose children who are not able to cope with specific academic standards as a result school dropout rates increases. The need for guidance and counselling in secondary schools responds to career issues, material, health, educational and socio-ethical issues. The later involves discipline and moral behaviour of the students. The effectiveness of guidance and counselling on the affected student depends on some factors like social background, peer pressure and/or the way guidance and counselling is carried out the school.

Recommendations on the provision of guidance and counselling services in schools have been given in various government reports since 1963. Ominde report of 1964 recommended that children be given courses of education and training best suited to their needs and that guidance be provided on careers and opening for employment. As a result, the ministry of Education established guidance and counselling unit in 1971 at the inspectorate headquarters, its duty was to deal with problems of psychological maladjustment of the pupils in schools and run seminars for teachers on guidance and counselling.

2.3 Training of teacher/counsellors in G&C

Okumbe (2001) defines training as the process of providing teachers and other employees with specific knowledge and skills in order to enable them perform specific tasks.

Lack of professional training on the part of the counsellor may have negative impact on students at the receiving end of such services since such counsellors do not know the essential elements and core conditions of counselling, they cannot counsel effectively (Abdul, 2012). Students who are left to the mercy of such counsellors will take actions to the detriment of the society. Such students cannot make good decisions, they may take actions that are not needed at a particular point in time.

2.4 Facilities and resources used for guidance and counselling

The provision of facilities and resources in guidance and counselling departments in secondary schools is hindered by inadequate funding. According to Kafwa (2005), funding has been a major obstacle in many countries, he add that, without funding, teachers are paralyzed in their responsibility of providing guidance and counselling to students. Inadequate funding leads to lack of facilities and resources and this is the main hindrance to effective guidance and counselling, as a result counsellors are not motivated enough to carry out their assigned duties effectively.

Abdul (2012) states that, sometimes counsellors are compelled under given circumstances to use their own money for purchase of item such as books, files, and pens which they need to carry out their duty. He add that, there are also instances where counsellors need money to go for more information that will help in finding solution to certain problems, their efforts are usually foiled up if the school cannot afford to fund such trips. Most countries have no provisions for guidance and counselling programs, whatever funding available for implementation of guidance and counselling programmes is ad-hoc and grossly inadequate (UNESCO 2007).

In his study Kafwa (2005) found out that, the following resources are not available in the schools studied in Kenya: motion film projector, audiocassettes, and videocassette recorder, teachers should therefore be supplied with relevant materials for the success of the guidance and counselling services. Some of the challenges pointed out by Mutie and Ndambuki (1999) which affect provision of physical facilities and other resources in the guidance and counselling are that, reference books in guidance and counselling departments in secondary schools are very few, and that some school head-teachers consider guidance and counselling as a luxury, and not a priority.

The counsellors' office should have furniture that include a desk and chair (Frank and Karyu 2005) they add that clients seem to work better if their chair is reasonably padded but not overly stuffed. This is because clients seated in overstuffed chairs may feel almost too relaxed and may even get to the point at which they lose

motivation to work on their problems, there is need to find out the influence of these facilities and resources on the effectiveness of guidance and counselling in Nyakach district secondary schools.

2.5   Readiness of students to seek guidance and counselling services

According to Rana (2000), most students seek counselling when a crisis point is reached. That is, when they cannot find a way of moving forward on their own and they realize that they are in need of help. Mutunga (2003) found out that the level of voluntary counselling was very low due to lack of trust, fear of victimization and poor counselling atmosphere. He noted that students were yet to perceive guidance and counselling positively and embrace it appropriately. Wambui (2003) established that although students are faced with many personal problems, very few visit guidance and counselling centre, the feelings they have are reflected by the behaviour they display. Most students seek help from their peers than from the teacher/counsellors (Ogoda, 2009) Counselling offices should be located in places where students are able to visit them at any time without feeling intimidated, it should allow for privacy so that the students can discuss any issue with ease (Wango 2006).

Lack of confidentiality may hinder students from seeking guidance and counselling, confidentiality means that counsellors will not disclose to others what a client has said in the counselling session without the permission of the client (Frank and karyu,

2005). Religious differences between the counselee and the counsellor also hinder students from seeking guidance and counselling services (Abdul, 2012).

2.6 Attitude of students towards guidance and counselling

An attitude is any learned enduring predisposition to respond in consistently favourable or unfavourable ways to certain people, groups, ideas or situation, it is a person's feelings about something (Effinger 2005). Previous studies such as those of Denga (2001) have shown that principals and teachers constitute the greatest obstacle to the success of guidance and counselling services in schools, the report portrayed a negative attitude of school authorities towards guidance and counselling services and the counsellors in particular. Attitude is beliefs and feelings that predispose our reactions to objects, people, and events.

Gitonga (1999) points out that attitude consist of three types of components. These are the cognitive components, affective and behavioural components. The cognitive component is related to thoughts and beliefs, the affective relates to emotions or feelings and action. These three components of attitudes interact in such a way that specific feelings and reaction tendencies become confidentially associated with the attitude object.

2.7 Challenges facing guidance and counselling programmes in schools

 Ogola (2008) discussed the following challenges as factors that hinder effective guidance and counselling; that many responsibilities given to guidance and

counselling teacher in the school for example the number of lessons allocated to him, being a class teacher, a club patron and responsibilities in games hinders them from performing their guidance and counselling duty, Abdul (2012) concurs with this in his statement that counsellors are subject teachers as well, hence the time may not allow them to offer effective counselling services to students, Other challenges according to Ogola (2008) are; the age factor especially where the age difference between the counsellor and the counselee is large, sex where the counsellor and the counselee are of different gender, inadequacy in terms of skills, mistrust and lack of confidentiality, poor attitude of both student and teacher/counsellor and permissiveness of the society. With the disintegration of African cultures, and busy economic world, parents have left guidance and counselling of their children to teachers. According to Abdul (2012), there is lack of cooperation on the part of the parents to honour invitations by counsellors.

Parents are in the best position to show the strengths and weaknesses of their children (Abdul 2012), if they fail to team up with the teacher, the teacher becomes a monomania and may not be effective in guiding and counselling students. On the other hand, teachers are under pressure to produce results academically (Nasibi, 2003). Another challenge is the different religious beliefs of the students (Abdul 2012), he states that, some students do not honour the invitation of counsellors on religious grounds, for example, a Christian student may not go to a Muslim for counselling, and likewise, a Muslim student may not go to a Christian for counselling services.

2.8 Focus areas in guidance and counselling

The guidance and counselling handbook for teachers (2007) identifies six areas of focus in guidance and counselling programme. These include educational /Academic guidance and counselling, Vocational/career guidance and counselling, Civic guidance and counselling, Disaster preparation and conflict resolution, Health and safety guidance and counselling.

Educational guidance and counselling is concerned with all those activities that are related to student's adjustment to educational environment. Vocational guidance and counselling is primarily concerned with assisting students to understand themselves and the world of work in terms of interests, attitude and aspirations. Students are supposed to be helped to have an occupation in mind and to prepare for it with an ultimate goal of entering into work and developing their careers. The great importance of vocational guidance is that individual interest, aptitude, and personality is considered, students are assisted to realize their abilities, special needs, interest, and limitations with a view to make appropriate career choices.

Civic guidance and counselling is process of facilitating the awareness of the dynamics of the civic society, the youths are guided on how to be good and responsible member of society. Disaster preparation and trauma management; disaster in school set up can be defined as a serious disruption of the function of the school causing major human, property or environmental losses hence the need for responses, for example fire out breaks, lightning, accidents, floods, disease out

breaks, and many more. Disaster bring out distress and causes trauma. There have been cases of traumatizing school riots and accidents such as the Kyanguli high school where sixty-eight students died, Bombolulu secondary school where ten students died and Nyeri high school where three prefects were burnt to death in an arson attack. (Wango and Mungai 2007).

Health and safety guidance and counselling emphasises on the learner's good heath as essential component of an individual's well-being, learners need to be guided to appreciate the need to have healthy bodies and mind in order to excel in the conducive environment and have intellectual performance. The students need an understanding of destabilizing conditions such as HIV/AIDS, asthma, diabetes, malaria malnutrition waterborne diseases, and others (Wango and Mungai 2007). Students need to feel secure by adopting safety measures in health at school, at work, and elsewhere. The school guidance and counselling programme therefore can help the students through relevant advisory programmes such as life skills.

2.9 Importance of guidance and counselling to students

Brigman and Campbell (2003) in their research found out that, school counselling interventions that focus on the development of cognitive, social and self-management skills can result in sizeable gains to students' academic achievement, and it is evidence that students counselling improves school attendance, school behaviour, increases students' level of self-esteem and attitudes towards school, (Beale, 2004).

2.10 Theoretical framework

Administratively, this study can be compared to Two Factor Theory, which was proposed by an American, by the name Fredrick Herzberg in 1959. Two-Factor Theory is also known as Motivator-Hygiene theory. This theory postulated that employee satisfaction is based on two sets of factors, hygiene factors and motivational factors. Hygiene factors include pay scale, job security, working condition, and relationship with peers and supervisors. Hygiene factors merely create conducive work environment removing dissatisfaction (Lew and Mona 2012). In this research hygiene factors can be compared to the school environment, available resources and facilities, especially resources and facilities available in the guidance and counselling departments in schools, this will remove dissatisfaction on the teacher/ counsellor and even influence the students' attitude positively. However, for effectiveness of guidance and counselling services to be achieved in schools, the teacher/ counsellor should be motivated, and this brings us to motivational factors.

Motivator factors include; achievements, recognition for accomplishment, challenging work, increased responsibility, and growth and development. These factors are important since they spur workers to achievement. This research will check on achievements and recognition in terms of the number of students that have shown positive change after successful counselling. The researcher will check on growth and development of the teacher/counsellors. Strength of Herzberg's theory is that, it can be applied by managers to motivate employees. By identifying the

hygiene factors, managers can fulfil the basic needs of employees and remove any elements of dissatisfaction. When employees have no dissatisfaction arising from the job environment, they are in a better mode to be motivated. Thus, managers are able to actually work on basic needs ones identified, and then go to more complex needs of employees.

2.11 Conceptual framework

A conceptual framework is a graphical or diagrammatical representation of the relationship between variables in the study. It is a graphical or visual representation that is used to describe the phenomenon understudy (Mugenda and Mugenda, 2003).

Figure 2.1 represents a conceptual framework showing relationship between factors of G&C and their influence on the provision of guidance and counselling.

Figure 2.1 Relationship between factors influencing G&C and student discipline
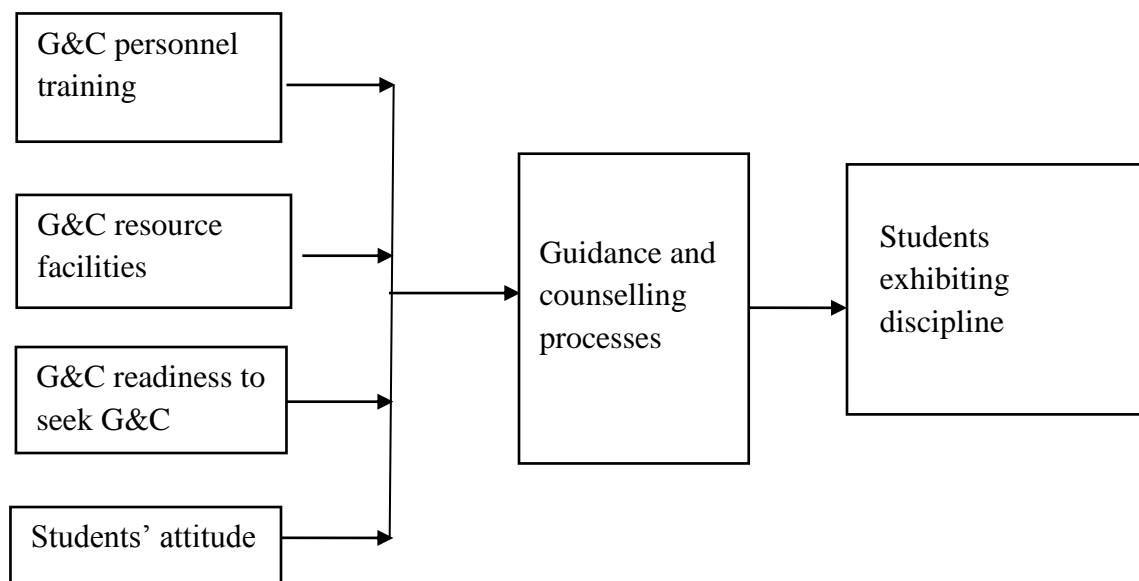
In figure 2.1, independent guidance and counselling variables like students' attitude, guidance and counselling resources/facilities, guidance and counselling personnel, and guidance and counselling programmes, are some of the factors which influence the effectiveness of guidance and counselling in secondary schools. If they are put in place through the processes of guidance and counselling, like providing adequate and relevant guidance and counselling resources/facilities, having well training of guidance and counselling teachers, and running a well- planned guidance and counselling programme, then the results will be effective provision of guidance and counselling.

In a school situation, an effective guidance and counselling will be indicated by improved discipline, and improved academic performance, these are captured in the questionnaires. If the students' attitude towards guidance and counselling is negative, guidance and counselling resources/facilities are inadequate, and the guidance and counselling teacher is not well trained and qualified on guidance and counselling, then guidance and counselling teachers may find it difficult to put in place and run an effective guidance and counselling programme, hence ineffective guidance and counselling.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter highlights the procedures used to conduct the study, obtain data and test the research questions. It discusses the research design, the target population, sample size and sampling techniques, research instruments used, validity of instrument and reliability of instruments, data collection procedures, data analysis procedures and ethical considerations.

3.2 Research design

Orodho (2003) describes research design as the scheme, outline, or plan that is used to generate answers to research a problem. This study adopted a descriptive survey design. Descriptive survey design entails an in-depth empirical collection of facts and data about a certain phenomenon, describes actions as they are or as they happen rather than manipulation of variables and collects data from a wide/divers category of respondents. Descriptive survey design was used by the researcher to explore the opinion of the teachers and students on the factors that hinder the effectiveness of guidance and counselling in secondary schools. In this study, the researcher administered questionnaires to a sample of teachers and students classified the information and reported the findings.

3.3 Target population

Nyakach district has 52 secondary schools, out of which 36 are public mixed day schools with an estimated student population of 11500 according to public secondary school enrolment data of March 2014 obtained from the District Education Office Nyakach district. The study was conducted in public mixed day secondary schools only. It targeted form two students with a population of 3833 students and forms three students who are 3267 students in the 36 public mixed day secondary schools in Nyakach district. The study also targeted teacher/counsellors from the 36 mixed day secondary schools in Nyakach district.

3.4 Sample size and sampling procedures

Mugenda (2003) observed that sample size determines the precision with which population values can be estimated. To get a representative sample, the researcher used simple random sampling method to select the respondents from public day mixed secondary schools in the district. Mugenda and Mugenda (2003) recommend that, a researcher should take as big a sample as possible to avoid sampling error. Krejcie and Morgan (1970) as cited in Cohen, Manion and Morrison (2007) suggest that if the researcher were devising a sample from a wider population of thirty or fewer, then it is advised that they include the whole of the wider population as a sample. This is why the study included all the 36 mixed day secondary schools and all the heads of department of guidance and counselling.

Simple random sampling was used to select student and teacher respondents.

The sample size was calculated using:

$n = \dfrac{Z^2 pq}{d^2}$ (Fischer *et al*, 1998) cited by (Mugenda and Mugenda 2003)

Where: n = the desired sample size.

Z = the standard normal deviate at the required confidence level of (1.96)

P = the proportion in the target population estimated to have the same

Characteristics being measured (.50)

q = 1- p. (.50)

d = the level of statistical significance set at (.05)/5%

Hence

$n = \dfrac{(1.96)^2 (.50)(.50)}{(.05)} = 384$ respondents

Therefore total sample size was 384 respondents, teacher counsellors inclusive, that is 312 students and 72 teacher counsellors.

The number of teacher counsellors was arrived at by taking heads of departments of guidance counselling from the 36 schools and simple random sampling was used to select one member of guidance and counselling in each school taking gender into

consideration. This was supposed to give seventy-two teachers, but four schools had only one teacher in the guidance and counselling department and therefore teachers sampled were only sixty eight.

This being a descriptive survey, ten percent of student respondents per school was sampled as recommended, (Mugenda and Mugenda, 2003). This was calculated proportionally using the student population per school in relation to students' sample size, then simple random method was used where by students picked folded identical papers with the required sample size number per particular school written "YES" and the rest written "NO". Students who pick "YES" were given the questionnaires to fill to represent the students in mixed day secondary schools in the district. Form two and three classes in the sampled schools were given proportional allocation gender was taken into consideration.

3.5 Research instruments

Nsubuga (2000), States that, presenting respondents with carefully selected and orderly questions is the only practical way to elicit the data required to confirm or disconfirm a hypothesis. The researcher therefore used questionnaires to collect data from both students and teacher counsellors to confirm or disconfirm the factors influencing effectiveness of guidance and counselling. The questionnaire for students' had section A dealing with demographic data and section B dealing with guidance and counselling facilities in the school, readiness by students to seek guidance and counselling, attitude, and areas of guidance and counselling mostly

focussed by teachers. The teacher/counsellors' questionnaire had section A dealing with demographic data and section B dealing with guidance and counselling facilities, attitude of students and areas of guidance and counselling.

3.6 Validity of instruments

This is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study, (Mugenda & Mugenda 2003). A researcher must present some evidence, which provides confidence that a test measures precise characteristics for which it is designed (Nsubuga 2000). According to Orodho (2005), validity refers to the extent an instrument measures what it is supposed to measure. The researcher established the validity of the instruments by seeking expert judgement from supervisors while developing and revising the research instruments and when carrying out the pilot study where a test – retest was applied.

3.7 Reliability of instruments

This is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda 2003). A test- retest was therefore done in two public mixed day secondary schools. Simple random method was used to select the two schools, the sample size in these two schools was calculated using the method stated in (3.1) above. Questionnaires were administered to the sampled students and after two weeks the same questionnaire was administered to the same group of students under the same conditions, the scores was

correlated from both questionnaires using Pearson product moment correlation to get

coefficient of reliability, the formula for determining reliability is given below:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x)^2}\sqrt{n\sum xy^2 - (\sum y)^2}}$$

Where:

R = Pearson product moment correlation coefficient (PPMCC).

$\sum x$ – Sum of the x scores

$\sum y$ – Sum of the y scores

$\sum x^2$ – Sum of the squared x scores

$\sum y^2$ – Sum of the squared y scores

$\sum xy$ – Sum of the products of paired x and y scores

N – Number of paired scores

Correlation coefficient r, of 0.7 is considered appropriate as coefficient that is close

to plus or minus one indicates a strong relationship (Mugenda and Mugenda, 2003).

If the coefficient is low then the instruments should be adjusted accordingly in-order

to avoid random error. Random error is the deviation from a true measurement due to

factors that have not effectively been addressed by the researcher. (Mugenda &

Mugenda, 2003). In this study, correlation coefficient r, of 0.85 was gotten which was considered appropriate as it is closer to one showing a high degree of reliability.

3.8 Data Collection techniques

Research permit was obtained from the National Council for Science and technology (NCST) and a written permission was obtained from the DEO Nyakach district to allow the researcher to conduct research. Letter of permission was sent to respective school principals of the sampled schools of study in advance. Pilot study was conducted in two of the secondary schools in the district, to check for any errors in the questionnaires and make amendments accordingly to ensure contents and constructs validity. Results from these schools are included in the final report.

3.9 Data Analysis techniques

Before actual data analysis, the researcher validated, edited and manually coded and tabulated the information gathered. Coding of the data collected from the questionnaires was done in order to enter the data into a computer and process the data using Statistical Package for Social Sciences (SPSS) software for data analysis. Descriptive statistics was used to analyse quantitative data by calculating percentage, and frequencies. Quantitative data from open-ended questions were thematically presented in narrative form and where possible in tables, (Mugenda and Mugenda, 2003). Analysed data is presented using tables, charts, and graphs, and then interpretations done.

3.10   Ethical considerations

The research process ethics focuses on the application of standards in the planning of the study, data collection and analysis, dissemination and use of the results, (Mugenda and Muganda 2008). To uphold the ethical standards, the researcher ensured the anonymity of all respondents was maintained. The researcher only sought response from respondents who were willing to take part in the study, after which the information gathered was analysed for academic purpose only. Ethical standards were maintained throughout the research process.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1   Introduction

This chapter presents the instrument return rate, demographic information of the respondents, qualification and training of teacher/counsellors, facilities and resources for guidance and counselling department, provision of guidance and counselling in secondary schools, readiness of students to seek guidance and counselling, attitude of students towards guidance and counselling services in schools, confidentiality matters in the guidance and counselling department in secondary schools and areas of provision of guidance and counselling services.

4.2   Instrument return rate

Questionnaires were given out to both students and teachers who were sampled in-order to collect data, the questionnaire return rate was as shown in Table 4.1

Table 4.1: Questionnaire return rate

	No dispatched	No returned	Percentage
Teacher	68	68	100
Students	312	312	100
Total	**380**	**380**	**100**

Table 4.1 indicate that the questionnaire return rate was 100%, the study sample comprised of 312 forms two and three students and 72 teacher/counsellors, but out of 36 schools, four schools had only one teacher/counsellor without assistant, so only 68 questionnaire were given out to teachers. Therefore, a total of 380 questionnaires were administered and all of them were returned from the respondents giving a 100% response rate. This response may be due to the fact that the researcher assured the respondents of confidentiality

4.3   Demographic information of the respondents

The questionnaire targeted both the students and teachers counsellors containing information on their demographic characteristics. This information was analysed with the frequencies giving useful and necessary data on the main respondents of the study. The gender of the students/respondents was considered in-order to guide the researcher on the conclusion regarding the degree of congruence of responses with gender characteristics, the results are shown in Table 4.2.

Table 4.2:   Number of student respondents

	Form 2		Form 3		
Gender	**No**	**%**	**No**	**%**	**Total**
Male	74	45.7	82	54.7	156
Female	88	54.3	68	45.3	156
Total	**162**	**100**	**150**	**100**	**312**

Table 4.2 indicate that, the number of students who participated in the study was 312 out of which 51.9% (162) were form 2's while 48.1% (150) were form 3's students. Coincidentally, the total number of male students and female students were equal.

The gender for teachers was also considered to help make conclusions regarding gender characteristics, this is as shown in table 4.2.

Table 4.3:   Number of teacher respondents

Teachers	number	percentage
Male	39	57.4
Female	29	42.6
Total	**68**	**100**

Table 4.3 shows that, the teacher counsellors were 68 with male accounting for 57.4% (39 out of 68) while the females were 42.6% (29 out of 68) of the respondents. Four schools had only one guidance and counselling teacher with no assistants. The gender disparity among the counsellors may be attributed to the facts that Nyakach district being a hardship area is dominated by male teachers.

4.4 Training of Teachers/Counsellors

Training of counsellors is a key factor in the provision of guidance and counselling services implementation in schools, the counsellors who are not well prepared to offer guidance and counselling services are always not ready to provide effective school guidance and counselling. Kahigi (2003), in her study found out that, most teachers are not trained to handle guidance and counselling and therefore are not effective.

In establishing the competence of guidance and counselling teachers in schools, the study sought to find out the availability of trained guidance and counselling teachers, attendance of guidance and counselling workshops and seminars and effectiveness of guidance and counselling in public secondary schools.

4.4.1. Academic qualification of teacher/counsellors in teaching

Trained teachers are expected to have guidance and counselling knowledge as they did guidance and counselling as a unit during training. The researcher sought to find out if the guidance and counselling teachers in the sampled schools are trained.

The teacher/ counsellors were asked about their academic qualifications and the results are indicated in table 4.4

Table 4.4: Teacher/Counsellors academic qualifications in teaching

	Frequency	Percentage
Masters	6	8.8
Bachelors' degree	51	75.0
Diploma	7	10.3
Others qualifications	4	5.9
Total	**68**	**100.0**

Table 4.2 present the findings on professional qualifications of teachers. Most of the teacher counsellors had degree certificate accounting 75% while those with diploma are 10.3% and those with masters 8.8%. Others 5.9% did not have professional qualification as teachers, some of them specified that although they have been given the responsibility as head of guidance and counselling department, they are still undergraduates doing part time teaching job and some specified that they are trained in other fields which are not educational (teaching profession) although they are teaching.

4.4.2. Academic qualification of teacher/counsellors in G&C

Teachers need to be professionally trained in guidance and counselling so that they are well equipped to handle students with problems, Makewa (2008) concedes that it is important to understand the youths' world as a counsellor.

The teachers were asked if they are professionally trained as counsellors, the results are in table 4.3.

Table 4.5: Teacher/counsellors' qualifications in guidance and counselling

	Frequency	Percentage
Masters	3	4.4
Graduate	11	16.1
Diploma	10	14.7
Certificate	9	13.2
Others	28	41.2
N/A	7	10.3
Total	**68**	**100**

Table 4.5 indicate that majority of the teacher/counsellors had no formal training in guidance and counselling with only 4.4% (3 out 68 teachers) having a masters training, 16.1% (11 out of 68) having a degree, 14.7% (10 out of 68) having a diploma, 13.2% (9 out of 68) had a certificate and lastly, the majority of the counsellors 41.2% (28 out of 68) had no formal training on guidance and counselling, most of them specified that they only did it as a unit during their undergraduate studies. A few of them have attended seminars and workshops on guidance and counselling.

This concurs with Kahigi (2003) in her research in Nyandarua District, she found out that only 25% of the teachers in that district had certificate in guidance and counselling, and 50% had been in-serviced. Her study further found out that, lack of training hindered effective provision of guidance and counselling as the teachers lacked skill of guidance and counselling and were not competent.

This gap is an indication that there is need for training for guidance and counselling teachers in secondary schools in the district. This is critical because schools with qualified guidance and counselling personnel are most likely to benefit from the varieties of guidance programmes rendered by these personnel as opposed to those that are utilizing guidance teachers with no specialized training.

4.5   Facilities and resources for guidance and counselling departments

The adequacy of guidance and counselling service resources in the schools is essential. These resources enhance the provision of guidance and counselling services in schools in order to assist students develop their academic, social and personal competencies. For effective School guidance and counselling services the following materials are needed: computer, career guidance programmes, career choice exploration material, self-development resources, college catalogues, booklets that help students address developmental needs such as adjusting to their physical changes, handling peer pressure and preventing substance abuse, newsletters, brochures and pamphlets, and lastly a well-furnished office space/room.

4.5.1   Availability of office Space for G&C

Effective guidance and counselling services in schools require adequate resources, equipment and space. In addition, they need to have an appropriate space within the school setting to adequately provide confidential counselling and consulting services for students and teachers.

The findings on the availability of office space for guidance and counselling as reported by teachers are as shown in Table 4.6.

Table 4.6: Teachers' response on availability of G&C room/office

	Frequency	Percentage
Yes	36	52.9
No	32	47.1
Total	**68**	**100.0**

In Table 4.6, the results show that guidance and counselling rooms/office are not available in almost half of the mixed day schools in Nyakach district, teachers' responses of "No" was 47.1% and "Yes" 52.9%. This indicates that almost half the schools in Nyakach District have no proper place to the provision of guidance and counselling services.

The students' response on the availability of guidance and counselling room/office for guidance and counselling is in table 4.7.

Table 4.7: Students' response on availability of G&C room/office

	Frequency	Percentage
Yes	121	38.8
No	191	61.2
Total	**312**	**100.0**

Table 4.7 shows students' response of "No"61.2% and "Yes" 38.8%, this indicates that, more than half of the public mixed day secondary schools in Nyakach district, do not have guidance and counselling rooms. the students where further asked to state where counselling sessions are held in their school, some of their comment were that, they are held under trees, inside classrooms during break time when other students are out, or in the staffroom.

4.5.2 Recording and Filling of G&C cases

Recording and filling resources like papers, paper punch, stapler and pins, hard-covered books and cabinets are vital in recording equipments that are needed in guidance and counselling departments so that teacher counsellors can record every case they handle.

Teachers were asked to gauge the adequacy of the recording and filling equipments. The results are in table 4.8.

Table 4.8: Teachers' response on recording and filling of G&C cases

	Male		Female		Total	
	f	%	f	%	f	%
Adequate	02	5.1	00	0.0	02	2.9
Fairly adequate	08	20.5	16	55.2	27	35.3
Average	18	46.2	10	34.5	28	41.2
Below average	07	17.9	03	10.3	09	14.7
Poor	04	10.3	00	0.0	02	5.9
Total	**39**	**100.0**	**29**	**100.0**	**68**	**100.0**

Table 4.8 shows that only 2 out of 68 teacher (2.9%) said there was adequate records and filling resources with 35.3% (24 out of 68 teachers) conquering that the resources were fairly adequate, majority of teachers 28 out of68 (41.2%) indicating that most of the recordings and filling resources were average yet those that rate the recording and filling resources as below average and poor were 14.7% (10 out of 68 teachers) and 5.9% (4 out 68 teachers) respectively. This indicate that almost half of the public mixed day secondary schools in Nyakach district do not have adequate filling and recording resources in the department of guidance and counselling.

Taking gender into consideration, majority of female teachers rated recording and filling resources highly in table 4.6 above, with fairly adequate 55.2% (16 out of 29) and average at 34.5% (10 out of 29) while their male counterpart gauged recording and filling resources with majority rating at average 46.2% (18 out of39), fairly adequate 20.5% (08 out of 39), below average 17.9% (7 out of 39), and poor at 10.3% (04 out of 39). The impression here is that female teachers tend to record and file guidance and counselling cases more than their male counterparts.

The same question was also put to the students to gauge the recording and filling equipments in the guiding and counselling room/office in their school, the finding were as in table 4.9

Table4.9: Adequate recording and filling resources as reported by students

	Frequency	Percentage
Strongly agree	19	6.1
Agree	54	17.3
Disagree	94	30.1
Strongly disagree	124	39.8
Undecided	21	6.7
Total	**312**	**100.0**

Table 4.9 indicate that, the students strongly disagreed that there was adequate recording and filling resources in the guidance and counselling office 39.8% (124 out of 312), while 30.1% disagreed, 17.3% agreeing, 6.1% strongly agreeing and 6.7% undecided on the adequacy of recording and filling resources in the guidance and counselling room in schools. When asked to explain their responses, most of them said that, the cases were recorded in exercise books which were not kept well and sometimes they get lost.

4.5.3 Furniture in the G&C room

The facilities needed by the school counsellor to carry out quality guidance and counselling services in the school are numerous. Some of these are; bookshelves, tables with drawers, chairs, and cupboard for storing pamphlets. Teacher/counsellors were asked to gauge the furniture in the guidance and counselling rooms/office and they reported as recorded in table 4.10.

Table 4.10   Gauging furniture in G&C room by teachers

	Frequency	**Percentage**
.Adequate	2	2.9
Fairly adequate	17	25.0
Average	19	27.9
Poor	30	44.1
Total	**68**	**100.0**

45

Table 4.10 indicate that, the guidance and counselling rooms/office are not adequately furnished and therefore hinders effective provision of guidance and counselling services in schools.

The poorly equipped status of the guidance and counselling offices as stated by 30 out of 68 (44.1%) of the teachers respondents might also be the reason why only a small of students utilize and seek the services. The findings of this study also show that only 2.9% (2 out of 68) rated the furniture in guidance and counselling rooms in their schools as adequately furnished. Response of teacher/counsellors on availability of guidance and counselling rooms was 52.9% slightly more than half, this indicate that out of the number of schools which have guidance and counselling rooms/office, only about 3% have adequately furnished guidance and counselling rooms/office.

The same question of gauging furniture in the guidance and counselling rooms/offices in the secondary schools was put to the students and their response is as shown in table 4.11.

Table 4.11:   Gauging furniture in G&C room as reported by students

	Frequency	Percentage
Strongly agree	20	6.4
Agree	40	12.8
Disagree	98	31.4
Strongly Disagree	125	40.1
Undecided	29	9.3
Total	**312**	**100.0**

In table 4.11, it was evident that most students disagreed that there was adequate furniture in the guidance and counselling room/office with 40.1% strongly disagreeing this concurs with the teachers who rate the furniture as poor at 44.1%. students indicated in table above that, only 38.8% of the public mixed day secondary schools in Nyakach district have guidance and counselling rooms/office. This is less than half the total number of the secondary schools, and out of these less than half, only 6.4% of the students strongly agree that the guidance and counselling rooms/office are adequately furnished and 12.8% agree.

4.6 Provision of guidance and counselling services

It is always assumed that guidance and counselling services are always offered in every secondary school in Kenya, because as a government policy under ministry of

education, all secondary schools must have a guidance and counselling department. In that department guidance and counselling committee is mandated to provide the services. Guidance and counselling committee is very important as guidance and counselling is a corporate activity, (Were, 2003).

4.6.1 Availability of guidance and counselling committee

Guidance and counselling as a department should have members who provide counselling services, Mutie and Ndambuki (1999), proposed that guidance and counselling committee should consist of the School head-teacher, the head of department (HOD) guidance and counselling, any five members of staff, Chairperson of the Parents Teachers Association (PTA) and students representatives from different classes.

The researcher asked the teacher/counsellor if they have guidance and counselling committee and findings were as in Table 4.12.

Table 4.12: Availability of Guidance and counselling committee

	Frequency	Percentage
Yes	46	69.1
No	21	30.9
Total	**68**	**100.0**

Table 4.12, majority of teachers indicated that they have a committee of guidance and counselling in their schools with those saying yes accounting for 69.1% (46 out of 68) while those saying no were 30.1% (21 out of the 68 teachers sampled).It indicates that guidance and counselling committees are in place in many of the sampled secondary schools. This finding defers with Gitonga (2007) who found out in his research in Mwimbi Division, Meru South District that only 20% of the schools had guidance and counselling committees while others did not even have idea what guidance and counselling committee is.

4.6.2   Functionality of Guidance and Counselling committees

The teacher/counsellors were further asked if the available guidance and counselling committees were functioning in-order to find out if they are offering guidance and counselling services and the results were as in Table 4.13

Table 4.13 Functionality of G&C committee as reported by teachers

	Frequency	Percentage
Excellence	2	2.9
Good	20	29.4
Average	24	35.3
Poor	6	8.8
Very poor	16	23.5
Total	**68**	**100.0**

In Table 4.13, most teachers reported that the committees were functioning averagely 35.3% and good performance 29.4%, while those that recorded that the committees were poorly performing were 8.8% and very poor at 23.5%. This indicates that, about 32% of the guidance and counselling committee in the public secondary schools in Nyakach District do not provide adequate guidance and counselling services.

The study inquired on the number of students who have received counselling services in the sampled schools, the findings are in Table 4.14.

Table 4.14: Students who have been counselled in school

	Frequency	**Percentage**
Yes	101	32.4
No	211	67.6
Total	**312**	**100**

Table 1.14 indicates that, only a third of the student respondents, that is 32.4% (101 out of 312) of the students were found to have been counselled in the school, 67.6% (211 out of 312) of the student respondents have never been counselled. This shows that provision of guidance and counselling in the public secondary schools is average.

4.7 Readiness of students to seek guidance and counselling

The researcher wanted to find out the willingness of the students to seek for guidance and counselling services provided by the counsellors as the counsellor may be ready to provide counselling, but may not be in apposition to know students who are in need of counselling help in confidential problems.

The students were asked whether they sometimes feel confused when in problems, and would welcome external help from counsellors. The findings were as in Table 4.15.

Table 4.15: Students feeling confused and would welcome external help

	Frequency	**Percentage**
Strongly agree	188	60.3
Agree	102	32.7
Disagree	0	0.0
Strongly disagree	16	5.1
Undecided	6	1.9
Total	**312**	**100.0**

The information gathered in table 4.15, shows that majority 60.3% of the students strongly agreed that there are times they feel confused and require external help to solve their personal problems with only a few who strongly disagreed accounting for only 5.1% of the students interviewed. This indicates that the students are ready to seek guidance and counselling when in problems. But as much as these figures tend to show that the students had feelings of seeking for guidance and counselling, they do not seek for guidance and counselling.

The researcher asked the students whether they always seek help from a counsellor when in problems, the results show that they were not always seeking help from counsellors as recorded in Table 4.16.

Table 4.16: Always seek help from a counsellor when in problems

	Frequency	**Percentages**
Strongly agree	72	23.1
Agree	88	28.2
Disagree	89	28.5
Strongly disagree	35	11.2
Undecided	28	9.0
Total	**312**	**100.0**

The results in table 4.16 indicate that, 11.2% of the students strongly disagreed and 28.2% disagreed that they always seek help from a counsellor when in problems. This indicates that, about 40% of the students do not always seek for guidance and counselling even when they are in need. The students who strongly agreed were 23.1% and agreed 28.2%, this hinders provision of guidance and counselling services.

In-order to authenticate the students report on seeking guidance and counselling, teachers/counsellors were asked whether the students voluntarily seek for guidance and counselling. The findings were as reported in Table 4.17.

Table 4.17: Voluntary seeking of G&C by students as reported by teachers

	Frequency	Percentage
Yes	36	52.9
No	32	47.1
Total	**68**	**100.0**

The results of table 4.17, on the students seeking behaviour of Guidance and counselling services as reported by teachers indicated a slightly higher percentage (36 out of 68) 52.9% of the teacher/counsellors reporting that students voluntarily seek for guidance and counselling, with only (32 out of 68) 47.1% that do not seek for guidance and counselling services voluntarily. This influence provision of

guidance and counselling negatively, as it forces the teacher/counsellor to use other means to find out who is in need of counselling service.

To confirm the seriousness of this problem, the sought to find out from students, the percentage who have never sought for guidance and counselling services. The results were as recorded in Table 4.18.

Table 4.18: Never sought help from a counsellor when in problems

	Frequency	**Percentage**
Strongly agree	42	13.5
Agree	78	25.0
Disagree	91	29.1
Strongly disagree	88	28.2
Undecided	13	4.2
Subtotal	**312**	**100.0**

Table 4.18 indicates that, 29.1% of the students disagree and 28.2% of the students strongly disagreed that they have never sought counselling help form a counsellor, this shows that just slight majority 57.3% seek for guidance and counselling.

The study sought to find out students who have never sought help by gender, and the findings are as in Figure 4.1.
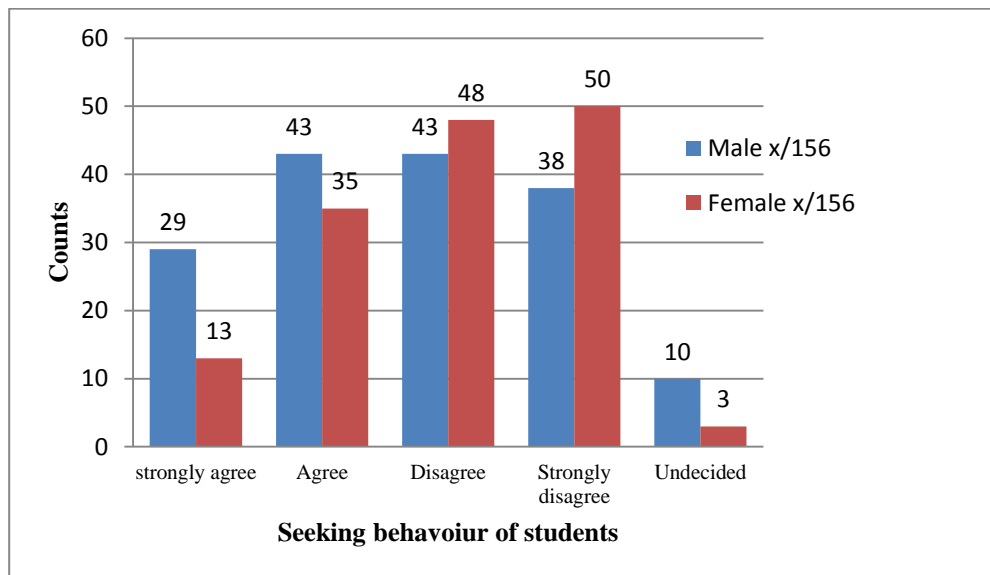

Figure 4.1: Never sought help from a counsellor

Figure 4.1 indicate that female students were the majority (50 out of 156) 32.1% among students who strongly disagreed that they have never sought help, and (48 out of 156) 30.1% indicating that more female students seek help more than male students. On students who strongly agree that they have never sought guidance and counselling services, male student were more (29 out of 156) 18.6% than female students (13 out of 156) 8.3%.

4.8   Attitude of students towards guidance and counselling services

Kombo (1998) observed that, the students were not free to consult their teachers due to lack of confidentiality among the students who approach teachers. Gitonga (1999)

observed that students were generally unwilling to admit that they have problems, they also refused to open up and become very uncooperative.

The researcher sought to find out the attitude of the students towards guidance and counselling as student at this stage of education are going through adolescent, the results were as reported in Figure 4.2.
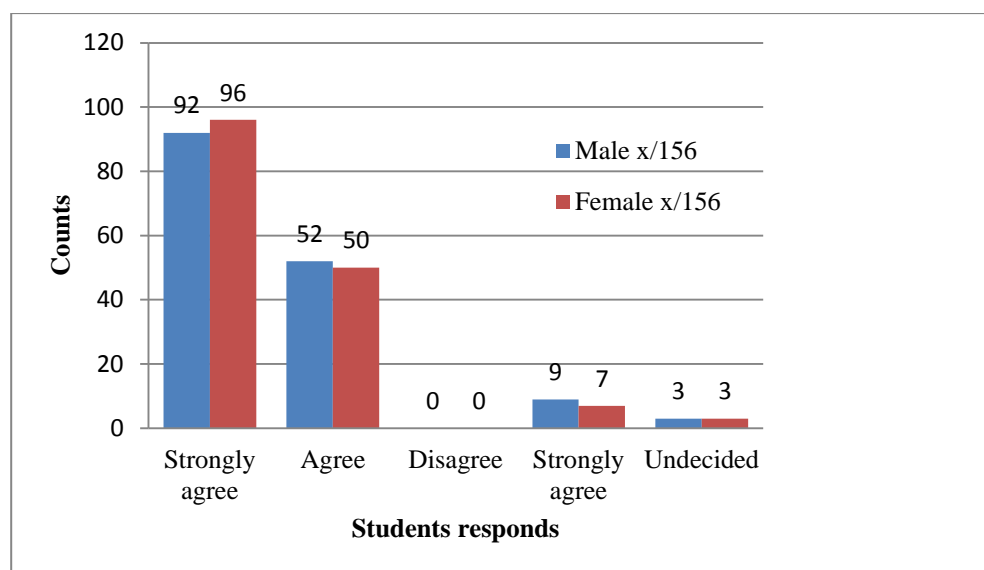

Figure 4.2: Students feeling confused and would welcome external help

In Figure 4.2, most students strongly agreed 60.3% (188 out of 312) that they would welcome external help when they feel confused with personal problems, those who agreed are 32.7% (102 out of 312) and none disagreed,5.1% (16 out of 312) strongly disagreed. Both male and female students are almost at par in strongly agreeing. This indicate that at times they have that feeling to share or talk to somebody for help.

In Figure 4.3 show the students response on whether they would live with mental conflict than through guidance and counselling.
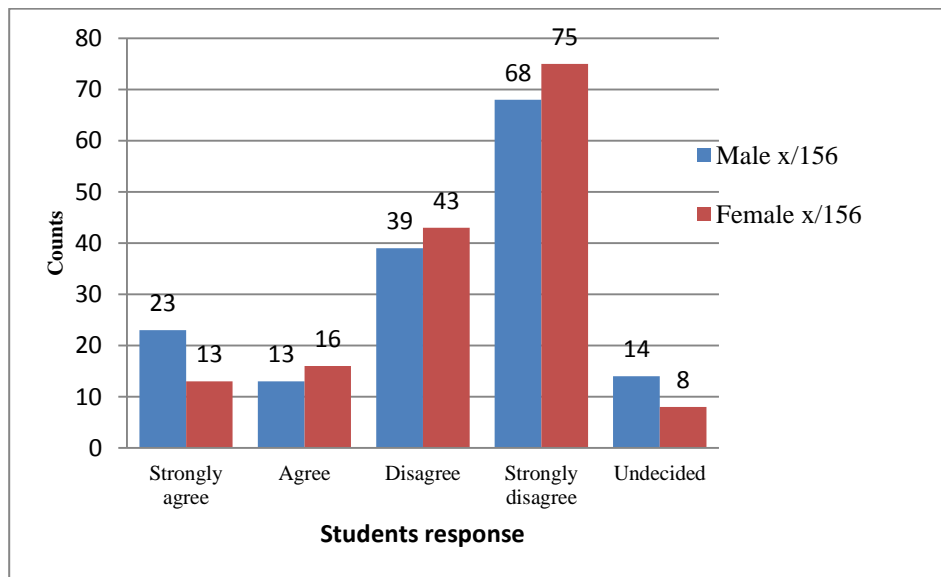

Figure 4.3: Students would rather live with mental conflict than go through G&C process

Figure 4.3, the students were asked whether they would live with their mental conflict than go through process of counselling majority of the student strongly disagreed male 43.5% (68 out of 156) and female 48.1% (75 out of 156) and disagreed male 25% (39 out of 156) and female 28.8% (43 out of 156), this indicate that they have that feeling of seeking for guidance and counselling.

Though all these figures tend to show that the students feel that, they should to seek for guidance and counselling, when asked whether they always seek help from a

counsellor when in problems, quite a good number reported that they do not always seek help from counsellors as shown in figure 4.4
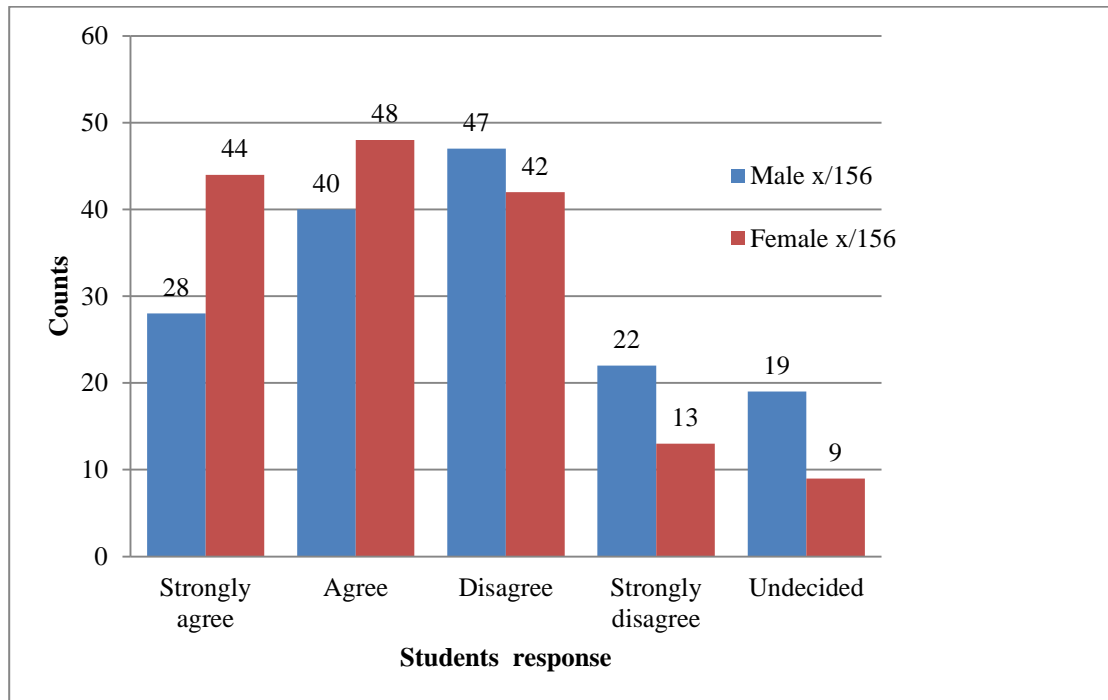
Figure 4.4: Always seek help from a counsellor when in problems

In figure 4.4 it was found that, 40% of the students' respondents do not seek for guidance and counselling, 28.5% (89 out of 312) disagreed and 11.2% (35 out of 312) strongly disagreed that they always seek for counselling when in problems. The female students tend to seek guidance and counselling more than the male students as shown in figure 4.4. The female strongly agreed that they seek guidance and counselling 28.2% (44 out of 156), and male students 17.9% (28 out of 156), those

who agreed were female students 30.7% (48 out of 156) and male students 25.6% (40 out of 156).

Table 4.19 shows the results on how frequent the students seek for counselling as reported by teachers

Table 4.19: Student seeking behaviour of G&C services as reported by teachers

	Frequency	**Percentage**
Frequently	14	20.6
Averagely	22	32.3
Rarely	8	11.8
Not at all	24	35.3
Total	**68**	**100.0**

In table 4.19, the seeking frequency of guidance and counselling by the students as reported by teachers was that, 32.3% averagely seek for guidance and counselling, 20.1% seek frequently, but 11.8% rarely seek guidance and counselling services. A larger percentage of 35.3% do not seek guidance and counselling services at all.

The researcher wanted to find out which variables mostly hinder the students from seeking guidance and counselling services. The results are in Figure 4.5.
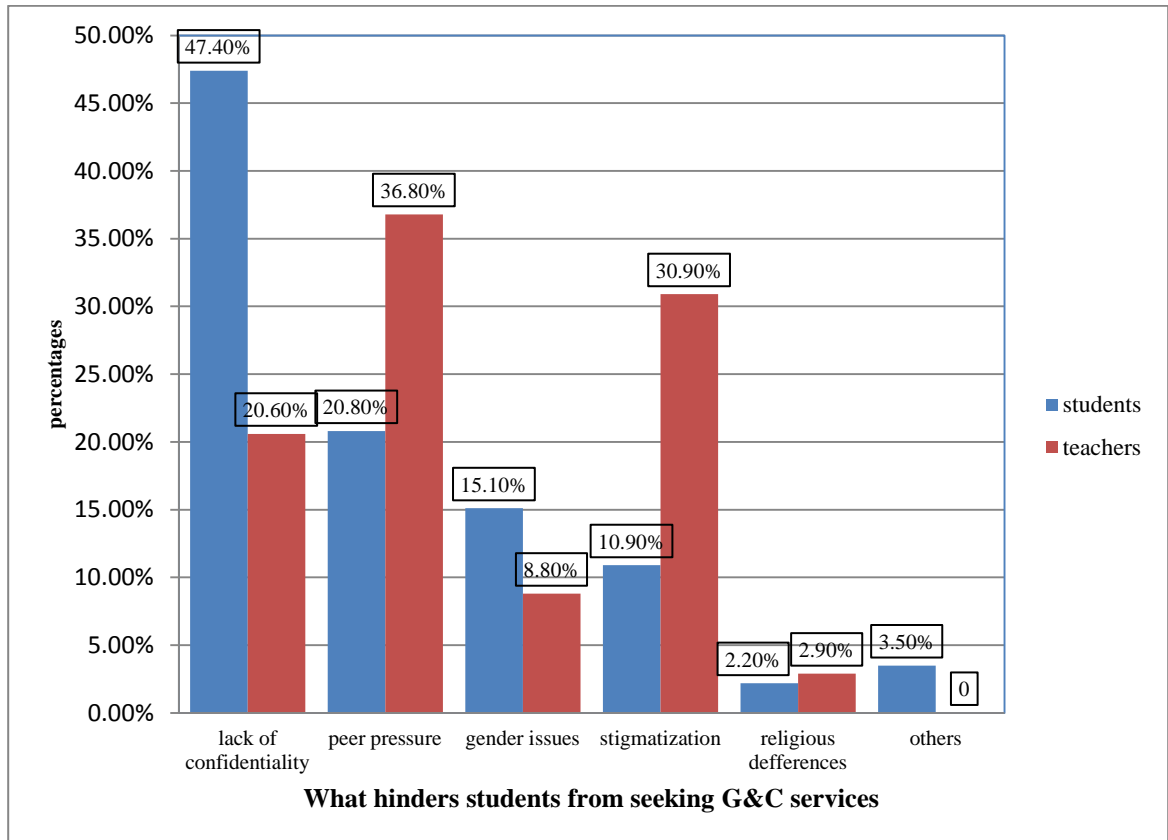
Figure 4.5: factors that hinder students from seeking G&C as reported by students and teachers

In figure 4.5, most teacher/counsellor feels that what hinders most students from seeking G&C services because of peer pressure 36.8% (25 out of 68), stigmatization 30.9% (21 out of 68), lack of confidentiality 20.6% (14 out of 68) and religious difference 2.9% (2 out of 68) among others. Students defer a bit with the teachers as most of them indicated lack of confidentiality 47.4% (148 out of 312) as the major factor hindering them from seeking guidance and counselling. According to Egan

(1994), some adolescents had set up their minds not trust anyone apart from their peers. Other factor hindering students were peer pressure 20.8% (65 out of 312) and gender issues 15.1% (47 out of 312).

This indicates that, peer pressure, stigmatization and lack of confidentiality are the major factors that hinder effective guidance and counselling in mixed day public secondary schools

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research study, conclusion, recommendations, and suggestions for further research. The research findings are summarised as per the objectives of the study.

5.2 Summary of the study

The purpose of the study was to investigate the factors influencing provision of guidance and counselling services in public mixed day secondary schools in Nyakach District, Kisumu County, Kenya.

The objectives were to established the extent to which teacher/counsellors' training influence the provision of guidance and counselling services in public mixed day secondary schools, assess the extent to which guidance and counselling facilities influence the provision of guidance and counselling services, examine the extent to which readiness of student to seek guidance and counselling services influence provision of guidance and counselling, and to determine the extent to which students' attitude towards guidance and counselling services in schools influence provision of guidance and counselling in public mixed day secondary schools in Nyakach District.

The study used descriptive survey research design which allowed the researcher to explore the opinion of the teachers and students on the factors that influence the provision of guidance and counselling in secondary schools. The sample population comprised of 312 students and 68 teacher/counsellors. The students were sampled by simple random sampling, where by ten percent of the student respondents per school were picked. Teachers were sampled by taking all the heads of guidance and counselling departments in all the 36 public mixed day secondary schools in Nyakach District, the simple random sampling was used to select one member of the guidance and counselling committee from the 36 schools taking gender in consideration. Four schools had only one teacher in the department therefore the total teacher respondents was 68 and the total respondents were 380 students plus teachers.

Research instruments were validated by seeking expert judgement from supervises and a test-retest was done and then adjustments were made where necessary. Reliability of the instruments was done by using Pearson product moment correlation to compute the test-retest results and correlation coefficient r of 0.85 was gotten which was appropriate. Data was analysed using Statistical Package for Social Sciences (SPSS) programme and the results presented in form of percentages, frequencies and bar graphs.

On establishing the influence of teacher/counsellors' training on the provision of guidance and counselling services, it was revealed that, majority of the teacher/counsellors are professionally qualified as teachers, those with masters' in education (8.8%), bachelors' degree (75%) and diploma (10.3%) meaning the teachers should be able to provide guidance and counselling services. But very few are professionally qualified as counsellors with masters at only (4.4%), bachelors' (16.1%), diploma (14.7%), certificate (13.2%). The majority are falling under others (51.5%) who had no formal training in guidance and counselling.

On the assessment of the influence of guidance and counselling facilities in the provision of guidance and counselling services in schools, the study revealed that guidance and counselling rooms/offices are lacking in (47.1%) of the schools in Nyakach district as reported by teachers. The students put it at (61.2%), this indicate that, half of the schools studied did not have guidance and counselling rooms. Out of the half which had guidance and counselling rooms, the study found that the furniture in those guidance and counselling rooms are inadequate, with most teachers gauging it as poor 44.1%, and adequate only 2.9%. Students who strongly disagreed with the adequacy of the furniture are 40.1% and those that disagreed 31.4%.

The teachers gauged the adequacy of recording and filling of guidance and counselling cases with majority 41.2% reporting average, and 35.3% fairly adequate. On establishing how readiness of students to seek guidance and counselling services influence provision of guidance and counselling, the study found out that, majority

of the teachers 69.1% agreed that guidance and counselling committee are in place in their school to provide guidance and counselling services, and the need for guidance and counselling in school is also indicated by most students 60.3% who strongly agreed that, there are times they feel confused and needed external help. But only 23.1% of the students strongly agreed and 28.2% agreed that they always seek guidance and counselling services when in problems and only 32.4% agreed that they have been counselled. Teacher/counsellors reported that students who do not seek for counselling are 47.1%. This shows that almost half of the students are not ready to seek for guidance and counselling services.

Determining the influence of students' attitude towards provision of guidance and counselling services, the study found out that most students (60.3%) are willing to receive the guidance and counselling services, but only half of them (52.9%) voluntarily go for the services. The study further found out that the students are hindered from seeking for counselling mostly by lack of confidentiality as reported by students (47.4%) teachers (20.6%) indicating they do not trust teachers with intimate matters, peer pressure (20.8%) students'(36.8) teachers' and stigmatization (30.9%) teachers'. Most students (46.2%) feel ashamed to disclose their issues to teachers.

5.3 Conclusions

The researcher made the following conclusions based on the findings of the study, they are: That most teacher/counsellors lack professional training on guidance and

counselling and out of those who are not trained in guidance and counselling, only a few have attended seminars on guidance and counselling, this hinders effective counselling in public mixed day secondary school in Nyakach district.

That most school are lacking guidance and counselling resources, this includes the guidance and counselling rooms, furnishing is also poor in those schools which have for guidance and counselling and also recording and filling materials, and other reference materials are lacking. This creates unfavourable environment for provision of effective counselling.

The study also found that the attitude of students towards guidance and counselling is not bad as they (students) are willing to seek guidance and counselling but almost half the student population do not seek for guidance and counselling because of lack of confidentiality mostly, other reasons are peer pressure and stigmatization. The students are therefore not ready to seek for guidance and counselling and this is the reason why only a small percentage of students receive counselling services.

The study found out that departments of guidance and counselling is there in all the schools sampled and that guidance and counselling committees are there in all most all the schools but they are not functioning well as only few students have been counselled and even those that have been counselled exhibit only slight improvement in academics and civic/ social issues that is discipline.

5.4 Recommendations

The study recommends the following;

- ➢ The heads of guidance and counselling departments in secondary schools should develop and put in place guidance and counselling programme to be used in the schools for guiding and counselling.

- ➢ The Ministry of Education should develop a programme of training guidance and counselling teachers in schools through in-service course.

- ➢ The Teachers' Service Commission (TSC) should post teachers with qualifications on guidance and counselling services and to be given fewer lessons in-order to allow them discharge the duty of guidance and counselling well.

- ➢ The Board of Management should   budget for counselling departments in schools so that the resources and facilities for guidance and counselling are provided.

5.5 Suggestions for further research

1. This research study was carried out Nyakach district Kisumu county which is predominantly a rural set up, the researcher therefore recommend that a similar study should be carried out in urban oriented areas as the factors

hindering effectiveness of guidance and counselling may be different in such areas.

2. As a result of the study the researcher also recommend that, further study should be done on the funds used in guidance and counselling departments in secondary schools in-order to find out how best it can be equipped and guidance and counselling programmes can be facilitated well.

3. A research should also be carried out to investigate reason why students do not trust teachers with confidential matters and to find out way of curbing the mistrust between the students and counsellors.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

Austine O.Bita

University of Nairobi

Department of Educational

Administration and Planning

P.O. Box 30197 Nairobi.

Date…………….

To

The principal

_____

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH.

I am kindly requesting to carry out a research in your school. The research I am undertaking is **on factors affecting the effectiveness of guidance and counselling services in public day schools in Nyakach district.** The study is in partial fulfilment for the requirements for the award of the degree of master's in education in educational administration, University of Nairobi. The information that you will provide shall be used solely for the purpose of the study while your identity will be kept confidential.

Yours faithfully,

Austine O. Bita

APPENDIX B

QUESTIONNAIRE FOR STUDENTS

Instructions; Do not write your name but indicate by ticking against the option

that best represents your opinion / views, Use the key to guide you.

Key; Strongly agree [SA],Agree [A], Undecided [U] Disagree [D] Strongly disagree

[SD]

Section A: Personal details

1.   What is your gender? Male [   ]   Female [   ]

2.   Which class are you in?   Form Three [   ]   Form two [   ]

Section B: Factors influencing guidance and counselling

3.   Have you ever been counselled?   [Yes]…….   [No]…….

4.   If your answer in "3" above is YES, then which area of G&C was the problem
     concerned with?   [Academics]……   [Psychological]…….   [Health]……
     [Indiscipline]…….   [N/A]…….

5.   Is there guidance and counselling room/ office in your school? Yes [ ] No [   ]

6.   If the answer for "3" above is "No", then where do the teachers carry out
     guidance and counselling...

7. The guidance and counselling room /office in your school is adequately furnished. [SA].............. [A].......... [U].......... [D].............. [SD]...............

8. Recording and filling resources in the guidance and counselling room/office in your school is adequate. [SA]....... [A]........ [U]........ [D]......... [SD].........

9. Briefly explain your answer in (5) above..

10. There are times you feel confused and would welcome external help for your personal problems. [SA].......... [A]... [U]........... [D]........... [SD]............

11. You always seek help from a counsellor whenever you have problems. [SA]... [A]... [U].......... [D]... [SD].............

12. You have never sought help from a counsellor when you have problems. [SA].......... [A]... [U]... [D]... [SD]..........

13. There are some problems you would feel ashamed to disclose to a counsellor. [SA]....... [A]......... [U]....... [D].......... [SD]...........

14. You would not confide intimate matter to a counsellor for fear breaking confidentiality. [SA]......... [A]....... [U]......... [D]......... [SD]..........

15. You would rather live with your mental conflict than go through process of counselling. [SA]......... [A].......... [U].......... [D].......... [SD]............

16. What hinders students from seeking G&C services? Lack of confidentiality [   ]

    Peer pressure [ ] Gender issues [ ] Stigmatization [ ] Religious differences [ ]

    Others specify [ ]

Thanks so much for your cooperation.

APPENDIX C

QUESTIONNAIRE FOR TEACHER COUNSELLORS

Instructions; Do not write your name but indicate by ticking against the option that

best represents your opinion/views or level of agreement/disagreement.

Section A: Personal details/Qualification;

1. What is your gender? Male [ ]   Female [ ]

2. What are your professional qualifications? Master's Degree [   ] Bachelor's

   Degree [ ] Diploma [   ] Others [   ] Specify..

3. Indicate the highest level you have attained as a trained counsellor. Masters [   ]

   Graduate [   ] Diploma [   ] Certificate [   ]   Others [ ] specify........ N/A [   ]

 Section B: Factors influencing guidance and counselling

 4. Is there a guidance and counselling room/office in your school? Yes [   ]   No [   ]

 5. If there is, then how do you gauge the furniture in that Room/office?

 Adequate [   ] Fairly Adequate [   ]   Average [   ]   Below Average [   ]   Poor [   ]

6. How do you gauge recording and filling resource of G&C cases in your school?

Adequate [   ]   Fairly Adequate [   ] Average [   ]   Below Average [   ]   Poor [   ]

7. Do students in your school voluntarily seek counselling services? Yes [ ] No [   ]

8. How often do the students seek for the guidance and counselling services?

   More frequently [ ]   Frequently [   ] Averagely [   ]   Rarely [   ]   Not at all [   ]

9. What hinders students from seeking guidance and counselling services?   Lack of

   Confidentiality [   ] Peer Pressure [   ] Gender issues [   ] Stigmatization [   ]

   Religious difference [   ] Others [   ] specify...........................

10. Is there a guidance and counselling committee in your school?   Yes [   ] No [   ]

11. If yes in "4" above, how do you rate its functionality/performance?

   Excellent [   ] Good [   ]   Average [   ]   Poor [   ] Very poor [   ]

Thanks so much for your cooperation.

APPENDIX D

RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

30th June, 2015

NACOSTI/P/15/8084/6458

Austine Odhiambo Bita
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Factors influencing effectiveness of guidance and counselling services in mixed day secondary schools, Nyakach District, Kisumu County, Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for a period ending **30th June, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX E

RESEARCH PERMIT

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 5606

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. AUSTINE ODHIAMBO BITA
of UNIVERSITY OF NAIROBI, 0-40111
pap-onditi,has been permitted to
conduct research in *Kisumu County*

on the topic: *FACTORS INFLUENCING EFFECTIVENESS OF GUIDANCE AND COUNSELLING SERVICES IN MIXED DAY SECONDARY SCHOOLS, NYAKACH DISTRICT, KISUMU COUNTY, KENYA.*

for the period ending:
30th June,2016

....
Applicant's Signature

Permit No : NACOSTI/P/15/8084/6458
Date Of Issue : 30th June,2015
Fee Recieved :Ksh 1,000

....
Director General National Commission for Science, Technology & Innovation

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