THE IMPACT OF SECONDARY SCHOOLS' GUIDANCE AND COUNSELING SERVICES IN IMPARTING ACCEPTABLE SOCIETAL VALUES TO STUDENTS.

(A CASE STUDY OF SELECTED BOARDING SCHOOLS IN DAGORETTI CONSTITUENCY IN NAIROBI COUNTY)

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DECLARATION

DECLARATION BY THE CANDIDATE

This research project is my original work and has not been presented for an award of degree in this or any other University. No part of this project may be reproduced without prior permission of the author and/ or University of Nairobi.

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DECLARATION BY THE SUPERVISOR

This research project has been submitted with my approval as a university supervisor.

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DEDICATION

This work is dedicated to all high school students and the youth in general who aspire to become morally upright and shape a better future for our nation. To all of you it is possible.

I also dedicate this work to my mother Mrs. Grace Langat, my mentor and role model who not only instilled in me acceptable societal norms but also demonstrated that moral uprightness is the most treasured legacy one must perpetuate to the next generation.

ACKNOWLEDGEMENTS

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LIST OF ACRONYMS

G&C   -   Guiding and Counseling

CNN   -   Cables News Network

TSC   -   Teachers Service Commission

MOE   -   Ministry of Education

MOEST   -   Ministry of Education, Science and Technology

RET   -   Rational Emotive Therapy

ABC   -   Adversity Belief Consequence

MA   -   Master of Arts

PhD   -   Doctor of Philosophy

ACA   -   American Counseling Association

FGD   -   Focus Group Discussion

TV   -   Television

SPSS   -   Statistical Package for Social Sciences

ABSTRACT

The main purpose this study was to investigate if the Guidance and Counseling departments in Kenyan secondary schools could be used to inculcate acceptable societal values, which are fast getting degenerated, among to School Students. The study was carried out in boarding public secondary schools in Dagoretti constituency in Nairobi County. The study was specifically carried out in Nairobi because it is an urban place, which is more susceptible to immoral activities. Public Schools were preferred because they drew students from diverse backgrounds.

Specifically, the study investigated the mode of counseling being carried out in the four schools under study. This was looked into in the light of professionalism on the part of the teachers, the physical setting of the counseling rooms, and the materials used. All these factors were studied so as to establish whether they have an impact in imparting acceptable societal values. The other objective of the study was to investigate the degree to which students exude acceptable norms

Guidance and Counseling services are purported to be taking place in schools since the early 1970; unfortunately, the moral standards of the country have been taking the reverse trend. Therefore, the study sought to find out if the G/C departments in Secondary Schools were giving character a priority.

Data was collected from randomly selected students from the four targeted schools. The key informants (teachers) were interviewed to supplement information obtained. The findings indicated that very little if any counseling is taking place in these schools. A majority 60% of the key informants indicated that they had very few sessions for counseling students and hardly any lessons allocated on the time table for the same while 40% said they had none. Surprisingly, the study found out that students sought guidance for academic matters such as selection of subjects or choosing their carriers. Majority 58% of the respondents indicated they would not go for counseling on emotional issues. Interestingly, a larger percentage of the girls showed that they were willing to go for counseling than boys. Ninety percent (90%) of the respondents indicated that although there are counseling services in schools, they did not address social problem that students face. Focus Group discussions were conducted in the four schools and the study found out that many students are dishonest and a larger percentage of approximately 74% was sexually active.

The findings of the study undoubtedly concluded that socio-cultural values that should be the core of Kenyan education system had been overridden by academic excellence. Consequently, today's child has been left to grow without a clear sense of direction. The onus is on teachers, MOE, parents and other stake holders to rise to the occasion and salvage our youth if posterity is to be assured of a dignified cultural heritage.

Among the recommendations that the study came up with included the following: There is need for regular in service training for teachers so that they are kept abreast of the emerging issues that today's youth is grabbling with. The Ministry of Education should provide and facilitate the necessary structures and materials and more practical policies need to be put in place for proper monitoring and evaluation of its success. The study also suggested the incorporation of the parents and guardians as the key stakeholders in ensuring victory over the war against moral degeneration.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

One of the major goals of Education, as stipulated by the Ministry of Education's policy guidelines is to shape the character of the students that go through the system. Granted, education plays a central role in the social, economic and political development of any nation says Professor K. Mutahi, the former permanent Secretary at the Ministry of Education. "The Education sector," says Mutahi "is vital in the realization of national development goals in the Kenyan vision 2030." This, he says, is expected to transform Kenya into a global competitive economy as education has been earmarked as a vital tool in the achievement of the targets of the three pillars of development: economic, political and social pillars. (K.I.E 2008:39)

Makinde in *Makinde report 1983:25* posits that counseling will prevent frustration, restore self-understanding and restore morality back to our schools at large. This he says is necessary for good adolescent growth of the high school students. Counseling is a practical advisory service given in a professional capacity to a person who needs help on personal problems (Colliers encyclopedia 395). Counseling should enable people to throw off chaos and manage life situations effectively (UNESCO 2000: 10).

However, the current trend in most institutions has witnessed a culture of moral degeneration. This seems to reveal that schools have fallen short of achieving that goal.
Learning environment in Schools should be conducive and the curriculum should be geared towards moulding the students to become morally upright members of the community. In addition, Secondary school level is an important preparatory ground for the human resource in the various professions, and is also the key in the development of the nation. *(Mutahi, 2008:40.)* This is because, at this level, relevant skills and attitudes that make up responsible adults are instilled. The four year period that these young people spend in secondary school, coincides with the critical time when they experience

drastic changes in their physical, psychological and emotional period of their growth and development.

Although it is widely believed that the core business of secondary schools is to achieve academic excellence, it is also true that this same young people need to be equipped with skills, attitudes and knowledge that would enable them to lead a decent, honest and admirable lifestyle. Psychologist Jean Piaget (1896-1980) who emphasize cognitive stages in development, argues that all individuals pass through the same sequential periods in the growth and development of their ability to think (gain knowledge of themselves and environment).What is critical in the understanding of children's cognitive development is how they adjust to the world in which they lives (Vandel, 1987:122).

In Kenya today, the crime rate is on the increase with majority of the perpetrators of activities such as robbery, rape and murder being young people aged between 20-30 years-the secondary school leavers (*Mutahi, 2008:40.*) Even though social-economic hardships are largely to blame, Studies have shown that a properly brought up child has ability or is able to withstand the temptations to indulge in deviant behaviour. The question is whether the school plays a role in molding the character of young people. This study is interested in investigating whether the schools are giving character formation a priority.

This is not only a Kenyan problem but is witnessed worldwide. In 1989, American teachers observed a worrying trend in their schools over the last 100 years. Eighty one percent (81%) reported less respect for authority, 73% noted decline in ethics and morals, 65% saw children as more self-centered. The once common assumption that economic prosperity would solve social problems has not proven to be true. Family breakdown, crime and social problems have increased sharply in different countries. This raises the question of whether or not a more foundational approach to education is needed (Devine T.et al 2001:5-7).

The historian Arnold Toynbee once cautioned that "The greater our material power, the greater our need for spiritual insight and virtue to use our power for good and not for evil... today the morality gap is... greater than it has ever been in any previous age." A good society not only requires effective economic programs to reduce poverty and improve living conditions, but it also requires concerted efforts to promote positive values and good character. (Marc 1995:62) But what are the social influences that must shape young people's values today? The communication media and the entertainment industry often have a greater impact upon young people's values formation than the great moral traditions. A time CNN pool found that the percentage of teenagers learning about sexual matters from television rather than from more responsible sources had doubled in the last twelve years. (Marc. S 1995:66)

The American psychological Association estimates that the typical child watches 27 hours of TV a week and witnesses 8,000 TV murders and 100,000 acts of violence by the age of twelve. "The media often portray children as wiser than their hopelessly out of touch parents or disciplinarian school teachers. Young people are barraged with cultural messages teaching a perspective quite at odds with the values that caring parents, teachers and community leaders seek to transmit. (Devine T. et al 1997).

Children are left to construct their own value system or even to avoid the task altogether. Without dedicated and consistent guidance, teenagers often adopt bits and pieces of values and goals from various sources, then to a large extent resort to personal satisfaction as their guiding orientation. Schools, home and the community owe it to young people to provide an explicit and consistent moral message so that popular, commercial culture and happen stance do not fill in the gap schools have traditionally played. A key role in this socialization process and their input is more crucial now more than ever. But sadly, most societies have witnessed the decline of moral education, begging the question "where did the rain begun to beat us?" (Devine T. et al 2001:5-7).

Education in the early American democracy (which is no different from traditional Education is most nations worldwide) was permeated with moral lessons. The founding

fathers such as Thomas Jefferson and Benjamin Franklin, believed that a vital mission for education was to add to what they called the "moral character" of society. They understood that a people with the power to govern themselves, in matters of social policy must first be virtuous, also able to govern themselves in their personal lives. Noah Webster wrote in 1790, "Education...forms the moral Chester of men... It is much easier to introduce and establish an effectual system of preserving morals than to correct by penal statutes the ill effects of a bad system.... the only practical method to reform mankind is to begin with children."

Presumably, as the culture glorifies youth, the moral authority of elders declines. As culture exalts the values of freedom and equality for all, it comes to tolerate and even celebrate deviant behaviour. Many people come to believe that it is morally right to pursue personal fulfillment above social and family responsibilities which were viewed as the rise of self-freedom (Majan J.A:1995).

Broadly speaking human achievements have two dimensions. There is an external dimension; Factual knowledge, skills, technologies, artifacts, etc. There is also an internal dimension to meaningful life as embodied in its moral traditions. The current trend of educational goals and objectives seem to value achievements rather character especially in the Kenyan context. Formal education helps young people to assume culturally approved and performed roles that contribute to the ongoing life of society. The school does this by identifying and developing each individual's aptitudes and abilities and then assisting the students' performance in terms of achievements rather than social background. Figure 1.1 illustrates this.

Figure 1.1: Reestablishing the priority of Educating for Character

Problem of Modern Education   **Balanced Education**
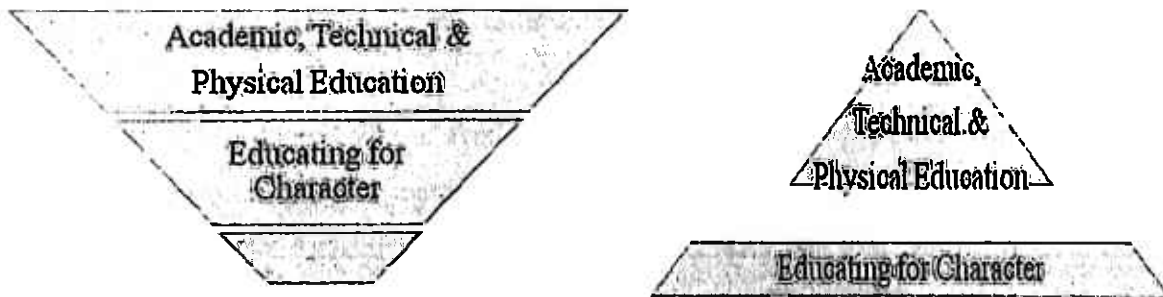
When people focus excessively on the practical and material side of life, pursuing technology, information, wealth and status while neglecting spiritual dimension, they may find the satisfaction they derive to be empty and fleeting. A healthier life orientation balances these practical needs with a concern for inner values of truth, meaning, goodness, beauty and love. Moral values such as responsibility, respect, hospitality, courage, loyalty and compassion–help people attain the inner happiness that comes through self-respect, companionship and honour. The sharp contrast is that childhood socialization emphasizes the idealistic aspects of morality, whereas adult socialization emphasizes realism for example, children are taught not to lie, but later they learn that they are supposed to tell "white lies' (Zandel V. 1987:133).

With society questioning its moral foundations, teachers, colleges and university education departments retreated from training teachers to be transmitters of moral issues and instead emphasized on teaching techniques, strategies, models and skills. The vision of the good teacher came to be that of good technician – one who is effective in elevating students' scores on standardized tests of basic skills. Educational psychology, rather than philosophy and morals took center stage in teacher training and hence came to dominate the ethos of schools. This has left teachers ill-equipped.

Formal education helps young people to assume culturally approved and performed roles that contribute to the ongoing life of society. The school does this by identifying and

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developing each student's individual aptitudes and abilities and then assisting the students' performance in terms of achievements rather than social background. In addition, the role of the teacher is to foster children's character development and often professionally indisposed to do so. (Majan J.A:1995).

In developing countries where traditional values have been thrown into confusion by pressures of modernization, educations are found promoting approaches that recycle its theory and methods. Looking out, the home and family for that matter; it is unfortunate that nowadays some textbooks even disparage parent's moral guidance, thus subtly undermining parents' authority. Such quotes are noted "if you feel your parents are overprotective.... You may feel you have to come out the voice entirely. The argument is that parents' instruction imposes parents' values on the child which may not be the same as the child's values. Parents have no special claim to authority, they are just 'ordinary people with faults and weaknesses and insecurities and problems just like everyone else". Yet the relationship of parent and child is no ordinary relationship. It is a life long relationship the child will never have with anyone else. Not only do parents have vastly more experience in value formation than the child or the child's peers, they also form the values out of enduring love and regard for the child's welfare. (Majan J.A. 1995).

All this shows that there is urgent need to restore priority to moral education. The purpose of education concerns what sociologist Peter Berger calls' *world-building'*. The human world is a world of human achievements of images, ideas and beliefs of works of literature, and maxims of conduct, of skills, technologies and practical enterprises. All these are one's inheritance as a human being, and a part from them, there is no humanity in a real sense. They are an inheritance that can only be grasped and possessed through learning.

The implementation of guidance and counseling by the government of Kenya is based on a number of recommendations and guidelines contained in various education reports and national development plans. For instance, the Ominde report of 1964 stated the need for provision of vocational/ career guidance in secondary schools. This led to the opening of

Guidance and counseling sub-section in the Ministry of Education in 1971. In 1974, it was realized that the provision of vocational guidance was not adequate.

In 1974-1976 a Development plan advised teachers and Heads of Schools to provide space in the time table for teachers to assist pupils resolve their psychological problems by providing Guidance and Counseling. The session paper no.6 of 1988 put emphasis on training Guidance and Counseling teachers and inspectors for better service provision. The 2001-2002 Development plans recommended that the Teachers Service Commission (T.S.C.) should give study leave for teachers going to study Guidance and Counseling.

In 2000, a task force was set up by the Ministry of Education to look into student unrest. It recommended the banning of canning and other forms of corporal punishment, unlawful unrest or deprivation of liberty. Consequently, the students have become more sensitive, treacherous, and rebellious and outright disrespectful to authority. In March 2001, a legal notice no. 56 was released by the Ministry of Education to all learning institutions with a directive banning corporal punishment and implementing counseling services with immediate effect. Henceforth, every school was expected to have counseling centers and designated teachers were assigned the responsibility of counseling students in schools. The sole duty was to develop and articulate guidance and counseling programs that would enable students to exhibit desirable behaviour in all situations. That notwithstanding, schools, especially boarding are still witnessing a wide range of deviant behaviour (K.I.E 2008:40).

A visit to the newly created department of *"life skills and counseling" in secondary schools* at Provincial Director of Education (Nairobi) revealed that although the ministry of education expects schools to be giving counseling to students, the policy guidelines is still underway hoped to be launched at the end of the year 2010. This could be the main reason why schools have not given the seriousness it deserves. .

1.2 The Problem Statement

The alarming rate of moral degeneration in society, and among the youth in particular, is no news in Kenya today. Schools, especially boarding Schools, are witnessing a wide range of deviant behavior. This makes the inquiry into the possible root causes of moral degeneration very important; which is the lead task for this study.

A case in point is the 2008 wave of school strikes that brought learning in many schools countrywide to a near standstill. In 1997, at St. Kizito in Meru, a neighboring boys' school raided the school and ruthlessly raped girls leaving 19 girls dead. In 2007, The Kenya National Examination Council (KNEC) had to cancel results for many candidates who had sat for exams the previous year owing to allegations of rampant cases of cheating countrywide. In the same year (July 2007), one boy was burned to death at Upper Hill Secondary School here in Nairobi. In early October 2010, the media featured a grueling account where students of Endarasha Boys in Nyeri burnt two boys to death following a school dispute. In March 2011, The Star Newspaper featured some youth in Masinde Muliro Gardens in Kakamega getting intimate on bamboo bench in full glare of the cameras. All these incidences, leaves one wondering what has become of Kenya's moral and social education, more than three decades since the introduction of Guidance and Counseling in schools.

Looking at some of the studies carried out in the effectiveness of G/C IN Secondary Schools, it is apparent that this crucial department has been pushed to the sidelines.
Gitonga (1999), in his study on "The Role of the Head Teacher on promoting Guidance and Counseling in Schools," established that school administrations do not regard G/C departments as important as sports or other academic departments like the mathematics or languages departments.

Wokotu (2002), who researched on "Deviant Behavior among Students in Secondary Schools", established that students do not consult counselors nor apply counseling skills learnt because they consider such information less important. The study also established that most students avoid seeking counseling for their view it as a form of school

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disciplinary measure. This attitude is common with most students who think that all that matters for a student academic excellence and subsequent economic reward. This study sought to recommend better methods of disseminating counseling services as an attempt to make them attractive to students.

Kombo (1998); who correlates students' deviant behavior with lack of effective counseling services, also found out that most students were not free to consult their teachers. This view was echoed by Lucy Gathambi (2008); on "Confidentiality as a Challenge to Counseling Interventions in Public Schools." Lucy found out that teacher counselors discourage students from seeking counsel because they divulge whatever confidential issues the students disclose. The only missing link in these studies is whether with professionalism on the part of teachers, the students' moral behavior could change. This was a lead objective for this study.

This study aspired to show why schools need to emphasize on professional dissemination of Life skills that would enable the students become honest, morally upright individual.

Generally, from the various studies reviewed regarding the role of counseling in school, it is clear that, as much as it is hypothetically required by the ministry of education that every secondary school must have guidance and counseling department, it is apparent that these are just but white elephant offices, with little or no impact whatsoever in shaping the moral behaviour of high school students. As to why this is case, remains a research question. This is precisely what this study sets out to establish.

The studies have not offered answers on how the systems can have a continuous capacity building to the service providers.

1.3 Research Questions

(i)   To what extent are the teacher-counselors discharging their duties professionally?

(ii)   What counseling facilities—rooms, books, tapes and other relevant resources are available and in use in the counseling departments in school and to what effect?

(iii)   How effective are the counseling departments in secondary schools in inculcating acceptable norms in the society?

(iv)   To what extent do high school students exude acceptable societal norms?

1.4 Research Objectives

Overall objective

i.   To inquire the extent to which dissemination and provision of Guidance and Counseling services is an effective way to instill acceptable societal norms in the High School students.

Specific objectives

i.   To examine the level of professionalism and the mode of counseling being carried out in schools.

ii.   To assess whether counseling facilities in secondary schools are appropriate and accessible

iii.   To inquire if Guidance and Counseling teachers are disseminating services geared towards molding the character of secondary school students.

iv.   To recommend the various ways these schools could be used to inculcate acceptable morals in the young people.

1.5 Study Rationale

It is hoped that the findings of this study will help policy makers in MOE to formulate appropriate policies and framework to improve the dissemination of G/C services. It

enables them to formulate appropriate policies and framework to improve better dissemination of counseling services in secondary schools. To the public, the recommendations will be useful in directing on better propagation of society norms.

The study delved into professional requirements of teacher counselor and characteristics of appropriate counseling rooms and facilities which if implemented could enable the G/C department in schools more effective.

The study suggested ways that schools could be used to act as centres for molding virtuous young people to substitute the traditional rites of passage. The recommendations will be useful to the general public in directing better propagation of societal norms

1.6 Scope and Limitation of the Study

This study focused on the impact of Guidance and counseling departments in moulding the character of high school students in the selected boarding schools in Dagoretti Constituency. Specifically it looked at the causes of deviant behaviors among teenagers in high school students' albeit the provision of Guidance and counseling service. It sought to come up with ways of making boarding schools a real seclusion environment where children are molded to become responsible adults in the society. The study assessed the availability and accessibility of the counseling services to the students and that appropriate the methods of disseminating these services are in inculcating moral values to students.

Sexual purity was the key area where this study laid more emphasis on. This is mainly because the researcher believed that a student who is sexually pure is likely to be morally upright to other areas. More girls were interviewed than boys purposefully because they are believed to be the ones who ought to be morally upright and they are the ones who bear the brunt of moral degeneration. No wonder the saying goes "educate a boy and you will have educated an individual and educate a girl and you will have educated a society" The study was carried out in boarding school which is a controlled environment so responses may not reflect true behavior of students. Similarly, the study was limited to Dagoretti constituency, so the findings may not necessarily apply to other schools.

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The researcher encountered a number of limitations in trying to achieve its objectives First of all; many respondents appeared reluctant to answer the questions honestly especially those touching on personal issues. Secondly, issues concerning administrative support were sketchily answered for fear of victimization by the administrators. Time and financial constraints was another limiting factor.

1.7 Definition of Key Terms.

Terminology	Definition
Acceptable societal norms:	A mode of conduct that a given society approves of.
Attitude:	A learned and relatively enduring tendency or predisposition to evaluate a person, event or situations in a certain way and to act in accordance with that evaluation. Attitude serves as rather accurate predictor of our actions (Kale and Boman 1979). Many investigators have assumed that attitudes occupy a crucial position in our moral make—up and as a result have consequences for the way we act (Cohen, 1964, Albelson, 1972 MC Gurg 1976).
Counseling:	The application of Medical health, psychological or human development principles through cognitive effective, behavioural or systemic interventions strategies that address wellness, personal growth or career development as well as pathology.
Crime:	Infraction against norms and values that have been codified into law.
Culture:	In ethnographic seize, is that complex whose which includes knowledge, belief, art, morals, law, customs and other capabilities and habits acquired by men as a member of society (Taylor 1871, 1958 Vole 1 Pg. 1.
Deviance:	Simply defined, deviance is behaviour that does not conform to social norms and values, and in doing so elicits a negative response. Deviance encompasses

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both crime and otherness where otherness is non-conformance with both formal and informal norms and values.

Deviant behaviour: This generally refers to any behaviour that is different from that which is morally acceptable social standards.

Guidance: Assistance made available by competent counselor to any individual in order to direct their life and to develop their own decisions and carry his own burdens. It also refers to that systematic process of helping the individual through education and interpretive procedures to gain a better understanding of his own potential and capabilities and to relate himself more satisfactorily to the social expectations in conformity with the existing social or moral values.

Negotiated social order: Social order appears to flow more as less spontaneously from the fact that we obey the norms of our group as society. Social cohesion and integration are seen as resulting from adequate socialization.

Norms: Standards for behaviour that members of a social group share, are expected to follow and that are enforced by positive and negative sections. Norms provide guidelines whose contours state appropriate actions in a particular situation.

Self-Esteem: Refers to the personal judgment we make of our

own worth (cooper smith, 1967).

Sexual purity: Refrain from all forms of sexual perversion and only recognizing the normal sexual relations between a mature male and female in the confines of marriage.

Social order: Allows us to experience the world as stable and predictable. One way in which we achieve a sense of social order is shared expectations. For the most

part, norms are not expressed in some official code. Rather, they are as abstract synthesis of the many separate times that the members of a society state their sentiments on a given issue. They are the accumulated understanding reached through time that come to serve as precedents for future understandings. Each time the group centers some acts as inappropriate, as deviant—it sharpens the contours of the rule.

Societal norms: A standard or pattern of social behaviour that is typical of people living in a particular country, region or having shared customs, laws and organizations.

CHAPTER TWO
LITERATURE REVIEW

2. 1 Introduction and General overview of the chapter

This chapter sought to consolidate the information that has been documented regarding the impact of Guidance and Counseling departments in Secondary Schools as a forum for instilling moral values in young people while they are growing up.

The chapter assessed the various theories posited by various scholars worldwide that seek to explain how learners could successfully be trained to become socially acceptable individuals.

Conceptual frameworks that explained the co-relation between various variables that influences the choice of behavior a High School student exudes was highlighted.

2.2. The need for effective guidance and counseling departments in Kenyan schools.

The current education system in Kenya has witnessed a scenario where more emphasis is laid on academic excellence and aggressive rush to secure limited chances at the few public Universities; such that Secondary schools produce youngsters who are deprived of moral values. Often time, without proper guidance, young people plunge themselves in unbecoming habits like teenage sex, drugs and substance abuse, or worse still, lesbianism and homosexuality, (Makinde & Ndambuki: 1999)

Ideally, young people would naturally aspire to behave the most acceptable manner, but the fast changing society, intrusion of conflicting western lifestyle, economic constraints and lack of proper role models has brought a myriad of challenges to the youth. This could explain why they lack restraints and a sense of sound judgment in their decision and actions.Given that the traditional norms and strict guidelines that directed the growth and development patterns of children have been done away with, this the role of teachers has become critical, now more than ever. Consequently, teachers need to go beyond their call of duty to not only parent the students but also to make the school environment as homely as possible (Pecku, 1991).

Lately, there has emerged a disturbing trend whereby children are growing up without a distinct definition of who they ought to become. This is attributed to a number of factors:

First of all, children are being raised in homes of absentee parents, under the care of another 'child' popularly known as house helps, who being ill equipped to instill moral values to the young one will more often than not neglect them. "Parents are pivotal figures who leave indelible mark in the lives of their children" says Dr. Phil, a Counseling Psychologist. But sadly the family unit is largely dysfunctional.

Secondly is lack of role models with the parents themselves. Many homes here in Nairobi and many urban centers, are characterized by single parent (especially mothers) families, who, due to their frustrations, loneliness and economic constraints, would bring home one 'daddy' after another; albeit unconsciously. This leaves the young person not only disgruntled but totally misguided.

Thirdly is that the media, which occupies a central part in the lives of young people, has totally distorted what moral values ought to be. In the popular 'soap operas', the most sexual characters are celebrated, worse still, the most aggressive, deviant characters, who mostly get away with evil deeds, are celebrated in the so called horror movies.

Fourthly is that, in a society where deviant behaviour like corruption, deception and cheating are condoned and where the perpetrators sometimes ascend to prestigious positions like becoming members of parliament. The young person is misguided to think that it does not pay to live a morally upright life after all. A case in point is the recent outcry in the media after the by-election conducted in Nairobi over the election of young tycoons alleged to be linked to drug traffickers. It clearly illustrated the fact that leadership is not about moral uprightness any more but it's mainly about one's economic power irrespective of the means of acquiring it.

Another example is the post-election violence witnessed in Kenya in January 2008, where politicians were leading young people to engage in reckless looting, killings and wanton destruction of their neighbors' property, all in the guise of demanding for stolen votes. Many lives were lost, people were displaced and the atmosphere was charged with

malice, hatred and vengeance. Looking at the energy and gusto that the youth portrayed can only imply they have a lot of vent up emotions only triggered by that incident.

Given that the same politicians control much of the social and economic power, their influences touch the young people at their greatest area of their vulnerability and lures them to indulge in heinous acts they would not like to.

It therefore means that someone else has to go an extra mile, to not only de-campaign and condemn these vices, but to also shed light to what morality and upright living reality entail. This will beg the question "who on earth can succeed in instilling morality to our young people? When people focus excessively on the practical and material side of life, pursuing technology, information, wealth and status while neglecting spiritual dimension, they may find the satisfaction they derive to be empty and fleeting. A healthier life orientation balances these practical needs with a concern for inner values of truth, meaning, goodness, beauty and love. Moral values such as responsibility, respect, caring, hospitality, courage, loyalty and compassion–help people attain the inner happiness that comes through self-respect, companionship and honour. (Marc 1995:64:66)

2.3 The perceived role of counseling in school

Counseling is an interactive process between the counselors and the counselee where the counselee is vulnerable and needs assistance while a counselor should be trained and educated to give assistance (Makinde: 1984). According to Ndambuki and Muite (1999), counseling is skilled and principled use of relationships which develops self knowledge, emotional acceptance and growth and use of personal resources. Maling (1963) says that in counseling, a person is helped to identify and explore alternative courses of action in dealing with a problem and face possible consequences.

School counselors are highly trained professionals who can assist in a variety of ways to provide student with the opportunities and learn and prepare for their future success. The programme should be an integral part of the school[s total educational programme where counselors work in collaboration with students, parents, families, teachers, administrators and community (Crooks: 2002)

According to Makinde (1984) trained counselors should be placed in schools and colleges to prevent crimes and indiscipline, rehabilitate as remedy existing bad practices and formulate programme of development for good neighborliness. He further says that counseling should develop an individual who is decisive wise, humble, dynamic, other people centered, lovable and full functioning. If properly enforced, guiding and counseling should develop productive, happier individuals who can adjust well to the environment (Muite & Makinde: 1999, Crooks 2002). Further Guiding and Counseling helps students to be aware of their potential and to fully develop them. In so doing, the student can achieve vocational development where they explore and gain knowledge about themselves, their abilities, interest and needs (Maling: 1963; Egan: 1990).

Through guiding and counseling, schools ensures that various students needs are met where home doesn't provide to the needs of the students adequately. For example many parents shy away from sex education. The disadvantaged children are motivated to meet their needs by adjusting with peers, teachers and their environment (Muite & Ndambuki: 1999). Since children somehow become deviant because of home experiences, such problems can only be debated and solved in school (Peck: 1991).

School life is more attractive by giving it meaning through guidance to stop the occurrence of school drop out at various educational levels (Cooks: 2002, Muite & Ndambuki: 1999). Guiding and counseling helps to minimize indiscipline since it gives a sense of direction, purpose and fulfillment where proper utilization of time spent outside the classroom is enhanced (Muite & Ndambuki: 1991).

Through counseling the counselor stimulates the client to provide services to themselves where the counselor has little control over the outcome (Egan: 1990). here the counselors should be competent through effective training programs to enhance problem solution (solving).

Counseling is a crisis oriented yet important service due to the social and economic changes. Emotional and psychological problems are the major causes of students

misbehavior such as rudeness to authority, truancy , bullying, substance abuse, pre-marital sex, dishonesty and violence (Odero: 2003. but through counseling, maladaptive behaviour is altered (Muite & Ndambuki, 1999).

Another important role of counseling is that it helps a withdrawn child who may be a victim of harsh discipline or rejection by friends at home to feel accepted and behave in the right way and fully participate in school activities. (Odero: 2003). Counseling helps to plant something valued (Egan: 1990) and to improve relationship with others in the society (Muite & Ndambuki).

Counseling also allows for personal orientation, understanding of one self as one fair insight of their needs, emotions and behaviour. Furthermore counseling reduces resistance to positive influence and enables individuals to make own decisions (Schneider: 1967).

In cases of extreme deviant behaviour counselling helps to unleash the root causes so that referral for more specialized treatments can be done (Maling: 1963). Some of the student's deviant behaviour can be addressed by other professionals and social welfare department like psychiatrists (Pecku: 1991).

2.4 Efforts by ministry of education to include guidance and counseling in the school curriculum

The implementation of guidance and counseling by the government of Kenya is based on a number of recommendations and guidelines contained in various Educational reports, National Development Plans and government sessional papers such as the following;

    (i)   Ominde report 1964

    (ii)   Gacheti report – 1976

    (iii)   Kamunye report – 1988

    (iv)   Sessional Paper No.6 of 1988

    (v)   National Development Paper.

The Ominde Report of 1964 stated that there is need to re-asses the expatriates education to fit training for people over the skilled jobs. This necessitated the enhancing of vocational career guidance in schools. The recommendations led to the opening of Guidance and Counseling social sub section in the ministry of Education in 1971 to support School Career Guidance (SCG).

In 1974, it was realized that the provision of vocational guidance was not adequate. Other issues emerged, therefore in the 1974 – 1976 Development plan advised teachers and Heads of schools to provide spaces on the timetables for teachers to assist pupils resolve their psychological problems by providing guidance and counseling services.

The Gachathi report of 1976 recommended that teachers should be trained in Guidance and Counseling in colleges. This was implemented in the 1976 – 2011 Development Plan. Specifically, the 1973 – 1983 Development Plan recommended that guidance and counseling forms part of the curriculum at teacher training colleges and universities. This was emphasized in the Kamunge Report of 1988 that made various recommendations for training and provision of guidance and counseling services. These included:

    (i)   Decentralization of guidance and counseling to district levels.

    (ii)   Senior teachers to be responsible for ruing the programmes.

    (iii)   TSC to appoint guidance and counseling H.O.D in schools.

    (iv)   K.I.E to be charged with the responsibility of developing a suitable and relevant curriculum and resource materials such as guidance and counseling hand books

    (v)   Training of teachers' trainers and teacher counselors.

    (vi)   Provision of guiding and counseling services in schools land colleges.

    (vii)   Development of peer education.

The Sessional paper No. 6 of 1988 put emphasis on training guidance and counseling providers and inspectors for better services provision. The 2001 – 2002 Development Plan recommend that TSC should give study leave for any teacher going to study guiding and counseling courses.

However, MOEST still faces a number of Challenges in implementing guidance and counseling services in schools. These include:

(i)   Inadequate training for personnel.

(ii)   Lack of proper guidance and counseling facilities.

(iii)   Inadequate financial resources.

(iv)   Work overload for teacher counselors.

(v)   K.I.E yet to come up with a formal curriculum and a training hand book.

(vi)   Lack of adequate guiding and counseling services.

This to a large extent could explain why the G/C departments in secondary schools are frugal. The study proposes that MOEST should address these issues if morality of High School graduates is to be restored. One of the ways perhaps could be for schools to include a lesson or two per week for imparting life skills.

2.5 Importance of imparting life skills in secondary schools.

Life skills are abilities which enable an individual develop adaptive and positive behaviour to deal effectively with challenges and demands of everyday life (K.I.E 2009:19)

Life skills comprises of competencies that can enable the youth to cope with challenges and merge their lives in a healthy productive manner. It also enables individuals to develop positive attitudes towards self and others by transforming knowledge, skills and values into action. These will enhance their abilities to make effective decisions and relate amicably with others in society.

2.6 Why schools should inculcate acceptable norms to the students

Because the job/role of raising children has been delegated to teachers, it is important that they inculcate acceptable norms the way a parent would.

Telling a lie is the worst offense because it is foundational for all other evil acts, every crime begins with someone behaving as speaking a lie. Even if a lie is as simple as I can get what I want if I lie" it paves way for evil (Omartian S. 2003:87)

Children will lie at one time or another but the question is whether they behave they can get away with it. How parents handle their lying will determine the outcome.

Teenagers and young adults need to be taught the importance of sexual purity at the earliest opportunity. Our society is desperate for healthy relationships. As marriages and family come wider fire, from all fronts, efforts should be redoubled in helping future generations achieve healthy relationships (Ndakwe P. 2005:25).

Many people think that children aren't behaviourally influenced by movies, music videos and television, but this is false. The amount of time the average teenager spends watching TV and listening to music videos is equivalent to the amount of time in school in form one though to the four years in college. Young people listen to an average of 10,500 hours of rock music and watching TV. Inevitably, they perceive the following messages:

i) Doing what feels good as what's right for you which usually translate into sexual permissiveness

ii) The idea that sex is a private act and no one else is business – leading to sexual irresponsibility

iii) The belief that sexual behaviour is largely without personal consequence – which usually brings personal acts of considerable consequences (Ibid 23 -25)

Some research studies have estimated that an average person views 90,000 scenes of sex or suggested sexual intercourse between ages of eight and eighteen-more than 70,000 of them indulging in pre-marital or extra – marital intercourse (McDowell, 2007:29).

The fact that children are innocently indoctrinated with a liberal view of sex, not to mention the other distortion, and is hardly protested by parents only suggest that teachers are left to undo such rubbish.

Most of the time, sex as potrayed on TV and movies, is not true to life. The 'Soaps' constantly tell us that sex is just another casual, fun activity without consequences. A study by Lon Harris and Associate, revealed that, 41% of teenagers thing that TV gives a realistic picture of sex. What is even more sobering is that 24% of adults belief what they see about sex on TV. (Lewis H. et al:41).

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2.7 Suggested effective methods of teaching life skills education.

1. Debates

Debates can be used to teach / inculcate such topics as: Effective communication, Assertiveness, Decision making, non-violet conflict resolution and negotiation. These are discussion which involve two opposing parties with each group expressing opinions or views about a given topic or subject; each group competitively attempts to win the other to their side of the argument.

The G/C teacher should correct misconception and explain any views expressed in the debate. This helps the participants to reach a conclusion as per the intended objective of the motion.

The teacher should select a motion for debate for example 'conflict should not be resolved through violence'. The teacher should ask students to do research on the topic and prepare for the debate on a set day.

Once the motion is done, the teacher should conclude by emphasizing all the positive aspect leading to acquisition of relevant life skills.

2. Role-plays

These are drama episodes in which participants experience how a person feels in similar real life situation. Role plays can be used when developing specific skills such as negotiation, assertiveness, communication and self-awareness as well as, discussing sensitive issues such as gender which the teacher might feel inadequate to discuss and demonstrating how a skill can be applied in a given situation.

3. Songs and Dances

These are musical compositions on topical issues and themes. They convey messages on contemporary issues in the society. They can be used in character building where positive characteristic/Values are reinforced. This method is handy in developing and strengthening such life-skills as self-awareness, empathy, resolution. Songs are helpful when we want to pass sensitive cultural messages in an interesting manner.

The teacher can either compose a song or ask students to do so. Or they could even use the already existing ones. Songs can be accompanied by dance or even reinforced by the use of puppetry.

Since dancing co-coordinates with of body movements which generate joy and cheerfulness among participants, it is an indirect way to release pent-up emotions. Being interesting and appealing, it has immediate and lasting impact on the listeners.

4. Poetry and Recitals

These are compositions which capture events, themes and situations in a short and precise manner. They communicate feeling, opinions, ideas, habits and other experiences. They can be acted, recited or dramatized. They are useful in appealing to people's emotions and to enable them to adopt or change behaviour towards a desired direction.

Here the teacher can compose, collect or guide the learners to compose or collect own poems/recitals which pass the life skill being taught. The teacher will assist learners to analyze the poems identifying the relevant values, attitudes and life skills.

5. Games

This involves using various interesting and exciting activities which have set rules. This is particularly used when clarifying or discussing difficult or sensitive issues.

Games enhance the quality of interaction in a group and help learn and practice new life skills for they make presentations interesting.

Example of a game

A game of cards on coping with stress

Steps

    (i)   Prepare cards, and on each card write a word showing a stress or examination pressure, body changes and family expectations.

    (ii)   Put the learners into groups.

    (iii)   Shuffle the cards and let each group pick one card

    (iv)   Let the learners discuss how they cope with various stressors written on their card.

(v)   The teacher then concludes the lesson by emphasizing an on the main points raised and corrects any misconceptions.

6. Story Telling

This method involves telling of narratives with particular themes based on actual life events. They give account of detailed information about an event or life situation in an interesting way while passing a moral lesson.

Stories can be composed or collected based on specific themes or life skills like assertiveness, negotiations, decision making. Stories can be told in a more dramatic and exaggerated way than real life experiences. They could be presented in a variety of ways such as tone variation, use of facial expression, involvement of audience. Animal characters and human ones can be used. Students can be encouraged to come up with their own stories from their communities. Puppets can be used to make stories more dramatic especially when presenting sensitive messages.

2.8 The Counseling Process- Is It Appropriately Used?

Counseling is often described as a process- meaning a progressive movement towards an ultimate conclusion, that conclusion being the resolution of whatever precipitated the need for help (Hackney, H.L et al 2009: 42). This movement may be described as a series of stages through which the counselor and client move. These include:

♦   Establishing a working relationship;
♦   Assessing or defining of the presenting problem;
♦   Identifying and setting goals;
♦   choosing and initiating interventions and planning
♦   Introducing termination and follow up.

Once initiated, each of these stages becomes a pertinent part of the process. That is, establishing a rapport and relationship becomes a continuing agenda for the counselor and client, even after a good relationship has been initiated. Like course assessment (stage 2) continues to be a matter of interest as the counselor and client better understand the nature of the presenting problem. Each remaining stage follows and continues to be a present in the process up to and including termination.

This implies that if positive results are to be realized as far as molding students character is concerned, the teacher counselor needs to be professionally trained or taken through regular induction programs.

The figure below summarizes the five stages.
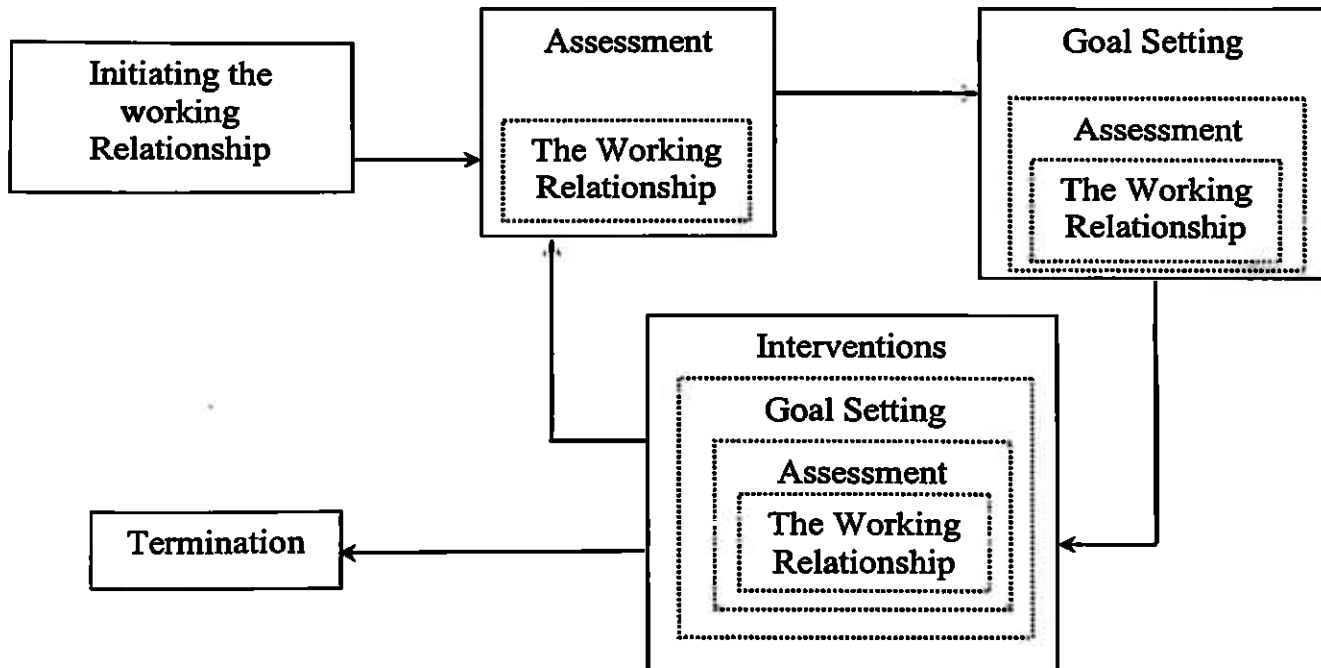
Figure 2.1: Stages in the Counseling Process

Source: Pietrofesa, John J. Allen Hoffmen and Hamard H. Splete. Counseling: An introduction, second edition. Copyright 1984 by Houghton Mifflin

2.9 Factors that influence the counseling process- do professionalism affect results of counseling?

There are a number of factors that influence and affect the counseling process for better or worse. These include: The seriousness of the concern presented, Structure, Initiative, Physical setting, Client qualities and Counselor's qualities. This means that of necessity, teacher charged with guiding and counseling students should be professional counselors

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who are well versed the complexity of the process. These are looked into in details as follows:

1. *The seriousness of the presenting problem.*

Counseling is impacted by the seriousness of the client's presenting problem.

"There is a relationship between initial self-reported disturbance level and treatment course. Thus, clients reporting higher initial distress take more sessions to reach clinically significant improvement than those clients reporting lower levels of distress (Herbiest, 2006:109).

Research suggests that the largest gains in improvement occur early in treatment but seriously disturbed individuals benefit from larger term treatment. Clients who are in better shape at their onset of treatment seem to improve the most, in the least amount of time, and with the best long term results. Research summarized by (Leibest: 2006), has found "50% of clients diagnosed with anxiety or depression had improved by sessions 8-13" and "85% of clients improved after year of weekly treatment (p109)

2. *Structure.*

Structure in counseling is defined as "a joint understanding between the counselor and client regarding the characteristics, conditions, procedures and parameters of counseling (Day & Spar ciao, 1980, p.246).

Structure helps clarify the counselor client relationship and give it direction, protect the rights and roles and obligations of both counselors and clients, and ensure the success of counseling (Braymer et al, 1993).

Practical guidelines are part of building a structure. They include time limits e.g. 50 minutes sessions. Action limits is meant for prevention of destructive behaviour, while Procedural limits – in which the client is given the responsibility to work on specific goals or needs (Brian). It is also important to provide information of fees schedules.

In general, structure promotes the development of counseling by providing a framework in which the process of counseling can take place. It is therapeutic in and of itself says Day and Sparacio: 1986:247.

One way of establishing structure is providing information about the counseling process, about themselves with professional disclosure statements that include details about nature of counseling, expectation, responsibilities methods and ethics of counseling.

3. *Initiative*

Many clients come to counseling on voluntary or self – referred basis as pressuring most counseling theories. (Vaneed & Dyer: 1973) estimate that majority are clients who visit counselors are reluctant to some degree.

A reluctant client is one who has been referred by a third party and is frequently "unmotivated to seek help" (Ritchle, 1986, p. 156) many school children are good examples such clients, they often terminate the counseling process prematurely and dissatisfied.

A resistant client is one who is unwilling or unready or opposed to change (Otani: 1989, Ritchle: 1986). Although they actively seek counseling, they are unwilling to go through the emotional pain, change in people's lifestyle as enhanced by awareness that counseling demands (Presley: 2000).

There are four broad categories of resistance: Amount of verbalization, Content of message, Style of communication and Attitude toward counselors and counseling session. The counselor should be able to deal with the clients' resistance through the following suggested ways.

1. Anticipating the anger, frustration and defensiveness that the client display.

2. Showing acceptance, patience and understanding and a non judgemental attitude.

3. Use perversion (Kerr, Clarbon, & Dixon: 1982 Senow: 1982). How the counselor responds to the client directly or indirectly, can make a significant difference in whether the client takes initiative in working to produce change.

4. Through confrontation where the counselor points out to the client exactly what the client is doing as being inconsistent. In such situation, the client must take responsibility for responding to confrontation.

5. Using language especially metaphors to soften resistance or reluctance. "Metaphors can be used to teach or reduce threat levels by providing stories, by painting images, by offering fresh insights, by challenging rigid thinking, by

permitting tolerance for new beliefs and by overcoming the tension often present between a counselor and the resistant or reluctant client "(James & Hazler: 1998: p. 122).

Strengthening the counseling relationship through "mattering" the perception that is human beings are important and significant to the world around us and to others in our lives (Rayle: 2006). Research shows that mattering to others directly affects individual's lives and relationship. Using pragmatic techniques such as silence (or pause), reflection (empathy), question describing, assessing, pretending and sharing the counselors perspective are ways to overcome resistance (sack, 1988).

4. Physical Setting

Counseling can occur almost anywhere, but some physical settings promote the process better than others. Among the most important factors that help or hurt the process is the place where the counseling occurs. Most counseling occurs in a room, although (Benjamin: 1987) tells of counseling in a tent. He says that there is no universal quality that a room should have "except [that] it should not be overwhelming, noisy, or distracting" Shertzer and (Stone: 1980) implicitly agree; "The room should be comfortable and attractive" (p. 252). Erdman and Lampe (1996) believe that certain features of a counseling office will improve its general appearance and probably facilitate counseling by not distracting the client. These features include soft lighting; quiet colors; and absence of clutter; harmonious comfortable furniture; and diverse cultural artifacts. All of which are soothing to a disturbed mind. It is therefore important that schools bear that in mind when they are allocating rooms for counseling purposes.

5. Client qualities

A counseling relationship starts with first impressions. The way that a counselor and client perceive one another is vital to the establishment of a productive relationship. puts out that "clients come in all shapes and sizes, personality characteristics and degrees of attractiveness' (Warpath:1977:85)

Counselors are influenced by the appearance and sophistication of the people with whom they work. Counselors mostly enjoy working with clients who they think have the

potential to change. A counselor must consider a client's body gestures, eye contact, facial expression and vocal quality to be as important as verbal communication in a counseling relationship. It is also crucial to consider the cultural background of the person whose body language is being evaluated and interpret non-verbal messages cautiously (Sealskins: 1979).

6. Counselor qualities

The personal and professional qualities of counselors are very important in facilitating any helping relationship. Okan and Kertrowitz (2008) in listing five important characteristics they should poses note that their personality and level of functioning are interrelated. These includes: Self-awareness, Honesty, Congruence, Ability to communicate, Knowledge and expertness, Attractiveness, Trustworthiness.

Counselors who continually develop their self awareness skills are in touch with their values, thoughts, and feelings. They are likely to have a clear perception of their own and that of their client including their needs and accurately access both .Hence are honest with themselves and others. They are able to be more congruent and build trust simultaneously. Counselors who possess such type of knowledge are more likely to communicate clearly and accurately.

Expertness is the degree to which a counselor is perceived as knowledgeable and be informed about their specialty. Clients want to work with counselor who appears to know the profession well. Counselors who display evidential cues in their offices such as certificates are perceived as more credible than those who do not and as a result are likely to be effective (Loech et all 1984). *Attractiveness* is a function of perceived similarity between a client and the counselor and the physical features. Attractiveness can be achieved by speaking in clear, simple, jargon free sentences and offering appropriate self disclosure (Watkins & Schneider: 1989).

The manner in which the counselor greets the client and their ability to maintain eye contact can also increase the attractiveness. Similarly, using non verbal cues like head nodding and approving facial expression do boost attractiveness (Claiborne: 1979), La

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(Cross: 1975). The attire of the counselor that is clean, neat and professional also makes a difference (Hubble & Gilson: 1978).

Trustworthiness (sincerity) and consistency of the counselor are both generated between the client and counselor through patterns of behaviour that demonstrate care and concern. (Fog and Cox: 1983) notes that many clients test the trustworthiness of their counselor by requesting information, telling a secret, asking for a favour, inconveniencing the counselor, deprecating themselves or questioning the motives and dedication of the counselor. It is essential that counselor respond to the question of trust rather than verbal contest of the client in order to facilitate the counseling relationship.

2.10 Characteristics of the Real Relationship between a Client and Counselor-could it foster positive results?

Carl Rogers the first American therapists to provide the conditions of humanistic relationship proposed six counseling conditions that the considered both necessary and sufficient to produce constructive client personality (Rogers: 1957). These included: Two persons in psychological contract; Unconditional positive regard of the counselor; accurate empathy; Counselors genuineness; an unconditional or positive regard for the client and Empathic understanding of the client.

a) *Empathy:* It has been noted that accurately experienced empathy means that the therapists seizes accurately the feelings and personal meaning that the client is experiencing and communicates his acceptance understanding to the client through listening, of this very spend active kind, is one of the most potent forces of change that I know (Rogers 1989:136).

Empathy has also been seen as a two –stage condition (Gladding: 2006) identifies these stages as primary empathy, which involves communication a basic understanding of what the client is feeling, which reflects not only what client state overtly but also what they imply or state incompletely- basic empathy enough to catch what the client is implying or even stating incompletely hence accurate empathy.

As to whether empathy is a "learned" counseling resource, or personal quality or some combination of the two is questionable (Hacking: 1978). Although all human being are born with attribution, so that life experiences help one to develop empathy, it is expected that counselors has to learn to listen with emphatic ear, project themselves into the client's experiences in such a way as to experience their world. Inevitably, counseling students can develop strong and effective emphatic skills through their preparation and experience.

Strong empathic relationships involve a skillful listening that enables one to hear the obvious and the subtle. Counselor's empathy contributes to the establishment of rapport, the conveying of support and acceptance and the demonstration of respect and civility. It helps the counselor and client clarifies issues and contribution (Egan: 2007)

b) Genuineness

Referring to the counselor state of mind, genuineness means that the counselor can respond to the client as a full human person and not just in terms of the role of therapist" Holdstock & Rogers: 1977, pg 140)

Egan, (2007) describes genuineness people as being comfortable with them. Genuineness includes being congruent, spontaneous non defensive, open to experience, consulted and comfortable with close behaviours that help client (Egan: 2007: 50-51). It is being who you really are, without pretenses fictions, roles or veiled images. It suggests large amounts of comfort with you, thus it is a quality that people acquire through life experiences.

Another term is congruence- which means your words-actions and feelings are consistent what you say corresponds to how you feel, look and act. Counselors who attempt to mask significant feelings or who send simultaneous and conflicting messages are behaving incongruently. Incongruence can contribute to client confusion or even mistrust. Spontaneous is also used in reference to genuineness. It refers to the ability to express oneself easily and with actual tactful honesty without having to screen for response through some social filter. Counselors genuineness enables the client to discuss private

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matters and reduces emotional disturbance between client and counselors hence it is a facilitative condition.

c). Positive regard

Unconditional positive regards is one of the conditions identified by Rogers as necessary for positive personality change to occur. He defined it as praising the client as a person with inherent worth and dignity, regardless of such external factors as the client's behaviour demeans, and appearance positive affirmation of the client as a human being.

The counselor who experience a positive regard for client reflects their view of who the client is and embraces the clients, "would this incorporates the clients ethics and sense of self and aspects of the clients life experiences that have shaped his/her would view, or his or her wish to change."

2.11 Appropriate method for counseling groups for adolescents-Are the school counselors employing these?

Group counseling is especially suited for adolescents because it gives them a place to express conflicting feelings to expose self-doubts and to come to the realization that they can share these concerns with their peers. A group allows adolescents to openly question their values and to modify those that need to be changed. They learn to communicate with their peers, benefit from the modeling provided by the leader and can safety experiment with reality to test their limit. The opportunities for interaction enables participants to express their concerns and be heard, help one another on the road towards self understanding and self-acceptance.

Patterson: 1971 has observed that the counselors' professional identity is related to their knowledge and practice of ethics. Welfel: 2006 has added that the effectiveness of counselors is connected to their ethical knowledge as well as behavior. Un-ethical behaviors in counseling can be in many forms. Some forms of unethical behaviors are obvious and willful whereas others are more subtle and unintentional. Regardless of this, the harmful outcome is the same. Counselors are therefore expected to exercise the highest level of professional ethics.

2.12 Theoretical Framework

The following are some of the theories that this study found informative as how best counseling can be used as a technique and process for imparting social moral values.

1. Rational Emotive Therapy (Rational Therapy)

Rational Emotive Therapy (RET) was developed by an American psychotherapist and psychologist Albert Ellis. The school of thought was established by Albert Ellis and was originally called Rational Therapy, but was revised to Rational Emotive Therapy in 1959. RET is one of the first cognitive behaviour therapies and was predicted in articles of Ellis Published in 1959

Rational Emotive Therapy (RET) is a type of cognitive therapy that treats psychological disorders by forcing the client to give up irrational beliefs. It is a comprehensive active – directive, philosophical and empirical based psychotherapy which focuses on resolving emotional and behavioural problems and disturbances aimed at enabling people to lead happier and more fulfilling lives.

One of the fundamental beliefs of RET is that human beings do not merely get upset by unfortunate adversities but also by how they construct their views of reality through their language, evaluative beliefs, meaning and philosophies about the world, themselves and others.

In RET; clients usually learn to apply this premise by learning the A-B-C model of psychological disturbances and change. The ABC model states that the client is not normally affected by an A (Adversity or Activating event) but also by the B (believes) that they have about the Activating (A) event and the C (Consequences) that will arise from the same.

A (adversary/activating event) can be an external situation, a thought, or any other kind of internal event. It can refer to an event in the past, present or future. The B (Beliefs) that are most significant, highly evaluative and consist of interrelated and integrated cognitive emotional and behavioural aspects and dimensions which are very significant to the victim.

In using the RET model, the counselor should assume the role of the mediator, ensuring the philosophically based illogical, unrealistic and self-defeating meanings, interpretations and assumptions which upset people (students) are adequately dealt with. The student should learn to identify them from healthy constructs and subscribe to more constructive and self helping construct.

The RET model (theory) assumes that humans are both innate and rational (self – and social-helping and constructive) and irrational (Self-defeating and unhelpful) tendencies and learning.

RET claims that people, to a large degree, consciously or unconsciously construct emotional difficulties such as self-blame, self pity, clinical anger, heart aches, guilt, shame, depressions and anxiety. Such behavior tendencies like procrastination over compulsiveness, avoidance of their irrational and self thinking emoting and behaving are acquired over time.

The teacher counselor can apply RET theory by actively directing the client on how to identify irrational, self defeating beliefs which are rigid, extreme, unrealistic and illogical and forcefully , actively replacing them with more rational, self –helping ones. By using different emotive, cognitive behavioural methods and activities, the client together with the teacher counselor can through home work exercises gain more rational, self helping and constructive rational way of thinking, emoting and behaving.

One of the main objective in using RET model is the is to show the client that whenever unpleasant, unfortunate activities ,events occur in their lives, they have a choice to making themselves, feel healthy and self –helping or feeling sorry , disappointed, frustrated, terrified, terrified and depressed. The client should be taught that by attaining and ingraining a more rational and self constructive philosophy of themselves and others and the world, people often are more likely to behave and emote in more life-serving and adaptive ways.

2. Values Theory – by Lawrence Kohlberg.

Lawrence Kohlberg in his research has formulated a theoretical viewpoint on moral (or values) development in "An introduction to Counseling and Guidance by Gibson R.L and Mitchel M/ H, 2003:204)".He came up with the following observation which are insightful and useful for teacher counselors to be acquainted with:

(i)   Kohlberg's' conclusion was that children go through six stages of moral development as follows: Heteronymous morality—obeying rules to avoid punishment.

(ii)   Individualism instruments—purpose and change—following rules when it is in one's best interest or serving one's own interest.

(iii)   Meaningful interpersonal expectations, relationships and interpersonal conformity-living up to what is expected of you by others. Being a good person is your own and eyes.

(iv)   Sound systems and conscience-fulfilling duties, contributing to the group and society. Satisfying your conscience.

(v)   Social contract as utility and individual's rights-obligation to the law-commitment to family friends and work.

(vi)   A universal ethical principle- which follows universal principles of morality (C. Mc Candles, & Coop, 1999:163 – 164).

But Kohlberg believed that the individual's development could become fixed at any one of the six stages. He proposed moral education program centered around discussion of real hypothetical dilemmas where the ultimate goals is moral maturity.

A major hypothesis of group values theories that is useful in a school counseling situation is the suggestion that the skillful and consistent use of valuing process by an individual will make appropriate decisions that will satisfy both him and the society, (Gibson R.L & Mitchell H.M 2003: 205). This means that if students were individually trained on the right values to exude, they would over time embrace them.

3. Learning Theory

The learning theory explains the process of learning. Most of them are obtained from experiments such as classical and instrumental conditioning. Psychologists B.F Skinner, Ivan P. Parlor and E. L Thorndike agree that learning is a process by which changes in behavior result from experience of practice, where behavior means any response that an organism makes to its environment. Behavior includes actions, emotions, thoughts and responses of muscles and glands. Learning produce changes in any of these forms of behaviors (The World Book, 1972:142 – 143).

One group of psychologists emphasizes stimulus response relationships and experiences with classical and instrumental conditioning. They say all learning involves the forming of habits. They claim that when we learn, we connect a stimulus and a response that did not exist before, thus when a learner meets a new problem; he uses appropriate responses received from past experience to solve it. If this learner uses a trail and error approach to resolve their problems and by default they succeed, they will apply the same next time they have a problem. He uses the response after another until he solves the problem.

Another group of psychologists stresses on cognition (Act of knowing) above the importance of habit. They emphasize insight, understanding and other thought process as being key factors to changing attitudes. Social learning guides a person's behavior such that if whatever is learnt is it is in accordance with to the societal values and beliefs, the person should adjust accordingly. It therefore follows that should the G/C teachers were to meticulously inculcate moral values the students would change for the better.

4. Systems theory

This theory is largely associated with Talcott Parsons (1902 – 1999) in his work written in 1951 – 1973. The main argument of this theory is that the society is like a biological organism with distinct organs each with specific functions to play for the meaningful functioning of the whole organism.

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Commenting on the same theory, Senge et al (1994:90) observes that a system is a perceived whole whose elements hang together over time and operate towards a common purpose. They maintain that systems' thinking enlists a large and amorphous body of methods, tools and princes all oriented to working at the interrelatedness of forces working as a common process (Senge et al, 1994:89).

The origination of general system theory was Ludwing Von Barlarifty (1968), a biologist who propounds that any living organism is composed of interacting components mutually affecting each other.

According to Wooden (2003:8), systems theory is a generic term used for conceptualizing a group of related elements of people that are functioning as a whole entity e.g. family, group like a school. Because of its focus is on how the interaction of parts influences the operations of the system as a whole hence the following patterns are observed: Causality interactions – events are related through a series of interacting feedback loops. Psychological systems are best understood as repeated patterns of interpersonal interactions. Symptomatic behavior – must be understood from interactional new points (Sextors 1994: 250).

This theory is applicable in the school setting in that the school community operates like a system. According to Brendtro (1996) a school is like a successful business, it is a cohesive community of shared values, beliefs, rituals and ceremonies. It therefore means that for any school to successfully produce morally upright young adults there is need for co-operation among the entire stakeholders. Granted, members of the school community (learners, teachers and parents) have various perceptions and feelings about their school. Positive and protective attitude towards the school is achieved when members feel secure and comfortable. However, when they perceive the school as another prison, negative feelings such as fear, frustration, insecurity, hurt and bitterness which impact negatively on one's behavior towards the school grows up. If not addressed, these can lead to stress and conflict which may result into violence and destruction of property.

2.12 Conceptual Framework

Where as guidance and counseling service could largely influence students' upright behaviour (exuding moral uprightness), other factors could also be responsible for certain deviant behaviour.

The figure below illustrates the interaction of the independent, intervening and dependent variables of the study.

Figure 2.2: Conceptual Framework

Independent variable	Intervening variables	Dependent Variables

| _G&C Factors_

Program Implementation
• Counseling resources
• Group guidance
• Peer counselors
• Guest speakers
• Display of information

Non-corporal Punishment
• Manual work
• detention | 1. **Student**
  • Family background
  • Peer influence
  • Biological factors
  • Previous experience
2. **School administration**
  • Supportive
  • Delegation
  • Freedom of expression
  • Rules and regulation | 1. **Student Discipline**
  • High
  • Moderate
  • Low
2. **Student self esteem**
  • High
  • Moderate
  • Low |

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter entailed the methodology that aided in collecting data which was later presented, interpreted and analyzed as prove to the propositions hypothesized earlier in the study. The chapter contains the research design, the target population, and the sampling design, test of reliability and validity, data collection procedures and data analysis techniques. This section also contains the research instruments which will be incorporated in the study. It further describes the procedures of data collection.

This study used both quantitative and qualitative research methods. The quantitative methods measured the data collected while the qualitative methods measured the non-measurable social habits like observation and findings from focus group discussion.

3.2 Sources of Data

This study relied on two complementary sources of data: primary and secondary data. The primary sources of data involved collection of data in a natural setting (field) which was done personally or with the assistance of trained research assistants. This data were collected from students and teachers who were the key informants. Focus Group Discussion was also used to obtain qualitative data such as the extent to which students exude acceptable behaviour. A discussion guide was issued to randomly selected group of students in each School. The leaders of the groups were inducted on how to conduct the discussion by the researcher of the key informants in some cases.

Secondary data was obtained from such sources as files and other records used by the HoD of the Guidance and Counseling departments in the four schools selected for this study.

3.3 Site description.

Dagoretti Constituency is located to the South West of Nairobi County. As is characteristic of an urban area it is, the area is densely populated and within it, stands Kawangware slums. Demographically, most inhabitants range from low to middle

income earners. This study was carried out in two Provincial Schools, one National School and one District School. For the Provincial Schools, 85% of the students come from Nairobi, while the District School draws students from its locality. The National School has students from all over the country.

The study was carried out in randomly selected boarding secondary schools in Dagoretti Constituency. Upper-Hill School– a provincial school , Lenana School which is a boys national school, Nembu Girls School, a district school and Moi Nairobi Girls, a provincial school. The boarding school in this case acted as a unifying factor since different socio-economic background will be assumed not to affect the behaviour of students.

3.4 Target Population

According to Philip (2005) population is a group of individuals, objects, items from which samples are taken for measurement. It is an entire group of persons, or elements that have at least one thing in common.

This study targeted a population comprising high school students from form one to four between the ages of 13 to 18 years old. The study also targeted the teachers—especially those in the guidance and counseling department as well as the school administration. The study specifically targeted an overall population of 1000 students and about 50 teachers including the Schools' administration. For convenience, the study came up with a sample size of between 50-80 students and 15-20 teachers including the administrators.

3.5 Research Methodology.

According to Kothari (2004) research design refers to a strategy which specifies the approaches to be used for data gathering and analyzing the collected data in consideration with the time and cost constraints usually encountered in research.

According to Leadey and Ormond (2005) research methodology refers to the general approach that a researcher takes in carrying out a research project. Chandran (2004) adds that methodology gives the direction to which a researcher follows so as to get answers to issues of concern. And that the purpose of research design is to help achieve the research objectives in an effective manner. This study mainly used descriptive research method.

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This research made used both quantitative as well as qualitative methods of data collection. For data analysis, the study used both descriptive methods for qualitative data and co relational statistics for quantitative data. Descriptive method was specifically used to investigate the immeasurable variables like sexual purity integrity and behaviour change in public boarding schools in Dagoretti constituency.

According to Sekaran (2003) descriptive research method present data in a meaningful form as it enables easy description of the characteristics of the organization that follow certain common practices. It provides clearly defined information and its findings are conclusive. It also determines the frequency with which the variables are conveyed because it enables the information to be conveyed in details.

3.6 Data Collection Methods

3.6.1 Observation Method

This is where the research or research assistant took time to observe the actual procedure that teachers used to counseling students. This method which is highly qualitative was used by the researcher to observe the trend in counseling in one of the selected schools where she is a teacher and a member of G/C department.

3.6.2 Interviews.

According to Mugenda and Mugenda (2003), an interview is an oral administration of a questionnaire or an interview schedule. It is a face to face encounter. To get accurate information through interviews, a researcher needs to obtain the maximum cooperation from respondents.

This study conducted interviews with leaders of the Focus groups before the start of discussions. The key informants who were HoD for guidance and counseling departments were interviewed so as to solicit information on how they run their departments and if they think they are doing enough to mould the character of students. Open ended as well as structured questionnaires were used.

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3.7 Sampling Procedure

A sample is a small portion of the target population. According to Kombo and Tromps (2006) sampling procedure involves dividing a population into homogenous sub-groups and then taking a random sample in each sub-group.

This study employed stratified random sampling and systematic random sampling. The desired sample size for this study was 60 students of the total population of students from the four selected schools. From each School, the respondents were proportionately selected from every class. The strata here represented specific classes i.e. Form 1, 2, 3 and 4. The study propositively selected a given number of respondents were pick from each class.

According to Best & Kahn (1988), the larger the sample size the smaller the magnitude of sampling error and the greater the likelihood that the sample is representative of the total population. The systematic random sampling method was used to obtain a sample from each cluster (school) and in every school; the cluster represents the various classes that the sample population is drawn from.

The Focus Group Discussion specifically used purposeful random sampling method whereby a selected group of students were interviewed for specific research questions. The selection was suitable because it represented the larger population in study. This group took 2% of the target population.

3.8 Data Collection Tools

3.8.1. Questionnaire

A questionnaire is an assessment device containing either open ended, close ended or both open and close ended questions. Gay (1996), points that questionnaires give respondents freedom to express their views or opinions and also make suggestions. Being anonymous, it helps to solicit more candid answers.

This study largely used structured as well as open ended questionnaires to collect data. The questionnaires were pre-tested to ascertain reliability before the actual data collection was carried out. This was designed in various categories so as to accurately solicit for

information sought by the different research questions. Semi structured questionnaires was used to assist respondents to answer the questions touching on sensitive issues like their sexuality. This also allowed for ease in computation of the findings and enabled the respondents to give clear opinions on various issues.

3.8.2 Key informants and FGD leaders Guide.

The HoD for Guidance and Counseling departments in the selected schools were provided with a guide to enable them to give the information about G/C departments which was considered relevant to the study.

3.8.3 Notes

The researcher or research assistants took notes on what they observed during the counseling sessions. Similarly, notes were taken from interviews conducted on the HoD in charge of the Guidance and Counseling departments. The FGD's leaders were also to make short notes from the discussions conducted.

3.9 Data Analysis

In social science studies, some units of analysis are purely a qualitative phenomenon, as such, the change on human behavior as a result of counseling. This can only be analyzed using descriptive and correlation statistical methods. Descriptive statistics literally describe characteristics of a sample.

Since the study was qualitative in nature, data analysis was mainly descriptive and used co relational statistic analysis. However, for quantitative data, this study used Statistical Package for Social Sciences (SPSS).The devices which are used to organize and summarize data include the mean and standard deviation. Co relational statistics was also used for analysis of findings from the focus group discussion for purposes of comparison and to make predictions about the entire population from a given sample.

3.10 Units of Analysis.

This refers to units of measure about which information is collected and the kind of thing a researcher wants to analyze. The main unit of analysis for this study narrowed into

students levels of sexual purity. These were assessed as pointers to moral uprightness among young people.

3.11 Units of Observation

This refers to the units on which the research is carried out. For this study, the units of observation were students, teacher counselors and the school administration. The researcher arrived at some conclusions based on observable behavior of these units.

3.12 Ethical Considerations

Social Sciences research like any other research entails getting personal views on the research topic and as such, utter confidentiality on the same needs to be observed .This study took care of such areas of concern as:

- Violation of confidentiality and ignoring the Research ethical considerations.
- Exceeding ones level of professional competence.
- Negligent practice in dealing with the respondents.
- Claiming expertise one does not possess.
- Servile attitude from respondents.
- Certain conflicts of interest, such as dual relationship (researcher doubling another relationship either personal or professional (Moleski & Kasila 2005).
- Questionable financial arrangements, such as bribing the respondents to giving desired information.
- Plagiarism.

To reduce the occurrences of such unethical issues, the research considered consent form for the respondents and a brief introduction to research participants and assistants.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents and analyzes the results that were obtained from the research conducted. Thus, it highlights the factors affecting the effectiveness of counseling departments within secondary schools, hence the moral decadence of high school graduates. The analysis was based on the responses, which obtained by the researcher from the questionnaires issued to respondents.

4.2 Data Presentation

The data was presented qualitatively through descriptive and inferential statistics on one hand and quantitatively through frequency distributions tables and percentage charts, and graphs where applicable.

The student respondents were drawn from selected schools in Dagoretti constituency Nairobi County. They comprised 14 boys from Lenana School which is a national school and 12 boys from Upper Hill School, a provincial school, 19girls from Moi Girls School a provincial school and 15 girls from Nembu Girls School a district school. Four (4) FGDs were conducted; one from each school.

Four (4) key informants were given to G/C teachers in each of the four schools. Their input was used to supplement the students' response. A majority 60% of these respondents were holders of first degree (B.Ed), 10% had master's degree in counseling, another 10% had higher Diploma in counseling but 20% did not have any special training in Guidance and counseling except the periodical one or two days, seminar by the ministry of education.

4.2.1 Response Rate

The study had a sample size of 60 students randomly picked according to class cluster in the selected schools. Sixty (60) questionnaires were developed and administered to the same sample size but only 47 of them were returned. Of the total 47 questionnaires returned and analyzed, 38.3% of them which represented 18 respondents were boys while

61.7% of them representing 29 respondents were girls. The number of girls was deliberately higher than boys because the study assumed that girls are the ones who bore the brunt of moral degeneration. Table 4.1 on the next page shows the response rate for all the students.

Table 4.1: Response Rate of Students who were contacted

Category	Frequency	Percentage
Response	47	78.3
No response	13	21.7
Total	60	100.0

4.2.2 Class distribution

For every stratum (school) the questionnaires were distributed randomly to each class on equal proportion. From the total questionnaires collected and analyzed, the distribution pattern was as indicated in table 4.2 below.

Table 4.2: Distribution of Student (respondents) according to class level

Class level	Frequency	Percentage
Form One	14	29.8
Form Two	13	27.7
Form Three	12	25.5
Form Four	8	17.0
Total	47	100.0

4.2.3 Gender distribution

The data collected was sorted and analyzed separately according to gender so that different behavior patterns could be ascertained. Table 4.3 on the next page illustrates this.

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Table 4.3 Distribution of students by gender

Gender	Frequency	Percentage
Boys	18	38.3
Girls	29	61.7
Total	47	100.0

4.2.4 Response from the Key Informants and Focus Group Discussion

These two sets of respondents were contacted to supplement given by the students' respondents. The research targeted four teachers from each of the four schools who, as the key informants, were asked to shed light on the mode of counseling being carried out in their schools with a view to establish if they impart acceptable norms on the students . They were interviewed using a guide which contained questions that mainly solicited information on their experience in counseling and their opinion on the degeneration of the societal norms among students that pass their hands. Four Focus Group Discussion were given to each of the selected schools.

4.3 Main Findings

Data collected was largely qualitative and was analyzed through inferential and descriptive statistics. SPSS was used to analyze data with multiple variables. The quantitative data was also analyzed and used to supplement findings from qualitative analysis. The two methods were used interchangeably for purposes of interpretation.

4.3.1 The respondents view on professionalism and the mode of counseling in schools.

The main intention for this objective was to ascertain whether teacher counselors were disseminating the counseling service in accordance to the requirements of the counseling ethics. This was assumed to be a prerequisite to effectively enabling the departments becoming relevant and attractive to students. The following specific areas were looked into.

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4.3.1.1 The respondents' view on the counseling process and its effect in imparting societal values.

On the Counseling Process the majority of the respondents rated the counseling service they got as either boring or reactive. Some responses from FGD cited students having complained that guidance and counseling teachers discussed students' issues divulged during G/C sessions with third parties. This is a serious breach of confidentiality expected of a professional counselor.

The study further sought information on the reasons as to why the students will or do not seek guidance and counseling in secondary schools, a majority of 40% of the respondents indicated that teachers go round discussing couseling problems hence an indicator of lacking confidentialilty. Second were 2.3% respondents who indicated preference to friends and relatives to their school teachers. 20% of the respondents indicated that they were not free with teachers while 3.3% indicated that the teachers will dismiss their problems. Finally, 6.7% of the respondents indicated that either they are not free with teachers or teachers will discuss them while another 6.7% indicated that they would rather talk to friends than have the teachers discussing their problems. Table 4.4 below illustrates the various reasons why students do not seek counseling.

Table 4.4: Reasons why students do not go for Counseling

Category	Frequency	Percentage
Teachers will dismiss my problem	1	3.3
I am not free with teachers	6	20.0
I rather talk to friends or relatives	7	23.3
Teachers will go discussing your problems	2	6.7
Not free with teachers and teachers discussing your problems	2	6.7
Talk to friends/relatives and teachers discussing problems	2	6.7
Total	**30**	**100.0**

The study also found that although remarkable effort seems to have been done to allocate G/C rooms and assign teachers to man the department, a lot is yet to be done. Less than half the number of the key informants' indicated that there were no guidance and counseling lessons allocated to them in the time table. They felt that it is the duty of the administration to include guidance and counseling activities in the school curriculum.

Another issue that emerged from FGD which revealed lack of professionalism in counseling was the fact the relationship between teachers and their clients was very detached. As such, most of them reported that they could not confide in them teachers for personal as well as social issues. Instead, they indicated that they trust their peers more because they understand their desire to explore things for themselves. Unfortunately such a trend renders the guidance and counseling department ineffective.

The key informants also revealed that students shy away from seeking their counsel but instead choose to put up with their problems until a time when they erupt in the form of deviant behavior. They further indicated that should such students agree to talk to them; in most cases they open a whole lot of more serious issues.

Unfortunately, the study learn from one FGD member that *'teachers would at such times scold and reprimand or even condemn you as being hopeless without bothering to understand you '.*

4.3.1.2 Respondents view on methodology in counseling.

On the methodology used by the teacher counselors to disseminate their service, the respondents revealed that in most cases, students are only reprimanded in the G/C department in the event that they are caught after committing an offence. This, according to one FGD participant explains why students abhor G/C departments *'because a student who is guilty needs a listening, caring person and not one who condemns them.*

On further inquiry into appropriateness of the methods of counseling used, the study found out that only a small percentage of the respondents indicated they are somehow effective particularly when Guest speakers are invited to address such obvious topics as HIV/AIDS. But majority of respondents felt that the methods were not appropriate for counseling.

Majority of the key informants disclosed they do not disseminate counseling service in a deliberate meticular manner like they did in other academic subjects. This view was supported by some participants of FGD who said that the only time a student is counseled is when they are caught in an indiscipline case. But to them, the method that a teacher counselor uses make students shun their departments even more *"when you go there, you are scolded, demeaned and condemned so that you come out feeling very bad about yourself."* said one FGD participants.

4.3.1.3. Respondents' rating of the counseling experience they had.

When the respondents were asked about the attitude they had towards the respective counseling services offered in their schools, many of those who sought counseling on academic matters reported that they were handled well; but those who were seeking counsel on personal issues such as family problems were reluctant to comment on the experience with the services but eventually said that if they were not made to go for counseling, they would never go for counseling. A small percentage felt that it was a boring and unnecessary service. Yet a few others felt that they were mishandled by the G/C teachers. Table 4.11 further illustrates this.

Table 4.5: The Counseling Experience

Category	Frequency	Percentage
Very well	25	78.1
Boring and unnecessary	7	21.9
Total	32	100.0

4.3.1.4 Accessibility of counseling facilities in school.

The main intention of this objective is to find out if guidance and counseling services were accessible to the student in school. The table below shows that 48.9% of the respondents said that the facilities were accessible, while 51.1% said that the facilities were not accessible.

Table 4.6: Accessibility of Guidance and Counseling Services

Response	No. of student	Percentage
Have access	23	48.9
Have no access	24	51.1
	47	100.0

The research further inquired on how the respondents would rate the effectiveness of G/C departments in shaping the students behaviour. The study further sought to know if the services they got from the department would shape the character of students. In response, 34% of the respondents said the G/C departments would have a huge impact if they were accessible, while 66% said that the guidance and counseling departments were not be effective at all. Of the no respondents, 76% that the department was not effective at all because in the school setting, students had learnt to behave in a specific manner suitable to the dictates of the school rules. 24% felt that the department would be effective with teachers who were friendly to the students.

Table 4.7: Effectiveness of G/C in shaping students' character

Response	No. of students	Percentage
Effective	16	34
Not effective	31	76
	47	100

This views was conformed by a participants in a FGD who said that most student are not genuine in their behaviour *"You can only see their true colours when they are alone and nobody is monitoring them"* said one FGD participant. Majority of the FGD participants

also agreed that G/C would significantly shape the character of students if teachers were more friendly to them.

4.3.2.1 Appropriateness of the counseling services in molding the character of students.

In trying to ascertain whether the counseling services offered in school are appropriate in shaping the character of students, the researcher inquired on the specific issues that students sought counseling for and the findings revealed that majority of those who had ever gone for counseling were seeking guidance on academic matters.

Only 48.8% of the respondents indicated that they had ever sought counseling services while 14.6% indicated that they had never sought counseling services .Interestingly, of those who said they had been counseled, 14. 98% disclosed that were seeking counseling on issues regarding poor performance, while 8.5% were counseled on subject selection, 4.38% were seeking for guidance on university application and accumulative 25.53% was seeking counseling for other issues including emotional support. This goes to prove that the G/C departments have been reduced to career guidance avenues for student while the key role of giving emotional support has been neglected. Table 4.8 below illustrates this,

Table 4.8: Issues of counseling

Class level	Subject selection	University application	Poor academic performance	B/G relationship	Friendship	Peer influence	Others	Total	
								N	%
F1	-	-	50.0	25.0	-	-	25.0	8	100.0
F2	13.3	13.3	26.7	-	6.7	13.3	76.7	15	100.0
F3	40.0	40.0	-	-	-	-	20.0	5	100.0
F4	14.3	-	57.1	14.3	-	-	14.3	7	100.0
Total N	5˙	4	12	3	1	2	8	35	100.0
%	14.3	11.4	34.3	8.6	2.9	5.7	22.9		100.1

From table 4.8 above it can be inferred that majority of students who seek counseling are the form two and the main area for counseling is regarding poor performance while many

of the form ones follows still on the issue of poor performance. The form fours are third in rank and still the leading issue for guidance is academic performance followed by Boy/girl relationships, others personal issues like family problems. The form threes rank last at 20% and the main issue of their concern is subject selection and university application. Generally on the issues of counseling, a majority of 34.2% indicated attending counseling on poor academics, 14.3% on subject selection, 11.4% on university application, 8.6% on relationships, 5.7% on peer pressure and influence and 2.9% on friendship. 22.9% indicated other issues.

This proves that for most students, guidance and counseling are only useful when one needs assistance as far as academic progress is concerned. This point was confirmed by many participants of FGD who agreed that G/C departments only help students to achieve good grades and establish their future career.

4.3.2.2 Distribution by gender on counseling seeking patterns

Interestingly, the study learnt that more girls sought counseling on emotional issues than boys. This, as one of the key informant said, is because girls are more open and trusting of others then boys. When the respondents were asked to state the particular issues they sought counsel for, there responses are summarized at the table below.

Table 4.9: Issues that student seek counseling for

| Type	Frequency	Percent
Family	3	7.3
Sexual Issues	8	19.5
Personal Issues	21	51.2
Academic issues	9	22
Total	41	100.0

From table 4.9 above it is clear that majority of the students who see the counselors regarding social issues are those who have problems on personal issues like coping with

changes that one encounters in high school, which translates to 51.2% which is followed by academic issues at 22% then sexual issues at 19.5% and lastly family problems. This view was also confirmed by some key informants who felt that majority of form one students would approach them when they are overwhelmed by the various changes they encounter in school.

4.3.2.3 Why students would not seek counseling on emotional issues

Furthermore, the study wanted to know if students would seek counseling on emotional issues and it realized that 40.4% of the respondents indicated that they would emotional counseling while a majority 57.5% indicated that they would not go for counseling on emotional issues. But 2.1% of the respondents did not respond to this question.

Figure 4.1: Gender and Emotional seeking patterns
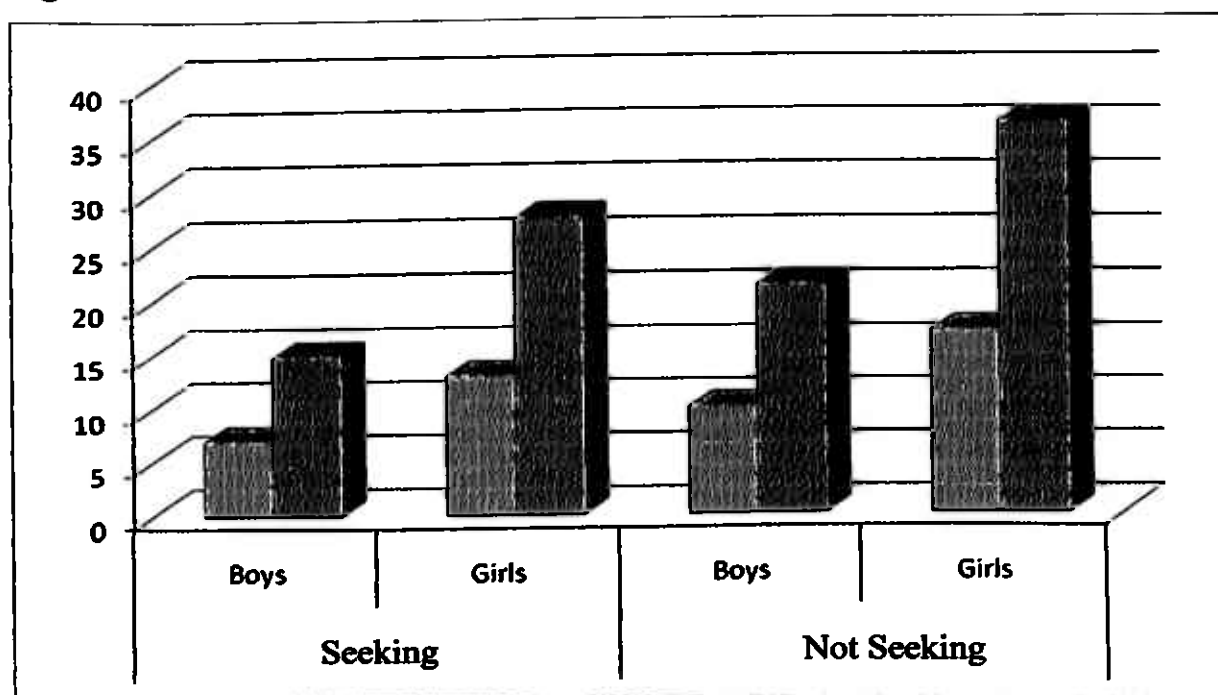
The study also found out that the main reason why students would not approach teachers for emotional support was because of the previous experience that those who had previously been counseled had. Whereas those who sought counsel on academic matters reported that they were treated with dignity and respect by teachers, majority of those who saw the teachers for social support reported that teachers scolded them as being ill

mannered, weak and are social misfits. An interesting account was reported in one of the FGDs to the effect that a teacher disparaged one counselee who was grappling with issues of homosexuality. As such, students would rather share their issues with their peers if all they were to confide in anyone. This explains, as another participant added,' *why G/C is associated with some form of stigma.*'

4.3.2.4 The respondents' views on the need for Counseling in schools

When asked if they would advocate for better counseling services, 90% of the key informants strongly said that they advocate for provision of effective counseling services in schools. However, only 10% of the respondents had a feeling that counseling may not have that much impact in schools since there are so many other factors that lure students to behave in a deviant manner. FGD conclusion on this issue was that G/C is very necessary only if students were given a leeway to run the departments themselves. More interesting was their suggestion that teachers should allow for open forums which they called 'Let's Talk' sessions. This, they said, would allow students to debate over pertinent issues that affect their emotional health. Moreover, they felt that when students 'pour out' their pent up emotions, they attain some psychological healing Fig 4.12 on the below illustrates the percentages of those who advocated for counseling in schools.

Figure 4.2: Advocacy for Counseling in schools.

Will advocate for
Counseling in Schools
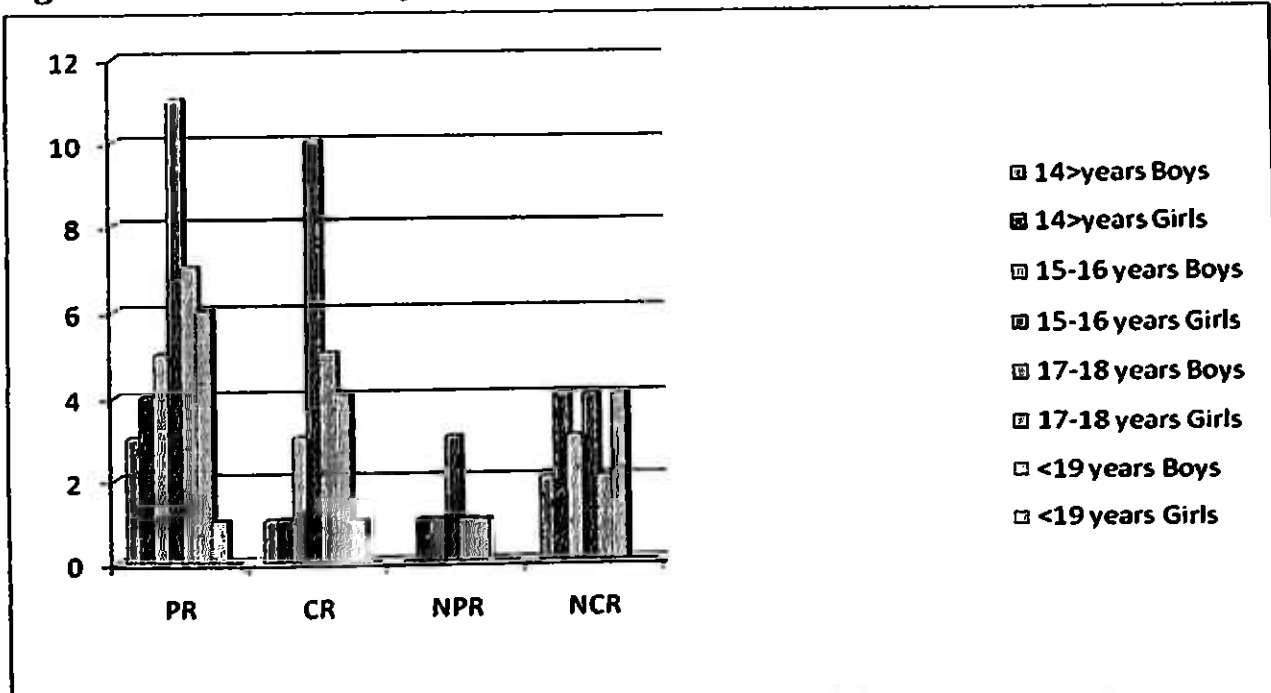☐ Yes
☑ Somehow necessary

56
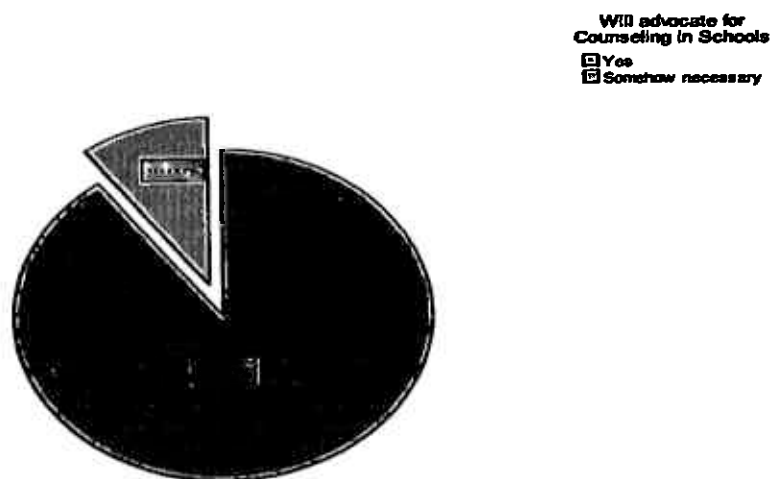
4.3.3.1 The moral behavior of high school students

To ascertain how morally upright the high school students were the researcher gave both structured, open ended and discussion questions for the Focus Group Discussion. The unit of analysis here was sexual purity. When the respondents were asked if they think guidance and counseling department played a role in shaping the morals of students, many were of the opinion that it plays very negligible role since in school the focus is more on academic excellence rather than the moral uprightness.

Majority 65% of the respondents said that students are both dishonest and sexually active, further on cases of dishonesty, cheating in exams ranked high. Asked why the students behaved that way, the respondents revealed that they did so in a bid to gain acceptance by peers and also approval by parents and teachers.

In trying to establish the student's attitude towards boy/ girl relationship, the research found that 76.9% of the respondents did not see anything wrong with it, while 33.1% felt it was wrong for students to be in relationships. In fact, majority of them confessed that they had at one point been in such relationships. Specifically, it was realized that more girls (61.7%) compared to 34% of boys were in a relationship. It is only 17% of them who responded that they were not in such kind of a relationship. Figure 4.2 on the next page illustrates this further.

Figure 4.3: Attitude to Boy/Girl relations

Legend:
- 14>years Boys
- 14>years Girls
- 15-16 years Boys
- 15-16 years Girls
- 17-18 years Boys
- 17-18 years Girls
- <19 years Boys
- <19 years Girls

4.3.3.2 The views counselling students' sexual purity.

The researcher started by obtaining the general view of the respondents a far as the issue of sexual purity is concerned. This variable was intended to shed light level of moral uprightness among high school students .The study found that 46.8% of the respondents thought that only 30% of the school population was virgins, while 38.3% thought that 50% of the school population was sexually pure and nearly 15% thought that more than 70% of the school population was virgins. Given that a larger percentage of the respondents (46.8%) thought that only 30% of the total school population from their respective schools is sexually impure, it is a clear indication that the youth are morally degenerated as far as sexual purity is concerned. Figure 4.4 on the next page illustrates this.

Figure 4.4 Gender vs History boy/ girl relationship
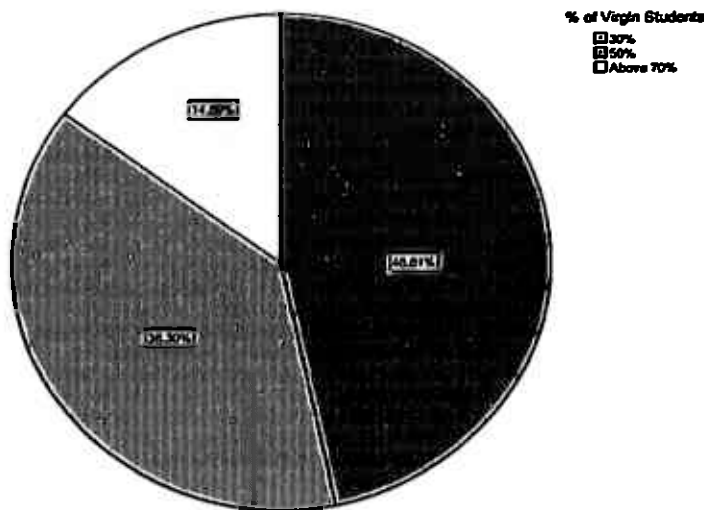

A similar view emerged from the analysis of the FGD which revealed that up to 70% of the students are dishonest and cases of cheating on their boy/girl friend whom they are in intimate relationship exists. The same discussions also revealed that student indulge in unbecoming behavior because no one has ever taken time to caution them on the consequences and therefore they are not accountable to anyone. All these go to prove that functional G/C departments are urgently needed. Figure 4.6 on the next page illustrates this.

4.3.3.3 Students' attitude towards sexual purity.

Here the researcher wanted to establish the respondents take on sexual purity, the study specifically wanted to know why students got sexually intimate with those they are in a relationships with. Interestingly the study found out that a smaller percentage of the respondents had not. This, according to the information gathered from FGD, the low percentage was attributed more to the fact that student fear to contract HIV/ AIDS than because the fact that they held to view that they should remain sexually pure. This was confirmed by the key informants who vehemently said that with the media influence, majority of the youth were sexually active and that many of them would not be truthful when they are discussing such issues. The figure 4.5 further explains this.

Figure 4.5: Relationships and sexual purity.
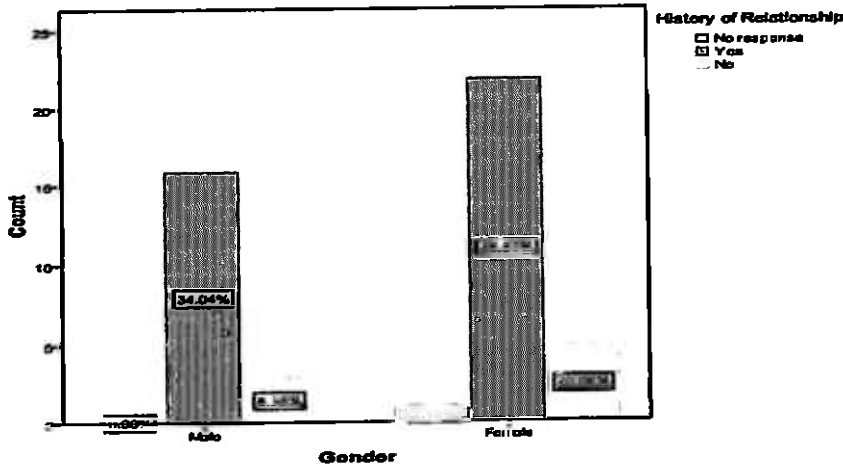
4.3.3.4 Why student would engage in premarital sex.

The study was also keen to know why students indulged in premarital sex albeit to the various teaching that taught against that. Majority 43% of the respondents indicated that teenage sex is common with high school students mainly because of peer pressure. Curiosity was the next major cause at 23.4% followed by the need to keep their boy/girl friends which rated at 8.5%. Curiosity and keeping friends was rated second last at 4.3% equal to curiosity and peer pressure while 2.1% of the respondents indicated that a combination of factors was a cause.Fig.4.6 below illustrates this.

Figure 4.6 Rating of the causes of teenage sex
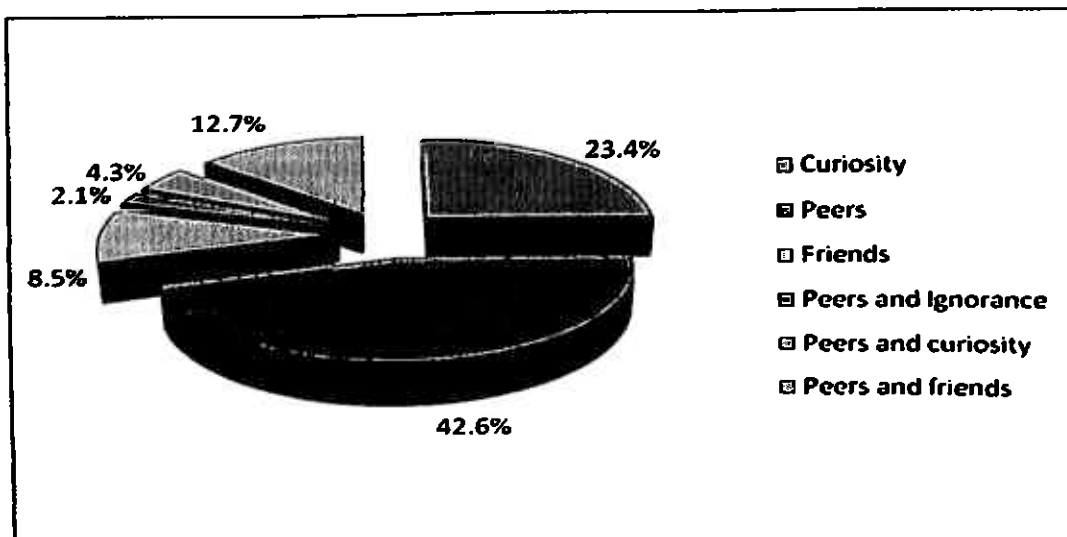
4.3.3.5 Availability of sex education in schools

The researcher further enquire whether sex education was offered in schools. The study found that 38.3% of the students said that they occasionally got sex education from the counseling teachers, while nearly 30% said they learnt from the parents, 8.5% revealed that they it get from religious leaders and 17.02% from other source like media. However, 6.38% did not respond to the question. This statistics indicate that if G/C were to be effectively functioning, majority of the students would derive the moral value from the right sources. The following figure summarizes the sources of sex education.

Figure 4.7: Sources of Sex Education
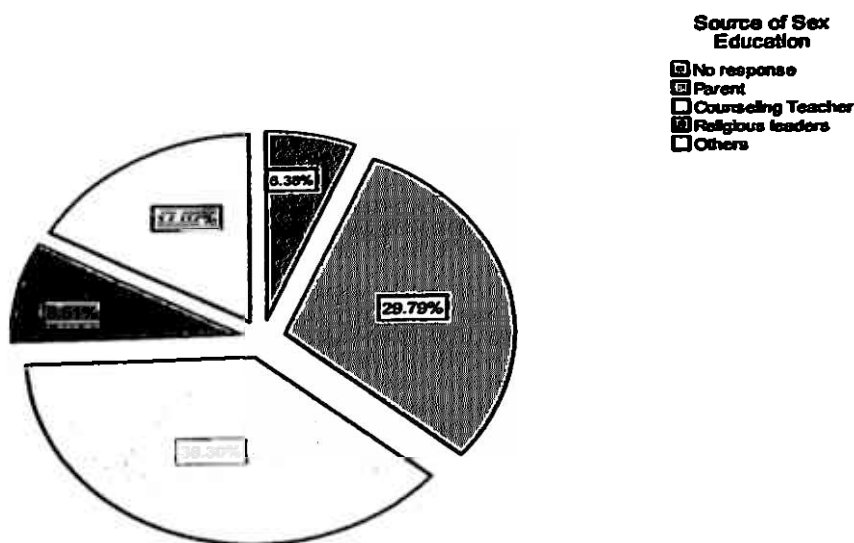
This implies that teacher counselor is the most preferred authority figure as far as teaching sex education is concerned. As such, it shows that if G/C departments were functioning as expected by the Ministry of Education, acceptable societal values of high school students would change for the better.

4.3.4. The summary of the findings.

Having analyzed the various responses of the study, the following key areas which the study addressed for the specific research questions can be highlighted.

4.3.4.1 The extent to which the teacher- counselors equipped to discharge their duties professionally

All the respondents indicated that the teachers are professionally trained ranging from in-service certificate training to Masters Level. But on further scrutiny, the study found out that it does not automatically translate to them being effective in molding the character of the students.

On the availability of time for G/C in the schools' timetable and the calendar of events, the study found that the administration has never considered them a priority.

The study also learnt that whereas all the other departments had special days in the school calendar where they publicize their activities G/C departments did not have such days. The study also learned that teacher counselors were on kept abreast with the emerging issues that students grabble with because the department member hardly go for the in service training offered by the MOE; it was revealed that in most cases the HOD attend such trainings and even then, no sessions for sharing the information with other members of the departments were held.

4.3.4.2. Counseling facilities—rooms, books, tapes and other relevant resources available and in use in the counseling departments in school

All the respondents indicated that there were counseling rooms in the public school with 60% respondents also indicating that the rooms can serve the purpose of guidance and counseling. However, 10% of them indicated that the rooms are not secluded as would be expected of an ideal counseling facility.

On the guidance and counseling materials, 40% of the respondents said that books were used as their main resource. The study also found out that in most of the schools, a few charts and posters were displayed in the G/C departments. Another 40% of the respondents said that both books and magazines were used while 10% cites other materials like Digital Visual Devices (DVDs) and films which used by the quest speakers when they are invited.

However, majority of the respondents felt that these resources do not effectively serve the purpose of imparting acceptable societal norms because the G/C lesson do not appear any different from those of other academic subjects. In addition most of the FGD participants were of the opinion that G/C lesson should be made more lively if teachers used such methods as role plays, drama, story telling or even use of card games.

4.3.4.3 The role of the guidance and counseling teachers' best in inculcating moral education to students

A majority of the key informants was affirmative that teacher are the most suitable people to instill societal norms while 20% thought they were not. The remaining 10% was of an opinion that although it is not the obligation of teachers to teach students on social matters, they should do so because they spend more time than any other authority figure.

As to why the rate of moral degeneration is still rating high among high school students, the study found out that among the factors that frustrates the teachers' efforts to do so is the rift that exists in relationship between teachers and students. This is coupled with the fact that students prefer other sources of information regarding social education like the media to the teachers' counsel. Permissive society was viewed as another challenge because by default, it communicates to the young people that they can get away with anything. Yet another problem that the respondents encountered was the belief by students that it does not pay to be morally upright after all. And that academic excellence with its subsequent socio-economic reward is all that matters, even if through dishonest means.

4.3.4.4. Effectiveness of the Guidance and Counseling services in secondary schools in inculcating acceptable norms in the society

40% of the key informants felt that the departments were not effective. This was attributed to the low turn-out of students seeking counseling. Again, 11.4% of the respondents indicated that the teachers could effectively instill societal values on students if at all the change the strategy of doing so. Forty three percent (43%) indicated so their impact was on average. However, 38.6% indicated that the departments were not effective at all because for any counseling to succeed there is need for a cordial

relationship between counselor and the counselee. This, the respondents felt was not possible between teachers and students since in most cases, they are disciplinarians.

These findings imply that the education planners and all the stakeholders need to re-evaluate the modalities of inculcating morals to students since schools and teacher remain the most suitable agents for inculcating societal norms.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the researcher reflects on what the findings inferred in relation to the research objectives of the study, afterwards the researcher provides conclusions of the research findings and, gave recommendations of the research study so as to assist on the improvement of the guidance and counseling departments in secondary schools.

5.2 Discussion.

Looking back at the findings, majority of the respondents who were the students indicated that the mode of counseling as used currently is not effective in addressing behavioral issues like moral uprightness. The key informants who were the teachers in charge of Guidance and Counseling also confirmed this.

First of all, the percentage of students who thought guidance and counseling was not functional (51%) was more than those who thought it was functional (49%). And when asked whether it was specifically helped to shape their character, 57% said no while 40% said yes and others were non-committal.

Even within those who said yes, majority still felt that the young school student would rather get counsel from parents, media, and religious leaders than from teachers. Teachers were seen to be more of disciplinary agents especially on academic front; in addition, many students felt that teachers were not confidential.

Many of the key informants (teachers) indicated that they did not have G/C lesson on the time – table since the school administration viewed academic subjects as being more important. When asked on the counseling rooms and facilities available, most respondents indicated that there was at least one room in every school but the conditions of the room were not conducive for counseling.

When asked about the material used as teaching aids, most of respondents indicated that they mostly use books which again made the service appear academic hence boring to students. Most of the students were of the opinion that the G/C teachers should use more interesting methods. This is made worse by the fact that department faces a number of challenges including; lack of professionalism ,lack of support from the school administration, absence of guide policy guidelines from the Ministry of education. The following key areas were researched on and the findings were as follows:

The study examined the role that G/C departments play in importing acceptable values on students in public boarding secondary schools in Nairobi county with a view to establish if they are effectively working towards molding students character while they are in high schools .Such variables as the presence of counseling department, G/C teachers' qualification and type of facilities used for counseling were looked into. All these all revealed that in as much as the departments are there, the counseling services offered in schools were not effective in shaping the students social behaviuor .

The study also found that the departments were operating below the expected standards as far as encouraging students to have a positive attitudes towards G/C where many students demonizing it as disciplinary sector. Sixty percent (60%) of the respondents had a view that their past experience with the counselors was not pleasant and 70% were categorical that they would not seek counseling services in future while 30% of the students reserved their opinions.

The study realized that peer counseling in small groups were preferred more since students could freely discuss personal issues and those of relationships with one another. On further inquiry as to what specific issues they sought counsel for, 40% of the respondents said that they sought counsel on academic affairs while 30%of them revealed that they would go for counseling on boy/girl relationship and 20% said that they would seek counseling on other personal issues including family related problems.

5.3 Conclusions

On the final analysis, the study concluded that G/C departments are ineffective in inculcating acceptable societal norms on high school students. This is a very sad reality that should be addressed urgently if moral uprightness of students is to be achieved.

The summary of the findings revealed that the use inappropriate counseling process; lack of administrative support; students' negative attitude towards guidance and counseling and inaccessibility and the poor condition of the counseling rooms are the major factors which pose a challenge to counseling and consequently lead to ineffective guidance and counseling departments in public secondary schools.

It is because of such ineffectiveness that the high school students end up being defiant, immoral and may end up indulging in criminal activities if they are not assisted in advance. Since none of the factors mentioned can be ruled out, it is imperative that more emphasis needs to be put on professionalism in counseling if better results are to be achieved. This requires concerted effort from all the stakeholders to improve the sector and raise a morally upright generation.

The study also concluded that the 8-4-4 system of education which emphasizes on academic excellence as a means to securing chances at institutions of higher learning at whatever cost is to blame for the rampant cases of cheating —which is a form of dishonesty.

The study further concluded that G/C services are hardly accessible to students because the rooms are not conducive and the methods of disseminating such service are not appealing to students. Moreover, accessibility is hindered by the stigma that students associate seeking counsel with.

As for the level at which students exude moral uprightness the study used sexual purity as an indicator of demonstrations of acceptable norms. The findings revealed that 74% of the respondents were sexually active. Whereas this is alarming, the study concluded that apart from the aforementioned causes including curiosity, peer pressure, students' of lack

role models even from parents and teachers are the major causes of their being sexually active. Although media and permissive society contribute largely to students' moral degeneration, the findings indicated that students could behave differently if they were taught on the importance of moral uprightness by teachers and parents .If this was done, the students can then be held accountable and charged to act as responsible young adults once they graduate from high school.

5.4 Recommendations

Whereas lack of clear guidelines and counseling schedule will mean that students are not attended to in form of guidance and counseling, lack of trust and confidentiality was found to play a big role in determining whether or not the students will seek elderly and professional help whenever faced with problems. It is therefore the responsibility of the guidance and counseling teachers to make their services appealing to the students if only to encourage them to be seeking counseling. The following are some of the recommendations that could be implemented to improve on the effectiveness of the G/C departments.

5.4.1 Professionalism

The study found out that there is need for more trained and professional counselors if better results are to be achieved. It is also important for the teacher counselors to employ professional ethics so as to endear themselves to the students. Furthermore it is important that the Ministry of Education provides adequate facilities for dissemination of the said services.

The guidance and counseling teachers should creatively device methods of counseling rather than stick on procedures that may not yield results. Proactive rather than reactive counseling should be adopted. Activities that are attractive and appealing to students should be used when offering guidance and counseling to the students. It should be the responsibility of the teachers to swallow their pride and bent a little low so as to win the students confidence. Productive friendly relationships sealed with trust are required and should be forged.

5.4.2 Administrative support

The study recommends that the administration should incorporate guidance and counseling in the school programs. Proactive counseling rather than reactive counseling should be adopted where students are taught to embrace good values and abhor vices which are deemed unhelpful to their individual growth and development. This can only succeed if the school administrations back the departments.

The administration should also invest in facilities and teaching aids which will enable the department to perform and the results will be productive. The members of guidance and counseling departments should also be rewarded when they perform their duties well. This calls for guidance and counseling performance evaluation.

The study recommends that schools should be equipped to produce all-round individuals who will fit in the society both socially, economically and morally. Whereas academic excellence is important in the rating and view of the school, a culture of not only academic giants but all rounded individuals should be encouraged. Students should also be assisted to mature up so as to be able to make open-minded decisions instead of succumbing to peer-pressure and resorting to unjust means to excel academically in an attempt to meet the unattainable demands from their parents.

Open-forums should also be used by the guidance and counseling teachers to help the parents and students to make informed choices and lay down strategies of working. Unrealistic expectations should also be avoided and clear goals be used. Finally, rewards should be used to boost the performance of students.

5.4.3 Students' attitude towards guidance and counseling

The students should be given lessons on attitude change and trust as well as confidentiality. The teachers should also solicit information from the students on how they are rated –the so called 360 degrees appraisal.

The guidance and counseling teachers should also employ other counseling approaches such as group and peer- counseling. Peer counselors should be trained and equipped to deliver guidance and counseling to their fellow students. Teachers should identify trustworthy students who can bear the responsibility and report back to the department after their counseling sessions. The teachers should also do constant follow-up to see what the group and per counselors are doing.

5.4.4 Education policy makers and Partners

There is need for proper policy guideline on the implementation of guidance and counseling services in secondary schools. Again it is important that the MOE deploys of counseling professionals as stipulated in the Ministry of Education. Furthermore it is also important that schools give adequate funding for guidance and counseling so as to strengthen the existing structures.

5.4.5 Suggestions for Further Study.

In the course of this study, several other issues that challenge the proper functioning and hence effectiveness of the G/C departments in secondary schools emerged. Therefore, this study recommends that more study be done on the following areas;

- First, this study recommends that more research be done on ways to impart moral education in schools.
- Secondly, more knowledge needs to be generated on ways to make moral uprightness attractive to young people.
- Furthermore, the study recommends that there is need for some study to be carried out on factors that leads to moral degeneration among high school students.
- Another important area of study should be on the main causes of deviant behaviour among the youth and how to overcome them.
- Yet another interesting area of study could be on the impact of having appropriate guidance and counseling facilities in Kenyan secondary schools as a way to improve effectiveness of the departments.

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APPENDICES
APPENDIX I : STUDENTS' QUESTIONNAIRE

Dear respondents

I am carrying out an academic study on the role of Guidance and Counseling depatments in imparting societal norms to High School students. This study is a partial fulfllment of an award for M.A Degree in sociology (Counseling cluster) University of Nairobi. Please note that your response will be used for that purpose and nothing else. Your contribution is highly appreciated.

GUIDELINES FOR COMPLETING THE QUESTIONNAIRE FOR STUDENTS

- *DO NOT Write your name or admission number anywhere on this questionnaire.*
- *Try as much as possible to answer all questions with an honest response and feel free to write it on the side.*
- *Some questions need just one response while others need multiple responses, tick the appropriate box to responses where necessary.*
- *If you feel you do not understand what is expected of you to respond to these questions, please feel free to request clarification.*
- *Also feel free to omit any questions you are uncomfortable in responding to..*

1.	Gender?	□ Male □ Female
2.	Date of Birth	□ Year of birth □ Age in years
3.	Class	□ Form One □ Form Two □ Form Three □ Form Four
4.	Have you ever had a boyfriend/ girlfriend?	□ Yes □ No
5.	[If Yes] Do you currently have a boyfriend/ girlfriend?	□ Yes □ No

6.	Have you ever had sex with them or with any other person?	□ Age □ I don't know
7.	If yes, what would you say was the drive?	□ I was forced/ raped □ I was tricked □ I was given gifts □ Both of us were freely willing □Other (specify)_____
8.	What are your views about sexual purity?	□ Is important but impossible □ Is not important □ Is important and possible.□ Important but very hard.
9.	Why would students your age engage in sex?	□ Curiosity □ peer influence □ To keep their boyfriends. □ Don't know it is wrong.
10.	What percentage of the students in school has never had sexual experience?	□ 30% □ 50% □ 70% and above
11.a)	Have you ever been given sex education?	□ Yes □ No
b)	If yes, by whom?	□ Parent □ aunt □ Counseling teacher.□ By religious leaders □ Other (specify)
12.	How would you rate the impact of such education on your social values?	□ Very insightful □ Talk the obvious □ has some impact □ No impact.
13.	Do you think young people would change their perspective about sex if they are properly trained?	□ Yes □ Probably □ No
14. b)	Have you ever gone for counseling Has the Guidance and Counseling department given lessons on sexual	□ Yes. □ No □ Yes. □ No

15.	How would you rate the effectiveness of the Guidance and Counseling department in teaching sex education?	□ Very effective □ Is doing something □ Is not effective
16.	Do you have a functional Guidance and Counseling department in your school?	□ Yes □ No
17.	What issues were you seeking guiding and counseling on?	□ Selection of subjects □ University application □ Poor Academic performance □ Other (specify)_____
18.	How were you handled by the counselor?	□ Very well □ I found it boring and unnecessary □ I was mistreated
19.a)	Would you say that the counseling process was helpful to you?	□ Yes □ No
b)	[If No] Explain briefly	□ I did understand what the counselor talked about □ I just didn't like what the counselor was talking about. □ Other (specify)_____
20.	Would you go for counseling if you have an emotional problem?	□ Yes □ No
21.	If no, why is that?	□ teachers would dismiss my problems □ I am not free with teachers □ I rather talk to friends or relatives □ Teachers will go discussing your problems.
22.	What would you won't to be counseled on?	□ Academic □ Spiritual □ Relationship

APPENDIX II
KEY INFORMANTS GUIDE

Dear Sir/Madam

My name is Sarah an MA student at the University of Nairobi. I am carrying out an academic study on the Role of Guidance and Consulting departments in imparting societal norms to high school students. This study is a partial fulfillment of an award for M.A Degree in sociology (Counseling cluster) University of Nairobi. Please note that your response will be used for that purpose and nothing else. Your contribution is highly appreciated. Thank you.

GUIDELINES FOR THE KEY INFORMANTS INTERVIEWS

Try as much as possible to answer all questions with an honest response.

If you feel you do not understand what is expected of you to respond to these questions, please feel free to request clarification.

GUIDING QUESTIONS.

1. Which teachers actively disseminate G/C services in your school?

2. How many Guidance and Counseling teachers do you have in the School?

3. What are their levels of education?

4. What Special training on guidance counseling have they taken?

5. What is your take on the escalating moral degeneration among high school students?

6. What do you think contributes highly to moral degeneration mentioned above?

7. Is guidance and counseling department playing a role in imparting acceptable social norms to students?

8. What challenges do you face as you inculcate moral norms?

9. How do you deal with these challenges?

10. Do you think the Guidance and Counseling department isdoing enough to inculcate morals to students?

11. Would you advocate for provision of more relevant Guidance and Counseling services?

12. a) How many guidance and counseling lesson do you have per week?

b) Which methods do you employ in teaching to ensure students enjoy the lesson?

c) Do you think these methods are effective in instilling morals to students?

13. Would you say that the counseling teachers are the best people to inculcate moral education on students?

14. (a)Do you have rooms dedicated to guiding and counseling in your school?

b) [If yes] How many of such rooms?

c) How would you describe these rooms?

15. a) Do you have sufficient material to use for Guidance and Counseling lessons?

b) What are they?

16. Are the facilities (tables, chairs, painting e.t.c) conducive for carrying out G/C?

Thank You

FOCUS-GROUP DISCUSSION GUIDE.

Dear respondents

I am carrying out an academic study on the role of Guidance and Counseling departments in imparting societal norms on high school students. This study is a partial fulfllment of an award for M.A Degree in sociology (Counseling cluster) University of Nairobi, please note that your response will be used for that purpose and nothing else. Your contribution is highly appreciated.

GUIDELINES FOR COMPLETING THE FOCUS-GROUP DISCUSSION QUESTIONS FOR STUDENTS.

- *Try as much as possible to answer all questions with an honest response, feel free to write it on the side.*

- *Some questions need just one response while others need multiple responses, tick appropriate box to responses where necessary.*

- *If you feel you do not understand what is expected of you to respond to these questions, please ask the research assistant.*

PART A: GENERAL INFORMATION		
1.	Type of your school	□ Boys boarding □ Boys day □ Boys day and boarding □ Girls day □ Girls day and boarding □ Mixed day □ Mixed day and boarding
2.	Age	□ 12-13 years □ 14-15 years □ 16-17 years □ 18 and above
3.	Gender	□ Boys □ Girls □ Boys and Girls
4.	Form	□ Form One □ Form two □ Form three □ Form four
5.	Which kind of family do you come from?	□ Single parent □ Nuclear family □ Extended family □ Other (specify)_____

		_____
6.	[If Single Parent] which one?	☐ Father ☐ Mother
7.	Who do you live with? (*if in boarding school, the person you live with when the school close*)	☐ Biological parents ☐ Father ☐ Mother ☐ Relative (specify)_____☐ Friend (s) ☐ Live alone ☐ Other _____

PART B: DISCUSSION QUESTIONS

a) Where do you draw your moral lessons from?

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b) How would you describe the moral behaviours of high school graduates?

....

....

c) What role does the school guidance and counseling department play any role in molding your character?

....

....

d) Would like the Guidance and counseling improved so that they can become avenues for instilling moral uprightness in students?

....

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....

e) Briefly discuss some of the topics that you think Guiding and Counseling teachers ought to teach to bring up a mostly upright high school graduates.

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....

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f) Why would a high school student engage in teenage sex?

....

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....

     g) Do you think guidance and counseling department are doing enough to teach students on sex education?

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....

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