

**AN ASSESSMENT OF THE GUIDANCE AND COUNSELLING PROGRAMMES
IN PUBLIC SECONDARY SCHOOLS IN MWIMBI
DIVISION, MERU SOUTH DISTRICT**

By

GITONGA VIRGINIA M.

**A Research Project Submitted in Partial Fulfillment of the Requirement for the
Degree of Masters of Education in the Department of Educational
Administration and Planning of the
University of Nairobi**

**UNIVERSITY OF NAIROBI
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Declaration

This research project is my original work and has not been presented in any other University for Examination.

Gitonga

GITONGA VIRGINIA MUTHONI

3rd SEPT 2007

Date

This research project has been submitted for examination with my approval as University Supervisor.

Loise Gichuhi

LECTURER: DR. LOISE GICHUHI

Department of Educational Administration and Planning;
University of Nairobi

3rd sep. 2007

Date

Dedication

To my dear children; Barbara Daisy Kathomi, Mike Lee Kioni and Grace Mumbi. for their patience, understanding and support.

Acknowledgements.

I wish to acknowledge and thank all those who contributed towards the successful accomplishment of this project.

I am greatly indebted to my Supervisor Dr. Loise Gichuhi for her time and guidance. Her valuable comments helped me to polish my work. I am proud of her. My gratitude goes to the Heads of Departments and students who participated in this research by responding to all the items of the questionnaires. Without their participation, there would have been no findings.

I heartfully thank my friends; Nyaga Kinyua, Lucy Kinyua, Pastor Kato and my prayer partners who stood with me and gave me moral and spiritual support. I also thank them for their constructive criticisms that helped me revise my work well.

To my late father, Geoffrey Chabari Kamundi for the unshakable foundation that he laid in my life. I nostalgically embrace all the virtues he exposed me to and which have helped me further my studies. I greatly appreciate the encouragement and support given to me by my brother Eustace Mutembei. God bless you.

Thanks to Mrs. Catherine Micheni and Miss Ithiru Kithuci for all their sacrifice that went into typing this work. I also acknowledge my research Assistant, Mrs Purity Muthoni without whose assistance I would not have made it in distributing and

collecting all the questionnaires. Special gratitude to Mrs. Naomi Ogutu for editing and proof reading the final work.

I would take eternity to thank by name all who contributed to the completion of this work. therefore allow me to conclude by wishing you all God's blessings. May Goodness and mercy follow you all the days of your lives.

Abstract

Dynamic changes in the society have increased complexity of life Issues. Political, social and religious issues have become so complex that they have not only affected the adults but also their children. The secondary school students, who are also adolescents, are not spared either. Some of the students come from dysfunctional families, and have psychological problems. Some are refugees and others are living in fear of their lives daily. There are also economic challenges where most people in the third world countries live below the international poverty line of one dollar per day. These challenges have affected the students' academic, psychological and social performance.

This study therefore sought to assess whether the current Guidance and Counseling Programmes in secondary schools were helping students to cope with their academic, psychological and vocational needs. It also sought to find out the needs of students that had not been addressed by the current Guidance and Counseling programmes and if there were any problems facing the programmes.

The study used descriptive research method to collect data. Structured and unstructured questions were personally administered to Heads of Departments for Guidance and Counseling and secondary school students in Form one to form four.

A total of 500 students from 10 randomly sampled schools and 10 heads of Guidance and Counseling Department purposively sampled answered the questionnaires. The major finding of the study was that G and C programmes offered in schools were quite relevant to the

students' academic, vocational and social personal needs but quite a number of constraints poised challenges to the effectiveness of the programmes. The constraints included lack of finances for facilitation of G and C activities, lack of offices for G and C, lack of ample time for G and C ,student's negative attitude and lack of trained /inserviced personnel. The findings also revealed that while most issues in academics had been attended to, a lot remained to be done in vocational and social personal. The unmet needs especially in social-personal (psychological) were contributing to the students' indiscipline and poor academic performance.

The researcher recommended that more time should be allocated for G and C activities in order to cover all the issues affecting the students' life. Schools should also look for ways and means of raising funds for a special vote to cater for the facilitation of G and G activities.

G and C teachers should be inserviced in G and C and their teaching load reduced so that they can devote more time to handle students unmet needs. The study also recommended team work amongst all stake holders, that is; Ministry of Education, school administration, parents, teachers, students and other organizations offering Professional G and C services.

List of Acronyms and Abbreviations

AIDS	-	Acquired Immuno Deficiency Syndrome.
G and C	-	Guidance and Counseling.
HIV	-	Human Immuno Virus.
HOD	-	Head of Department.
KCSE	-	Kenya certificate of Secondary Education.
KNEC	-	Kenya National Examinations Council.
MAS	-	Modern African Society.
MOEST	-	Ministry of Education Science and Technology.
NACADA	-	National Agency Campaign Against Drug Abuse.
TAS	-	Traditional African Society.
TSC	-	Teachers' Service Commission.
SPSS	-	Statistical Package for Social Sciences.
UNAID	-	United Nations AIDS(Programme).
UNESCO	-	United Nations Educational Scientific and Cultural Organizations.
UNICEF	-	United Nations International Children's Fund.
USA	-	United States of America.
WHO	-	World Health Organization.
8 4 4	-	System of education in Kenya which represents 8 years in Primary, 4 years in Secondary, and 4 years in University.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study.

1.1.1 Introduction.

Counseling in different forms and with different interpretations has existed in societies for a long time. Mutie and Ndambuki (1999) reckon that Guidance and Counseling is as old as human race. Humanity had to co-exist peacefully hence the need for setting societal moral values which had to be embraced by all from generation to generation. Okech and Ngumba (1991) reveal that, before the introduction of formal Guidance and counseling, almost every other society sought the advice and counsel of a god or gods believed to possess knowledge, insight and experience. Philosophers and soothsayers in the traditional society also did counseling.

Towards the end of the last millennium and the onset of the current one, increasing complexity of life issues such as economic, social, political, religious and modern technology have complicated the life style of mankind. Most affected by these dynamic changes in the society are the adolescents. It therefore calls for new and relevant approaches in handling adolescents' guidance and counseling needs.

1.1.2 Origin of Formal Guidance and Counseling

The modern form of guidance and counseling had its origin in Europe and America. Among the pioneers was Merrill (1885) who worked in the California school of

Mechanical Arts in San Francisco, U.S.A. He provided exploratory experiences in trades taught by scholars. He also did counseling for job-placement and followed up students who had graduated from college. Parsons (1909) of Boston, USA helped found the vocational Bureau and wrote a book "Choosing a Vocation". Parsons ideas can be translated into three aspects of modern terminology, namely the appraisal of the individual, the furnishing of occupational information and provision of counseling.

Other pioneers included Godwin (1911) who emphasized the appointment of guidance supervisor, a high school organization which permits the close contact of each pupil, a student with at least one teacher, a logical analysis of each pupil or student and the adoption of school work to the vocational needs of the community.

Guidance movement was started with an emphasis on vocational information, planning and guidance. It was not until 1970s when other forms of guidance began. This was prompted by rapid growth of anti-social behaviors such as lesbianism, homosexuality, drug addiction, violence, divorce and suicides among others. Gladding (1988), notes that counselors became more diversified. A large number continued to be employed in primary schools, secondary schools, and in institutions of higher learning.

The number of counselors swelled in mental health, settings for business employees, the ageing and married persons and families. Symbolic of that growth is the organization of various associations such as "Association for Adult Development and Ageing (1987), International Association for Marriage and Family Counselors (1990), Association for Gay, Lesbian and Bisexual Issues in counseling (1996). Multicultural concerns, addictions and offender work further exemplified the diversity of counseling in the later years of 20th century. Special issues such as violence were covered in journals,

for example journal of counseling and development (March 1987).

The 21st century has been the awakening of various Associations to deal with problems facing the youth in America and Europe. Such Associations include American School Counselor Association (fighting against drug addiction), National Association of school Psychologists (fighting against violence in adolescence), National Association of Students Against Violence Everywhere (S.A.V.E.), Guidance channel and Red Ribbon Resources (fighting against drugs and sex abuse) among others.

Riley (2004) explains that since the tragic events of Columbine where several school children were attacked and killed, more and more students are taking action to prevent violence before it happens. They have been connected with each other through an annual event that celebrates the positive role young people are taking in making their schools and communities safer. Dr. Riley emphasizes that people from all walks of life such as, safety professionals, police departments, conflict resolution specialists, social workers, media groups, Government officials, faith based groups and school staff have joined forces to promote strategies which will help create safe and Drug free Schools. Similar events are occurring across the globe for example, in New Zealand, Chile and India (Riley, 2004).

1.1.3 Guidance and Counseling Movement in Africa.

The principles of formal guidance and counseling are basically the same across the globe. This is because human beings are alike in their experiences and needs irrespective of their race and nationality. Sartre (1974) noted this existence of a universal human condition that makes it possible for one race, or a group of people to borrow ideas

from one another. It is therefore important to compare guidance and counseling in both the Traditional African setting and in the modern society and discover what can be borrowed.

1.1.3.1 Guidance and Counseling in Traditional African Society

Academic, vocational (occupation) and social personal (psychological) needs existed in the Traditional African Society (T.A.S) and these were met accordingly. Though there was no written curriculum, the traditions and culture of the society was passed from generation to generation. G and C involved educating the youth about the traditions and culture of the community. The child learned use of the appropriate language and respect for elders. They were also taught their genealogy. Kenyatta (1979) explains that the purpose of this was to instill the society's philosophy of unity.

Kenyatta (1979) emphasizes that education was so effective in that everyone took part in bringing up the youngsters. Elders were responsible for youth's formal education during initiation rites. Education was characterized by the learner's interaction with the learning material or situation. Tumuti (1985) concludes that, this kind of education became immediately relevant, meaningful and purposeful.

The youth did not have problems in the choice of occupation. They were taught the occupation of their parents, and those who desired occupations other than that of their parents were given a chance to choose. Before initiation and marriage, youth were already well equipped with occupations which would make them self reliant when they became adults.

The extended family system played a great role in the guidance and counseling of

the youth in the T.A.S. All adults were concerned with the good behavior of the youth. In his discussion of the cultural relevance of Guidance and Counseling in Botswana, Maes (1995) concluded that Botswana has a history of communal support and compassion for those in need. Problems of the youth were detected early and help was sought at an individual or group level.

Robinson (1987) recognizes that G and C for individuals formed part of the African strategy for combating personality problems. The value system clearly defined measures of guarding morals. Roles for men and women were specific and therefore youth were not confused in their search for identity. The rate of role conflict was low or none at all. Acquisition of knowledge and skills culminated in initiation rites where the initiates were trained and taught social obligation, courage, honesty, perseverance, effective skills and how to make independent moral choices.

In T.A.S., divorce or separation in families was a very rare phenomenon; hence children were brought up in intact, communal atmosphere of belonging. There was great regard for the Supreme Spiritual Being (their African gods), the respect for spiritual leaders of the society, and therefore no confusion in their procedures and form of worship.

1.1.3.2 Guidance and Counseling in Modern African Society

Formal G and C in African countries started taking root in nineteen fifties with Nigeria taking the lead followed by South Africa and Uganda. It was not until late nineteen sixties when guidance services were started in Malawi, Tanzania, Zambia Swaziland and Kenya. The emphasis was on vocational information, awareness of the

world of work, the location of employment and the reduction of examination anxiety (UNESCO, 2000).

The modern African society has experienced many changes such as rapid urbanization with a high rate of unemployment, infuriation of foreign culture through films and other forms of mass media, political instability, ethnic conflicts and epidemics such as HIV/AIDS. These changes have resulted in the weakening of the structure of the society. Wangoi (1994) argues that the disintegration of the traditional African society has given way to modernization hence creating a vacuum. This individualist approach to life has led to destruction of many youth.

Whereas in the traditional African society parents and other adults provided guidance and counseling to the youth, in the modern society the youth are almost abandoned. Parents are leaving their responsibility to the teachers and house helps who are too young themselves and need adult guidance too. In most African countries, teachers are struggling with an overloaded curriculum. They give priority to teaching rather than guiding and counseling. Some of these teachers are not even trained counselors. As a result the youth feel neglected and frustrated hence result to antisocial behaviors such as drug abuse, sexual orgies, alcohol taking, devil worshipping and other forms of self destructive activities.

Many children today are not privileged to belong to an ideal family. Most of the youth come from dysfunctional families. They either live with one parent or relatives. Others live with older siblings or are abandoned in the street or orphaned at a young age without a family to care for them. Muthangani (2003) reported that in Africa more than a

fifth of orphaned children were living with their grandparents. All these children lack the comfort of a stable family. They need love, security, emotional and psychological support from people whom they can confide in. Children living in Children's homes are denied a family environment, which is a crucial aspect of development. The school therefore must provide a child friendly environment, promote social integration of those often isolated children and protect them from stigma associated with HIV/AIDS.

UNICEF (2000) reports that, approximately five hundred forty million children in the world live in the midst of violence or fear of violence. This violence may erupt in the country or in the family itself. Judit, the coordinator, 'Coalition to Stop the Use of Child Soldiers' reported that one hundred and twenty million children in at least ten African countries were recruited to be soldiers (UNICEF, 2000). These children need rehabilitation in order to restore their self dignity.

In the Modern African Society, youth are experiencing difficulties in the choice of career. The choice is dictated by the curriculum offered in schools, the ability of the parent to pay for the education received and the job opportunities available. Tumuti (1985) explains that youth are trained in academic education before they are trained for an occupation. Children in nursery schools are prepared for primary education and those in primary are prepared for secondary schools. He concludes that in the process there are many drop outs due to poverty, limited secondary schools, selective national examinations and early pregnancies or marriages. Wangoi (1994) recommends supportive and progressive policies, which will deal with most of the problems the youth face.

There has been an awakening to the social- personal, academic and occupational problems affecting the lives of the young Africans. At a conference held in Botswana in the year 2001, African Education ministers in Anglo-Franco countries agreed that Guidance Counseling should be an integral part of the education of children and should be included in the teacher training programmes (UNESCO, 2002).

It is important to note that not all lessons of the past can effectively deal with the challenges of the modern times. Witner (1990) suggests that it is worthwhile to combine the best of the traditional medicine and family life with the emerging human and social services of modernization to enhance the well being of those served.

1.1.4 Guidance and Counseling in Kenya

The importance of formal guidance and counseling in Kenyan schools was realized as early as 1960s. This is revealed in the various government plans and policy papers. The first recommendation to start G and C services especially in careers and employment opportunities was by Kenya Education Commission headed by Ominde in 1964. Other commissions followed such as the Gacathi Report (1976) that recommended that all teacher trainees take compulsory courses in G and C, that all practicing teachers are inserviced in G and C and that all teachers participate in G and C as one of their normal duties.

Karugu (1998) reports that between 1971 and 1988 the Ministry of Education managed to make three great achievements. These were; encouraging schools to have counselors, creating awareness of the importance of G and C by holding seminars for school teachers and lastly writing, producing and updating a manual entitled "Handbook

for Guidance Counselors” in 1977.

However, by 1988 a lot still remained to be done in G and C. The services offered mainly centered on career or occupational guidance. Ndung’u (1989) found that counseling was done only when a problem arose and most of it was on careers. The learner received very little concerning moral conduct. She attributes the inadequate services to lack of time, high teaching load for teachers, lack of cooperation from parents and lack of proper facilities for G and C.

The government supports the provision of G and C services in schools. The head of the institution is expected to take up an active interest in the area of G and C. He or she should use his or her authority to create a climate in which meaningful G and C work can be done. It is also the responsibility of the head teacher to influence the other members of staff to support G and C programs in the institution. (Waihenya, 2001).

The role of the counsellor teacher is very important as far as establishment, sustainability and effectiveness of the G and C programmes are concerned. In her report of the task force on student discipline and unrest in secondary schools, Wangai (2001) recommended that training G and C teachers be given priority. She also recommended that teachers with professional qualification be identified and deployed as counsellors in institutions of learning and consequently be given few lessons so that they have ample time to carry out G and C activities effectively.

Kamunge Report (1988) recommended among many other things that G and C be decentralized to the district level but this has not taken place yet. Some of the proposals

the government is making include; strengthening the G and C section at the MOEST Headquarters, in servicing of teachers in G and C and ensuring G and C units in schools work with NACADA. However, the policy response in this area remains weak (MOEST 2005).

It is saddening to realise that even after so much effort in the area of G and C, Kenya as a nation is still experiencing serious incidents of indiscipline in secondary schools, and more so after the banning of corporal punishment by the ministry of education in the year 2001 (MOEST, 2001). Some of the worst cases include; ST Kizito secondary School (1991), Nyeri High School and Kyanguli High School (2001) where 68 students were burnt to death and property destroyed after their dormitory was set ablaze by alleged fellow students. Munavu (2001) remarks that the unrests have negatively affected the education standards and quality in the country.

Meru south district has also experienced moments of students' unrest in some of her schools. Eight (8) schools went on strike between 2000 and 2002. Four of the schools are in Mwimbi division. Incidents of indiscipline in Mwimbi Division include truancy, peer fighting, stealing from one another, absenteeism from school, alcohol, drug and substance abuse. Though these are mainly not highlighted by the media and consequently concealed to the public, the general indiscipline is a major contributor to poor performance in schools.

Majority of students acquire low qualification for the world of work. The best school in the division attained a mean grade of 7.92 (B-) in 2004 and 8.123 (B-) in 2005 K.C.S.E. This is poor performance compared to the best school in the district which had a mean grade of 8.74 (B). The best school in the provincial attained a mean

grade of 9.336 (B) while the best in the country had 10.575 (A-). Only sixteen (16) students managed to get quality grades A or A-. Out of the eight hundred and thirty two (832) students who sat for K.C.S.E.in 2004 only sixty (60) students managed to get B+ (minimum University entry).Majority of students scored below grade C (MOEST, 2005). Poor performance could be due to several reasons such as lack of proper skills and ineffective study habits, lack of knowledge for making full use of facilities provided, poor time management and general lack of focus and direction.

Generally, most students in kenya have problems in the choice of subjects and future career and students in Mwinbi division are no exception. Few students pursue their education with a clear idea as to what they will eventually become. Some choose subject combinations which will lead to degrees or diplomas which are virtually unemployable due to the over crowded job markets or not relevant to the job specifications.

Time spent outside the classroom is very important for social adjustment and development. Performance of co-curriculum activities such as games and athletics, music and drama in Mwimbi division has also not been very good. In the year 2005, only one school from the division took part in the provincial drama festivals. Only one school took part in the National music festivals for secondary schools and colleges. Data from the District Education Office (2005) shows that one student from the division participated in the provincial games and athletics and none at the National level. This implies therefore, that, either students are not guided well on the importance of co- curriculum activities or there is no ample time set aside by the schools for these activities. Probably teachers are too busy trying to complete the burdensome 8.4.4 curriculum

One of the objectives of G and C in schools is to identify, encourage and motivate students from the less fortunate sections of the society. In Mwimbi Division there has been frequent student transfers from one school to another especially in day secondary schools which have suddenly mushroomed. This could have been prompted by the poverty prevailing in the community and the effects of HIV-AIDS pandemic. Those who are sent away from one school because of fees join another school leaving behind huge fees balances. Others drop out of school completely. Have schools lost their holding power? Have they been unable to help check wastage and stagnation of students who are faced by one disadvantage or another?

As hundreds of student drop out or get pushed out of the education system each year, the circle of poverty rotates, leaving the society with hopeless, disillusioned, frustrated and irresponsible young people hence the urgent need to assess the current G and C programs in the division.

1.2 Statement of the Problem

The policy of the Ministry of Education is to see operational and effective guidance and counseling programmes in institutions of learning. The emphasis is on the establishment of G and C unit in every school and college or University to achieve objectives such as equipping the youth in educational institutions with skills, attitudes and knowledge which will enable them cope with current social-economic challenges, their education and psychological problems and needs. Another objective is addressing gender disparity in education and lastly tackling the issue of HIV/AIDS Pandemic (MOEST, 2001).

Despite these efforts, students in secondary schools are still facing problems in various areas. Students have problems in choice of subjects, career and time management. They also have problems in areas such as sex and sexuality, choice of friends, coping with economic problems among others. In addition there is a lot of students' unrest in schools. Drug abuse in schools, drunkenness, bad peer influences, stress caused by modern life styles, exposure to media and pornography have contributed to these unrests. Students are also not blind to the unemployment, retrenchment and violence going on in the society.

As a result of these problems, Meru District has not been doing well in K.C.S.E. Majority of the students are not able to attain quality grades such as A or A- to pursue quality careers such as medicine, engineering and architecture at the university. In most schools there is a spiritual vacuum which, Eshiwani (2001) referred to as "a social bomb that could destroy the fabric of nationhood."

Persistence of problems in schools possibly means that G and C needs of students have not been fully addressed by the current G and C programs, hence the need for this study to establish the cause of the great mismatch between the behavior of secondary school students, their academic performance and the content of the G and C programs in Mwimbi Division. The puzzle is, are these recommended establishments operational, and if they are, how effective are they?

1.3 Purpose of the Study.

The purpose of this study was to assess the impact and challenges facing G and C programs in public secondary schools in Mwimbi division.

1.4 Objectives of the Study.

The research was based on the following research objectives.

- 1) To find out the different G and C programs offered in secondary schools in Mwimbi Division.
- 2) To establish the relevance of the G and C programs to the academic, social-personal and occupational needs of students in Mwimbi division.
- 3) To identify students needs which have not been addressed by the current G and C programmes.
- 4) To establish the problems facing guidance and counseling programmess in secondary schools in Mwimbi Division
- 5) To find out what teachers and students suggest as the solutions to problems facing Guidance and Counseling in secondary schools in Mwimbi Division.

1.5 Research Questions.

The following research questions guided the study.

- 1) Which G and C programmes are offered in secondary schools in Mwimbi Division?
- 2) Are the G and C programmes offered to students in secondary schools in Mwimbi division relevant to their academic, social-personal and occupational needs?
- 3) What needs of secondary school students have not been addressed by the current G and C programmes in Mwimbi Division?
- 4) What are the problems facing G and C programmes in secondary schools in Mwimbi division?
- 5) What solutions do the students and G and C teachers suggest for what they think are the main problems facing guidance and counseling programmes in secondary

schools in Mwimbi Division?

1.6 Significance of the Study.

The vision of the MOEST in Kenya is to provide quality Education for Development (MOEST, 2001). This could be achieved if the youth are well prepared to embrace, adjust and cope with challenges that face them through well coordinated and relevant G and C programmes.

This was the reason why the findings of this study would be useful to all partners in education such as MOEST, G and C teachers, parents, private counselors and other institution of higher learning offering G and C courses.

The education officers in the MOEST are mainly the policy makers, so they would be enlightened on the progress and relevance of G and C programmes in schools. The findings would assist them as they came up with new policies or improve the existing ones. The officers in the field would be better placed when advising G and C teachers on issues pertaining to G and C.

G and C teachers would be more versed with the needs of students which had not been addressed and therefore organize more relevant programs. When students are not in school, they would be with the larger community. The findings would help parents and other stakeholders to understand youth better and counsel them accordingly. Moreover, some of these parents and private counselors would often be invited to schools to guide and counsel students.

1.7 Limitations

The proposed study was limited by the fact that no research had been carried out previously in the area of guidance and counseling in Mwimbi division. Thus, very little about G and C in the division had been recorded.

1.8 Delimitation

The study only focused on students and G and C teachers in Mwimbi Division of Meru South District. The proposed study was further delimited in scope since it only dealt with G and C needs in the following areas: academic, vocational and social-personal (psychological).

1.9 Basic Assumption.

The study was based on the following assumptions.

1. Secondary school students had needs that required effective guidance and counselling.
2. The respondents in this study would give accurate and honest information.

1.10 Definition of significant Terms:

Guidance- This referred to a life long process that is concerned with the developmental needs of each person. It is a full range of personalized assistance to an individual who is seeking to expand his self-understanding.

Counseling- This referred to the skilled and principled use of relationships which develop self knowledge, emotional acceptable growth and personal resources. It is concerned with addressing and resolving specific problems, making decisions, coping with crisis, working through feelings and inner conflicts or improving relationships with others.

Traditional African Society- Referred to a society with intact traditional customs. There was no influence of Western Education, Customs, and life style.

Modern African Society- Referred to the African Society that had adopted Western lifestyle, customs and education.

1.11 Organization of the Study

The study is organized in five chapters. Chapter one consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions definition of significant terms and organization of the study. The second chapter deals with literature Review in the following aspects of guidance and counseling: academic, vocational and social personal challenges.

The third chapter deals with the description of research methodology in the following areas: research design, target population, sample and sampling procedure, instrument validity and reliability, data collection procedure and data analysis techniques. Chapter four provides the data analysis and interpretations, results and discussions of the major findings. Lastly, the fifth chapter consists of the summary, conclusions and the recommendations. The suggestions for areas of further research for future researchers and scholars are also highlighted in this chapter.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter deals with review of related literature. The materials are reviewed under the following headings; Guidance and Counseling movement in Europe and America, Formal Guidance and Counseling movement in Africa, The scope of Guidance Counseling in Kenya, Guidance and Counseling programs in secondary schools in Kenya, Challenges Facing the Youth and conceptual Framework.

2.2 Formal Guidance and Counseling Movement in Europe and America.

Professional Guidance and Counseling traces its origin in Western countries. The guidance movement grew in response to the industrial revolution of the late 19th century. Factors such as division of labour, advanced technology, spread of modern democracy that advocated the right of self-determination and equal job opportunities complicated and restructured the traditional ways of living and working.

Elizabeth and Wanjiru (1991) explain that young people seeking employment left their homes and parents to seek employment in the industrial centres had to learn new techniques for survival since their parents were not available for consultation. Strangers found themselves together in large groups and therefore needed to learn new social ways and new skills.

At the turn of the century guidance and counseling took a new turn as an organized program to cope with some of the pressing problems of the society. The first form of professional G and C was mainly vocational. Vocational education was believed to provide organized and unorganized method of securing occupational Proficiency. Other forms of counseling took hold during and after the first and second wars.

The Stanford- Binet Intelligence Test, (1916) was extended to schools and armed forces in USA Children were grouped into ability groups so that counseling could be provided according to the needs of each ability group. This kind of testing has today contributed to the objective study of individual differences, enabled scientific investigations into problems of intelligence and has facilitated the production, classification and placement of individual.

2.3 Guidance and Counseling Movement in Africa.

In the traditional African Society guidance involved educating the youth about the traditions and culture of the community. This was done from generation to generation by the elders who considered it their social responsibility. The elders depended on their age, knowledge, exposure and expertise. Mutual trust existed between the different age group. Guidance was therefore accepted with confidence by members of the community. The objective of guidance was to mould the individual in such a way that he fitted in the society as a responsible member of the community. Kenyatta (1979) reveals that this was often carried out through the use of artistic expression such as dances, stories, provocative or non-provocative verbal instructions.

The beginning of formal guidance and Counseling in some African countries can be dated back to the 1950s in countries such as Nigeria. In Malawi, Tanzania, Zambia

and Swaziland guidance services started in the late sixties. Botswana introduced G and C programs in the Education system in 1963. The emphasis was on Vocational information, awareness of the world of work, the location of employment and the reduction of examination anxiety.

UNESCO (2000) shows that while the focus on career guidance continues in most African countries, some countries such as Botswana are now trying to develop comprehensive guidance programs that cater for the personal, social and educational needs of the learner. This is due to the realization that the existing guidance programmes failed to address the needs of the individuals. A policy direction seminar on G and C held in 1985 in Botswana emphasized on making G and C an integral part of the education process. G and C therefore is seen as supplementing and complementing all the other educational programs in the school. The G and C services are also aimed at addressing the needs and concern of learners at different levels of academic achievement, education and development.

In most African Countries, G and C programmes have been facing challenges. The guidance counselors have struggled with the problem of recognition and the realization of G and C as an integral part of education and growth of every child. While some heads of schools made time available for teachers to provide G and C services to their students, others felt it was a waste of precious time which should be allocated to examinable subjects. They saw the education of the child as merely the provision of academic knowledge and skills in reading and writing. As a result most students left school with very little knowledge about themselves and how to cope with the realities and challenges they would face later on in life. Generally students failed to cope with a number of situations such as unemployment and if employed, failed to keep the job.

Despite these challenges facing the implementation of G and C programs in African Countries there is however a consolation. This is the realization by many African Countries of the importance of G and C in schools and colleges. The Economic Commission for Africa (ECA) has organized a number of workshops and conferences on G and C since early Nineteen Eighties.

These workshops and Conferences have made people in Public and Private sectors aware of the need for G and C in schools. Some countries now train teachers in school counseling so they can provide effective counseling and guidance. A good example is the University of Botswana which has introduced a post graduate Diploma in Counselor Education. Kenyatta University in Kenya has been offering G and C units to teacher training programmes at diploma and degree levels. Other colleges and Universities are now offering G and C courses at the certificate, diploma and degree levels.

2.4 Scope of Guidance and Counseling in Kenya.

The guidance and counseling unit in Kenya was established in 1971. It was charged with the responsibility of dealing with three-inter-related areas. These are education (academic) guidance, occupational guidance and Social personal (psychological) guidance.

2.4.1 Academic

Makinde (1988) describes this as a process of rendering services to students who need assistance in making decisions about important aspects of the academic for example in the choice of subjects, studies, decision regarding interests and abilities, choice of college and high school. This form of guidance is based on the understanding that the

school is responsible for helping individuals to be aware of their capabilities and to development to higher education and training opportunities by providing the necessary advice and information.

Gitau (2000) shows that, an overloaded curriculum makes demands on time and energy, hence stresses the students. She also found out that students in secondary schools had problem in the choice of subjects, had fear of exams and were under pressure to do well. It is therefore very important that a qualified person attend to these problems. A student with abilities and interests may fail to reach their full potential and self-actualization because of wrong choice of subjects. It is important that students be made to understand the relationship between choice of subject and future careers.

Most students do not know how to manage their time. This form of disorganization causes stress. At the end of the day the work they were supposed to do still remains undone. Some turn to cheating or copying from their friends, while others opt to absent themselves from the lesson; hence losing the more. Guidance on time management or how to allocate time to different activities will be quite useful. The frequent changes in the curriculum have created confusion among the students. They need to be guided in order to cope with the new changes in curriculum.

2.4.2 Vocational (Occupational) Guidance.

Vocational guidance is the process of assisting an individual who possesses certain assets, abilities and capabilities to select from many occupations one that is best suited to him or her and to aid the person prepare for it, enter and progress in it.

This should begin from an early age. Vocational guidance is aimed at helping an individual to develop and accept an integrated and adequate picture of himself or herself and of his or her role in the world of work and to test his or her concept against reality as well as convert it into a reality, with satisfaction to himself or herself and benefit to society (MOEST, 1984).

MOEST(1984) states that vocational guidance is a program of assistance designed to assist the individual student plan and prepare for and adjust to the world of work. MOEST further says that vocational guidance encourages the learner to project ahead about occupational status, job satisfaction and other facets of earning a living and living a full life.

The provision of vocational guidance in our educational institutions has been necessitated by great changes taking place in our society and world at large. The rate of technological changes and the isolation of young people from possibilities for employment have created problems in occupational choices. Students have a limited knowledge of occupations and a narrow range of alternatives available to them.

They are experiencing difficulties in the choice of career one wishes to take. They need to be helped to become aware of many occupations to consider. They also need assistance in interpreting an occupational interest, creating awareness of the academic or physical qualifications required, how to make application to a college or university and how to make an application for employment. The students need to know how to write a Curriculum Vitae (C.V) and what is expected of them if called for a job interview. They need to know whether the employment prospects for a chosen occupation are expanding

or diminishing. They will also be better placed if they have knowledge on inter-personal relations.

Students do not know the routine features that characterize work. In industry for example there is an increase in drug taking, alcoholism, absenteeism, accidents on jobs, depression, stress, burnout or brain drain. The students should be assisted to be aware of such hazards as well as actual working conditions. Information of legal and professional requirements of any particular occupation is quite important for these youngsters.

Traditionally, some jobs were believed to be exclusively for males while others were meant for women. This belief has until recently continued to be cherished and upheld in the modern African Society, to the disadvantage of the girl child. The more quality jobs such as architecture, medicine and engineering have always been preserved for the male child. There is need therefore to address the gender issues in order to eliminate the stereotypes from our society.

The career counsellor must be familiar with correct occupational information in order to achieve the objectives of vocational counselling (Okech and Ngumba, 1991). In a paper presented in a Workshop attended by heads of Departments at Kigari Teachers College, Maingi (2002) challenged the school counsellors to update themselves with current occupational knowledge in order to meet the educational and vocational demands facing them, their students and the society.

2.4.3 Social Personal (Psychological) Guidance.

Social-Personal counseling deals with emotional distress and behavioral

difficulties, which arise when individuals struggle with developmental stages (UNESCO, 2000). Some of the challenges or difficulties in this area include anxiety over a career, lingering anger over an interpersonal conflict, depressive feelings, guilt about a serious mistake, lack of assertion and confidence; grief over the loss of a loved one, disillusionment and loneliness after parents divorce or separation.

In a school situation some students may feel lonely and home sick after joining a boarding school. Others may feel lonely if peers do not accept them either because of their personality, family background or academic performance. These may lead to withdrawal and depression. They may also become acquainted to a peer group whose behavior is wanting; or get involved in delinquency in order to seek attention. The search for recognition and appreciation may land them into disappointing sexual relationships with opposite sex or same sex (lesbianism or homosexuality).

Sheltzer (1974) advises that G and C should be designed to help individuals with psychological problems to voluntarily change their behaviors and to enable them make wise future decisions; clarify their ideas, perception attitudes and goals. Students with deviant behaviors will need the G and C to help them change positively.

When families become dysfunctional, social evils such as child abuse (physical abuse, sexual abuse, emotional and verbal abuse) become prevalent. Victims of abuse have interpersonal problems, experience fits of depression, hostility and anger, which they cannot control (Andrew 1996). With incest, shame and guilt prevail. Scars on the psychological adjustments are left behind. The counselor teacher will need to address the needs of such students if they have to be assisted.

Teenage pregnancy, HIV/AIDS, alcoholism which leads to child abuse, spouse beating, and financial difficulties are also challenges that face students. Death, divorce and separation lead to feelings of insecurity and fear. Poverty wrecks happiness and personal relationships, as basic needs are not met. A student undergoing any of the above experiences starts deteriorating in schoolwork. He develops a low self esteem and may eventually drop out.

MOEST (1977) concludes that a student may not work hard to realize his or her potential because he has a low concept of himself or herself, lack of personal security or may be experiencing excessive pressure to succeed hence causing anxiety and tension that hinder his learning. Any problem that hinders a student from learning should be dealt with through G and C. Peer counseling should be encouraged, as peers know one another very well and the circumstances surrounding each one of them. Their problems are similar and they know what it feels when one of them is undergoing what they have already experienced.

2.5 Guidance and Counseling Programmes in Secondary Schools in Kenya.

The Presidential working Party on Education and Manpower Training for the next Decade and Beyond (1988) headed by Kamunge recommended the decentralization of G and C activities up to the District level. Following this the MOEST has put in place administrative set up at various levels in the country including the District level. Most significant are the programs at the school level.

The policy of MOEST concerning G and C for students is that all education Institutions should have G and C programmes and every child should access the services. In addition, trained personal both public and private must render these services. Peer counselors are also recognized by MOEST. However, the extent of the guidance and Counseling depends on the resources of the school, the number of students and their attitude towards G and C, educational facilities provided, time allocated, the qualification of the counselor teachers and the importance the school administrations places on it.

Mutie and Ndambuki (1999) recommend that a good school G and C programme should be one that is accepted as an essential part of a school by the administrators, one that solicits the support and cooperation of teachers and parents, and one that is headed by a trained counselor. It is also important to note that a good G and C program should allow the participation of students. If their views are not considered right from the planning stage feelings of frustration may lead to a negative attitude towards the programmes and this will render the programmes futile and irrelevant.

The content of guidance and counseling programs should take care of the students' academic, vocational and social-personal (Psychological) needs. Provision should be made for individual student guidance and counseling especially on very touchy Psychological or spiritual issues that affect students. This means that every school should have a guidance centre. Ideally, the guidance centre is a large room equipped with filing cabinets, display racks, bulletin-boards, tables and chairs. In this room, G and C materials can be maintained and displayed and students' personal files could also be stored here but under lock. The Guidance and Counseling teacher can have discussion or counseling sessions with individual students or with their parents in the room.

2.6 Challenges Facing Students in Secondary Schools

The problems facing the youth in Kenya are not unique in any way. Youth all over the world are faced with similar challenges, which if not effectively addressed can be quite disastrous. Some of these challenges include; poverty, sexuality and HIV/AIDS, violence (political, ethnic and domestic), drug and substance abuse and poor study habits. As a result of these problems students are not able to excel in their academic performance and future occupations unless there is early intervention.

UNICEF (2000 and 2001) reveals that, many people in third world countries live below the international poverty line of one dollar a day. In New York City (New York), children born into poverty rose from forty four percent to fifty two percent from 1990 to 1996. At the same time the number of homeless children rose to twenty-one percent. In Eastern Europe and former Soviet Union, an economic turmoil has continued to increase since 1990, rendering thirty percent to live in poverty. In Tanzania twenty percent of Tanzanians live below the international poverty line of one dollar a day. More than a quarter of Kenyan people live below the international poverty line of one dollar a day.

The Ministry of labour in Kenya recognizes that Poverty and AIDS are major constraints to the elimination of child labour. Children from poor families have little or no economic support. They either drop out of school or engage in part time labour as house helps, hawkers, labourers in farms and factories in order to raise fees and meet other basic needs. Some of the work they do is quite strenuous and threatens their physical, emotional and social development (UNICEF, 2001)

Despite these problems, children from poor families have to follow the same curriculum as their counterparts from well to do families. They are also expected to sit for the same national examination despite lacking enough physical facilities and requirement. It is the prerogative of the counselor teacher therefore, to ensure that these students are well guided in the academic, occupation and in their social- personal issues. With effective guidance and counseling these under privileged children can excel in education and occupation hence breaking the cycle of poverty.

Another major concern affecting today's youth is sexuality and HIV/AIDS. AIDS cases were first reported in U.S.A in 1981. Andrew (1996) states that twenty eight million people have died of AIDS globally. Seventy percent are from sub-Saharan Africa. Uganda was the first African country to report an AIDS case in 1982. Botswana is the worst hit country after Uganda. Faster growth is reported in Nigeria, Eastern Africa and Southern Africa.

UNICEF (2001) reports that twenty percent of all people with AIDS are in their twenties and a large number become infected during adolescence. In Lesotho Eleven percent of all pregnant teenagers are HIV positive. In Kenya, on average girls become sexually active at fourteen and fifteen years of age. Between thirty and thirty five percent of teenage girls in western Kenya are infected with HIV.

Muthagani (2001) reveals that infection levels exceed twenty percent of all adults in Busia, Kisumu, Meru, Nakuru and Thika. Nairobi and Mombasa registered fifteen percent. This alarming revelation means that the health budget is already strained. It also means that in our schools today we have students who are terminally ill. Carol Bellamy, UNICEF's Executive Director observed;

“...Today we confront a nightmare world of children without parents, classrooms without students, a place where grandparents outlive grandchildren and orphans are object of fear and abuse...”(UNICEF,2001, P3).

This is quite a pathetic situation where guidance and counseling is urgently required for the students, parents and teachers. We need to guide youth on their health and sexuality.

UNAid (1999) estimated that thirty five thousand children in Lesotho aged fourteen or younger have lost their mothers or both parents to HIV/AIDS since the beginning of epidemic in 1989. Uganda on the other hand has the highest number of children orphaned by HIV/AIDS than anywhere else in the world. Eleven percent of all the children under the age of 15 years have lost one or both parents to AIDS.

The National AIDS Council (1999) reported eight hundred sixty thousand AIDS Orphans in Kenya. This has risen to one million and twenty five thousand orphaned children (one out of seven children) in 2004 (Muthagani, 2001). Dr. T. Jonathan, Pro-Vice Chancellor of the National University of Lesotho concludes;

“...For these children who have lost either of their parents or both to AIDS grief is only the beginning of their problems...” (UNICEF, 2001 P14).

As HIV/AIDS increases, the number of single parent, child headed, grandparent headed and other forms of dysfunctional families increase. Children join the work force to save money for school fees, books, food and medicine for their sick parents. All these children lack the comfort of a stable family. They need love, security, emotional and psychological support from people whom they can confide in. Children living in Children’s homes are denied a family environment, which is a crucial aspect of development. The school therefore must provide a child-friendly environment, promote

social integration of these often isolated children and protect them from stigma associated with HIV/AIDS.

UNICEF (2000) reports that approximately five hundred forty million children in the world live in the midst of violence or fear of violence. This violence may erupt in the country or in the family itself. Quarter million children in Rwanda genocide were slaughtered, scores of thousands were tortured and girls and women were raped.

In Sierra Leone children's rights were violated, as amputations of arms and legs were common during the war (UNICEF, 2000). Kenya witnessed the worst tribal clashes in the Rift Valley and Coast provinces in 1992 and 1997. Atemi (2001) reports that the story of wars and especially the violence against women and children is the story of tears and pain, agony and suffering, shame and humiliation, of men who cultivate hatred and reap death. The wars and political instability lead to increased number of refugees and orphans. These children require rehabilitation in order to restore their dignity as human beings and help them overcome the trauma of the war.

The incidence of violence within a family though sometimes hidden from public sight and statistics is the most persistent. This condition is spread from society to society, from culture to culture and from generation to generation. Acts of violence include physical abuse, sexual abuse, emotional abuse and verbal abuse. Child neglect is also a form of maltreatment, and one of the most destructive. In 1993 about three million reports of suspected cases of child abuse and neglect were made to State or Local Government officials in USA. A Survey carried out by Karen and Deborah (1993) in Chicago showed substantiated cases of child abuse and neglect.

In traditional African Society, wife and child beating were part and parcel of the African culture. This habit has been very difficult to eradicate despite the efforts of the human Rights movements' such as Coalition Against Violence on Women and Children. Early marriage is also a form of child abuse. It results in sexual and psychological abuse of the female child. This practice, coupled with female Genital mutilation and cultural gender disparities against women makes it very difficult for the female child. (Wamahiu, 1992)

Andrew (1996) argues that children who are physically or sexually abused often experience greater emotional problems, including depression, aggression, low self-esteem, troubled relationships with peers and many others. As a result most of these children do not perform well in their schoolwork. They are at risk for many academic problems. The school counselor therefore has a responsibility of identifying displaced children and helping them settle down and cope with their situations. Lochman (2002) insists that aggressive behaviour and other disruptive behaviour symptoms can be reduced through early intervention.

Psychologists argue that individuals learn behaviour they will later exhibit by observing what others do and see the consequences of these actions (Bandura, 1973), Kaufman and Zigler (1989) show that children who grow up in homes characterized by domestic violence are more likely as adults, to act violently towards their spouses and children. Andrew (1993) emphasizes that children from violent homes are said to learn by observation and personal experience that aggression or violent behavior is an acceptable and often successful way of controlling others and getting what you want. Such children will more often than not be violent to their peers and

schoolmates. They will frequently portray opposition and defiant behavior towards adults and covert rule breaking behaviors.

Tattum (1986) concludes that G and C aim at ensuring discipline in schools by assisting pupils with disruptive behavior. Students who come from violent backgrounds need appreciation and love to build their low self-esteem. They need to learn how to appreciate themselves and others.

Drug and substance abuse has been found to be one of the greatest causes of violence in schools. Isabel (2004) reports that according to the National Institute of Justice and the United States Department of Health and Human Services, in at least fifty percent of violent events, alcohol is in the blood of the victim, the perpetrator or both. Report released by United States Substance Abuse and Mental Health Services Administration (SAMHSA) (2000) reveals that, heavy drinking teens were three times more likely to get into a physical fight or try to deliberately hurt or kill themselves. The report also shows that, teenagers between twelve and seventeen years old who use alcohol are more likely to report behavioral problems, in particular aggressive, delinquent and criminal behaviour.

Drugs and sex add up to double trouble for young people. In America, The National Center on Addiction and Substance Abuse (NCASA) (1997) reported that teenagers who have used Marijuana are four times more likely to have been pregnant or have gotten someone pregnant than teenagers who have never smoked pot.

The National Agency for Campaign Against Drugs Abuse NACADA (2004) observed that one in every three Kenyan high school students takes alcohol, 8.3% smoke

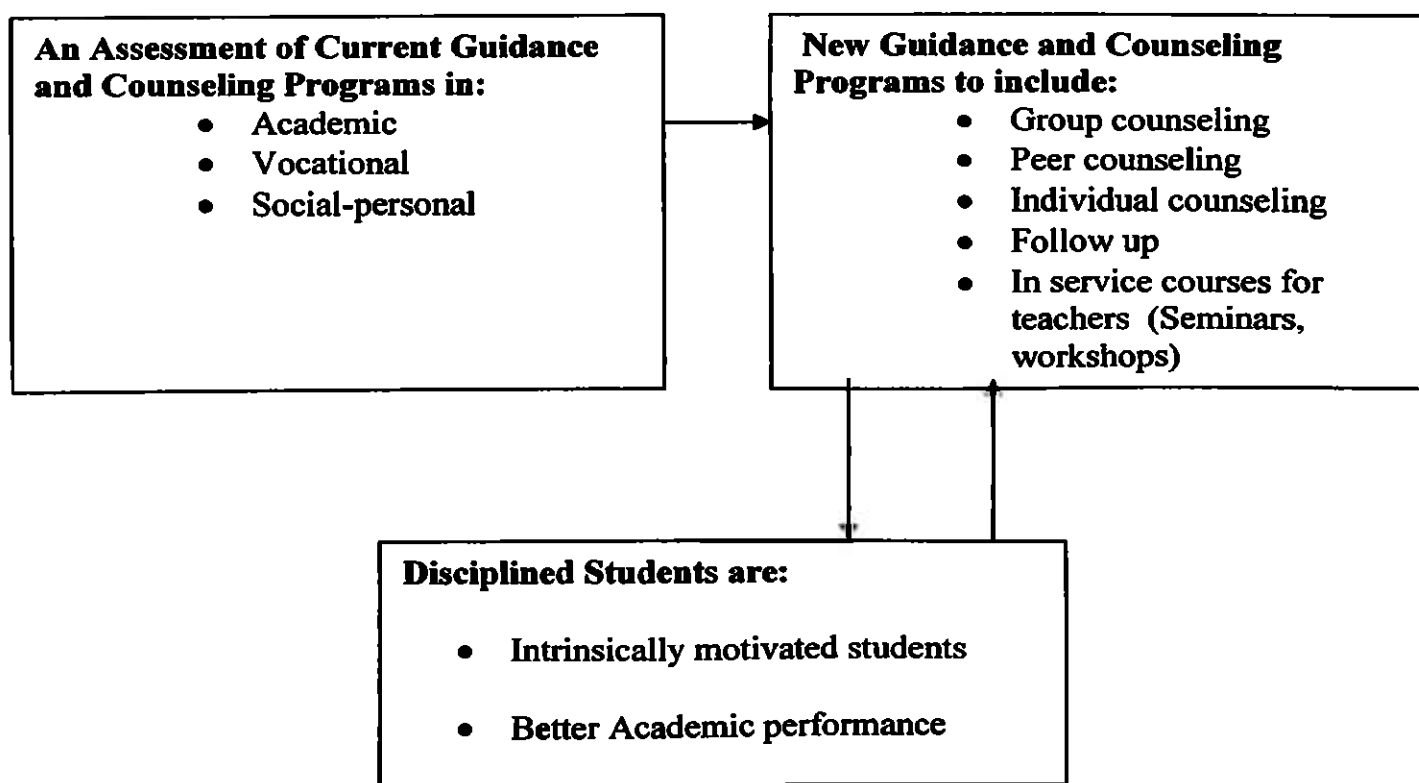
cigarettes, 9.1% chew Miraa and 3% smoke bhang. Students also take heroine, cocaine, mandrax and tranquilizers. In her address to Head teachers attending a National Conference at Kasarani, Onyuka (2004) said that drug abuse leads among other things to risky behaviour that gives rise to AIDS, and drug induced violent tendencies that result in poor academic performance and poor health (Onyuka, 2004).

Drug abuse threatens the learning environment, the health and safety of students. It contributes to classroom disorder and undermines morality, discipline and authority. Wambugu (1995) discovered that in Central Province twenty one percent of boys are regular users of drugs. The percentage of girls who abuse drugs was lower than that of boys. Yet these same boys are a threat to girls especially in mixed schools. Girls have been raped and murdered during school strikes organized and started by boys under the influence of drugs (Barasa, 2001).

Drug prevention programs can outline some of these risks and encourage open dialogue at home so that parents and teenagers can discuss the issues openly. Schools can help by offering programs that help youth to practice setting goals, good decision making and clear communication. More opportunities to become more involved in positive activities and consistent, reinforced prevention messages can help reduce risky behaviors and prepare youth for healthy adulthood.

This is a big challenge to parents, school counselors and administrators because, if the circumstances leading to irresponsible behaviour by the students are not unearthed, indiscipline will persist in schools.

2.7 Conceptual Framework of the Study.



Source: Researcher (2006)

Schematic Representation of Effective Guidance and Counseling

The process of attaining quality education for development starts with the identification of students' needs in academic, occupation and social-personal. It is at this stage that those areas, which are not fully addressed, are identified. At the second stage programs that are relevant are planned. They include group counseling, individual counseling, peer counseling, follow up of clients and In-service courses for teacher counselors (MOEST, 2001).

It is hoped that with new relevant programs, efficiently and effectively administered, Students will be more disciplined, intrinsically motivated and responsible enough to work towards achieving their goals. Where the environment is learner friendly, teaching and learning flow smoothly hence good performance in all areas. Quality education means quality careers, high standards of living and a break of the cycle of poverty. A country that is able to produce well-educated disciplined and responsible citizens has the potential to perform well in social, political and economic growth.

Needs of student are dynamic just as society is dynamic. Therefore, re-assessment of the G and C programs should be done occasionally, hence the arrow flowing back.

CHAPTER THREE

3. 0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, target population, sample and sampling procedures and instrument of data collection. Also included in this chapter is instrument validity and reliability. The procedure of collecting data and analyzing techniques are also discussed in this chapter.

3.2 Research Design

The proposed study used a descriptive survey research. This approach was suitable for the proposed study since the study dealt with phenomena that sought individuals' perception and attitude. It was the best method of exploring the existence status of G and C Programs in secondary schools as it allowed collection of original data from a large population (Mugenda and Mugenda, 1999).

Descriptive designs were also used in preliminary and exploratory studies to allow the researcher to gather information, summarize, present and interpret for the purpose of classification (Borg and Gall, 1989). Note that descriptive survey research was intended to produce statistical information about G and C programs in the public secondary schools under the study.

3.3 Target Population

The study targeted students and G and C teachers in public secondary schools in Mwitani division. The division had twenty-two (22) public secondary schools. Out of these seven (7) were Girls Boarding Secondary Schools, Five (5) Boys Boarding Secondary, three (3) Mixed Boarding Secondary Schools, 5 Mixed Day Secondary Schools And two (2) Girls' Day Secondary Schools. The twenty-two public secondary schools had a student population of about 5200 (3000 girls and 2200 boys).

3.4 Sample and sampling procedures.

Population characteristics such as gender, level of education and type of school were considered when sampling. Schools were classified as Girls Boarding Secondary Schools, Boys Boarding Secondary Schools, Mixed Boarding Secondary Schools, Mixed Day Secondary Schools and Girls Day Secondary Schools. A list of schools in each category was made and simple random sampling method used to select two schools in each category. This gave every school a chance to be selected.

Ten (10) schools were therefore sampled for this study. This represented about forty five percent of all the schools in the division, hence very representative. (Results could be generalised with confidence). The schools were two (2) Girls Boarding Secondary Schools , two (2) Boys Boarding Secondary Schools , two (2) Mixed Day Secondary Schools, two (2) Mixed Boarding Secondary Schools and two (2) Girls Day Secondary Schools. The two girls day secondary schools automatically qualified for the study since they were the only ones in this category.

Fifty two (52) students from each participating school were selected for the study using simple random sampling. These were students from form one, two, three and four classes in the selected schools (that is 13 students from each class who were selected through simple random sampling). In mixed schools the researcher selected 6 boys and 7 girls from each class. This gave a total of five hundred and twenty (520) students, which represented approximately 10% of the total student population in the division.

Ten(10) Heads of Department(H.O.D) for Guidance and counseling were selected for this study. That meant that one H.O.D from each participating school automatically qualified for the study..

3.5 Research Instruments.

The questionnaire was used to collect data. There were two (2) sets of questionnaires. Questionnaire A for students and questionnaire B for guidance and counseling teachers. In the first form of questionnaire, students were asked to respond to items concerning content of guidance and counseling programs, the relevance to their academic, occupational and social-personal (psychological) needs and the major problems experienced. The B type Questionnaire sought responses from teachers on the content and relevance of G and C to the needs of students.

Each of the two questionnaires was divided into three sections. Section one sought demographic data such as the name of the school, class, age, sex and professional qualifications. Section two had closed ended questions on academic, vocational and social-personal issues. Section three consisted of open ended questions. Students and Heads of Department were given an opportunity to express what they considered as the major problems facing G and C and suggest solutions to them.

3.6 Piloting

A pilot study was carried out to evaluate the instrument validity and reliability. Piloting is very important as it helps identify misunderstanding, ambiguity or useless and inadequate items (Wiersma, 1985)

3.6.1 Instrument Validity

This is the degree to which results obtained from analysis of the data actually represent the phenomenon under investigation. Orodho (2004) defines validity as the degree to which the empirical measure or several measures of the concept accurately measures the concept. In this study, the researcher used ten cases, which represented the target population in all the major respects. These were not included in the study sample. The purpose was to get feed back regarding the appropriateness of language, the length of the questionnaire, the format and the content. Expert opinion was also sought. After getting the data further revision was done on the questionnaires where it was necessary.

3.6.2 Instrument Reliability

The spilt-half technique was used to assess the reliability of the instrument. Subjects were sampled, test administered and scored items divided into two groups. Even numbered items were grouped together while the odd numbered items formed another group. Each subjects total score from the two groups was computed separately using Pearson Product Moment Correlation Coefficient formula. The computed coefficient did not reflect reliability of the whole instrument therefore it was adjusted using the Spearman-Brown Prophecy Formula to cover reliability of the whole test. The instrument was proved to be reliable.

3.7 Data Collection Procedure

A permit to collect data was given by the Ministry of Education. After that Principals of schools were requested to permit the researcher access the students and the Guidance and Counseling Heads of Departments. Before the questionnaires were given out, the students and teachers participating in the study were briefed on the purpose of the study, and the importance of their participation. Clear instructions were also given at that time and any verbal questions from the respondents were answered. Participants were given time to respond to the items of study after which the researcher collected them. A Research Assistant was engaged to help in the distribution and collection of questionnaires.

3.8 Data Analysis Techniques.

Both qualitative and quantitative methods of analysing the data were employed. On receipt of the completed questionnaires, the collected data was checked for errors in responses, omissions, exaggerations and biases. Data was then coded, entered into the system and analyzed using descriptive statistics such as percentages, frequencies, measures of central tendency such as mean, mode and median. This was done with the help of the Statistical Package for Social Sciences (SPSS). The Qualitative questions were analyzed by coding, and organizing into themes and concepts.

4.0 CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation. The study sought to assess the Guidance and counselling programmes offered in secondary schools in Mwimbi Division of Meru South District and their impact on the academic, psychological and vocational needs of students. This was done using questionnaires for 500 students and 10(ten) heads of Guidance and counselling Departments. Descriptive statistics was used in analysing the data. Data analysis was tabulated, and presented in frequency tables, percentages and pie charts. The results were discussed and interpreted based on the research questions outlined in chapter one.

This presentation is in three parts. Part one deals with the background information, part two is on specifics based on the research questions while part three deals with the teachers' responses and the students' recommendations and suggestions on how to improve the guidance and counselling programmes in the schools.

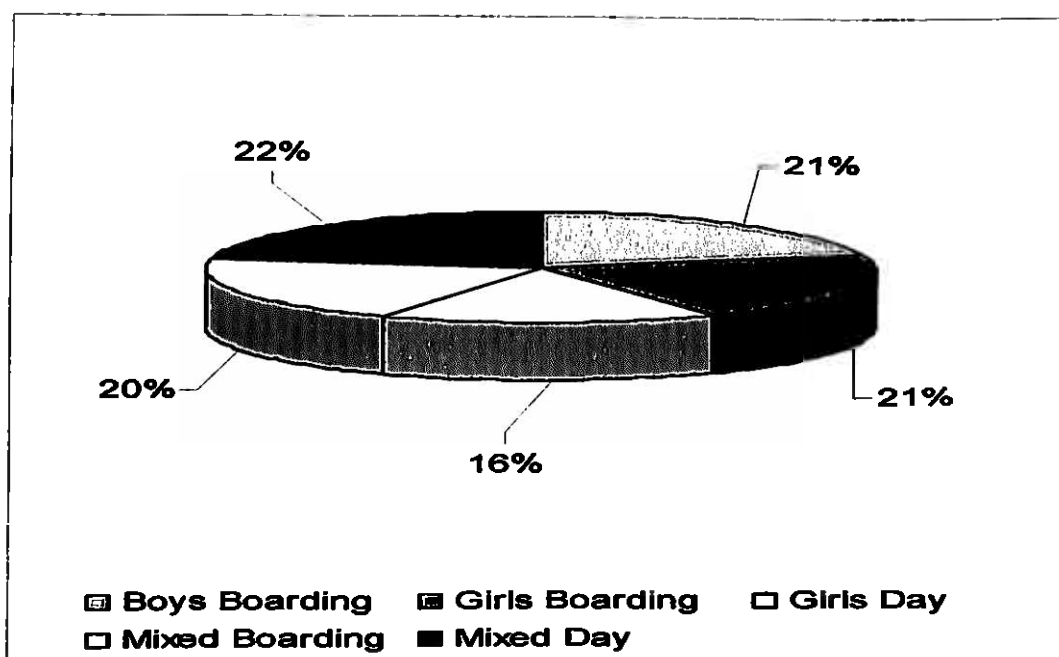
4.2 Background Information of the Respondents

4.2.1 Schools Involved in the Study.

Data was collected from a sample of 500 secondary school students and 10 secondary school teachers. Table 4.1 below indicates that 20.6 % of the respondents were from Boys' Boarding Schools; 20.8 % came from a Girls' Boarding Schools; 16.4 % came from a Girls' Day Schools; 20.2 % were students from mixed Boarding Schools while 22 % of the respondents were from Mixed Day school.

Table 4.1 Types of schools

School	Frequency	Valid Percent
Boys Boarding	103	20.6%
Girls Boarding	104	20.8%
Girls Day	82	16.4%
Mixed Boarding	101	20.2%
Mixed Day	110	22.0%
Total	500	100.0%

**Figure 1. Type of school****4.2.2 Form of the Respondents**

From the total population of 500 respondents, 24 % of them were form ones; 24 % were in form 2; 25 % were in form 3 while the remaining 27 % were respondents in form 4.

Response from all classes was good, with the upper classes (form four and form three) taking the lead. Form one students are relatively young (between 13 and 14 years old). They are excited to be in secondary school and are busy making new acquaintances and adjusting to the new environment. Problems are few but increase as they grow due to peer pressure and academic demands.

Gitau (2000) described Form two as a crisis class. A lot of discipline problems characterized by plenty of transfers, drop outs pregnancy and other delinquencies. This is a class where the counselors need to be more aggressive as most of them are at the climax of adolescence.

Castillo (1986) notes that as the teenage matures, he starts possessing practically the intelligence of an adult. He says that this is the time when people usually choose a vocation or career. This perhaps explains why Form 3 and 4 are more settled and more academically oriented, having chosen the subjects they will be tested in at the national examination (K.C.S.E)

Table 4. 2. Form

Form	Frequency	Valid Percent
Form 1	120	24%
Form 2	120	24%
Form 3	125	25%
Form 4	135	27%
Total	500	100.0%

4.2.3. Gender of the Respondents

Data was collected from a sample of 223 (44.6 %) male students and 277 (55.4 %) female secondary school students. The female students were more than the male students and this represented 55.7 % of the total population. The level of girls' enrolment in Mwimbi Division is slightly higher than that of the boys. This is a positive trend towards eradication of gender disparities which have in the past disadvantaged the girl child. This also reflects the good transition rate from primary to secondary schools for both boys and girls in Mwimbi division. However there was no significant difference between the responses of students of both sexes towards the items of questionnaires. Both sexes seemed to understand and appreciate the importance of G and C in their lives especially on prevailing social issues such HIV/AIDS, sexuality, drug abuse, career and other emerging issues.

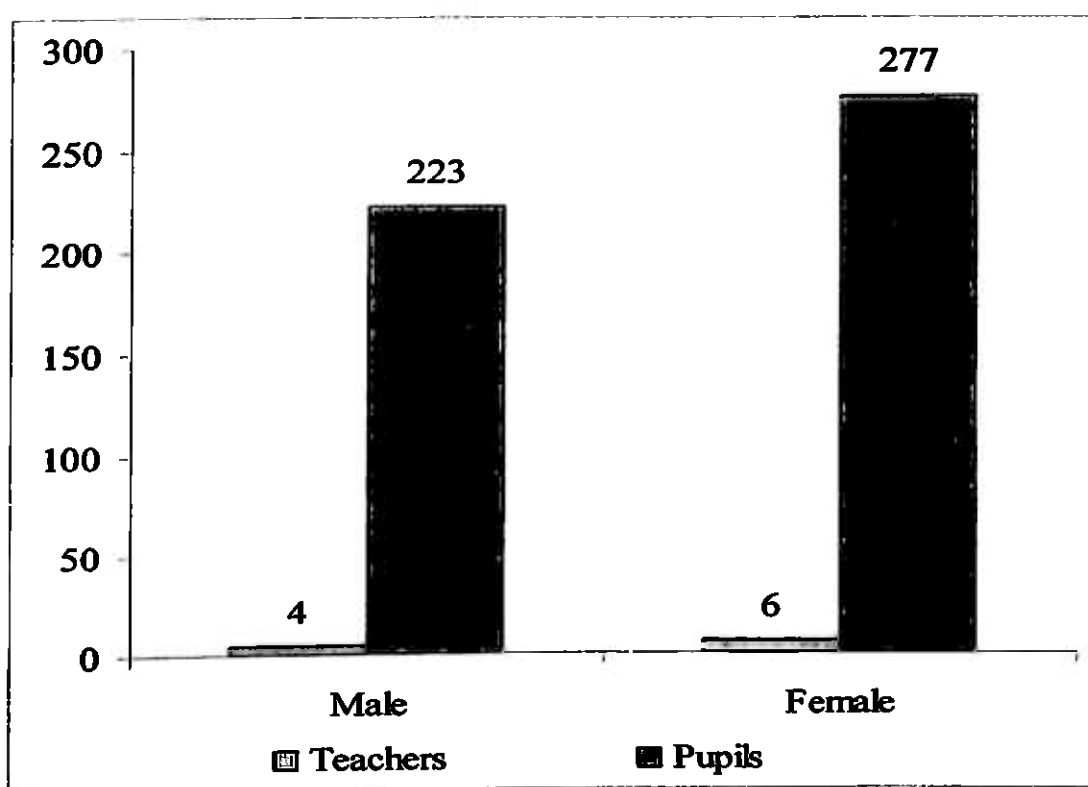
The study sample also comprised of 10 teacher counsellors from the five secondary schools under study. All the teachers were the heads of the Guidance and Counselling departments in Secondary schools in Mwimbi division. The study sample consisted of four male teachers and six female teacher counsellors. The results are in table 4.3 below.

Table 4.3 Gender of the Respondents

Gender	Teachers		students	
	Frequency	Percent	Frequency	Percent
Male	4	40.0%	223	44.6%
Female	6	60.0%	277	55.4%
Total	10	100.0%	500	100.0%

An observation was made in some schools where there were only counselors of one sex and were expected to counsel students of the opposite sex. This situation can lead to compromise especially where a male teacher may be forced to guide and counsel a female student. Koech (1999) found that female students felt uncomfortable with counselors of opposite sex. It is therefore important that schools ensure that students are provided with counselors of same sex when individual counseling is to be done.

Figure 2 Gender of the Respondents



4.2.4 Age of the Respondents

The results obtained indicate that the teacher respondents were aged between twenty three (23) years and forty (40) years old. Three of the respondents were aged below twenty (25) years old, two were aged between twenty six (26) and twenty (29) years old, three were aged between thirty (30) thirty five (35) years while the other 2

were aged between 36 and 40 years. This means the counsellor teachers in secondary schools are relatively young. Although the teachers are professionally trained most students may not seek G and C services from them as the age difference is not much.

In traditional African society, the elderly enjoyed interacting with younger people because their mental status and self esteem attracted respect and therefore were used as consultants and points of reference (Kenyatta, 1979). Okama (2003) found that students who were counseled by senior and relatively older HODs had relatively fewer complicated cases to deal with than those handled by younger teachers. This then calls for the schools to identify more stable and maturer teachers of high integrity who can be easily accepted and respected by students and appoint them as counselors.

Data from table 4.4 also shows that, generally the students were aged between 13 and 18 years old. 17 of the subjects were aged 13 years old, 32 subjects were aged between 13 and 14 years old, 218 subjects were aged between 15 and 16 years old and the remaining 233 subjects were aged above 17 years old. This represented 46.6 % of the total sample.

The age bracket represents teenagers who are looking for self identity. They have psychological, social, academic and spiritual problems that need to be addressed by guidance and counselling teachers. Castillo (1986) identifies three phases of adolescence as;

- The beginning; this is the emergency of ones intimacy or identity, crisis of physical growth and sexual awakening.
- Phase of inner conflict and negative behavior towards others.
- A period of consolidation of the newly discovered personality.

It is during this stage of adolescence that teachers and parents need to detect the strong and weak points of the students so that they can be helped to be well adjusted in life.

Frequent problems such negative peer influence, over indulgence in commercialized entertainment, drug abuse, rebellion and violence, teenage pregnancy, poor academic performance, and other forms of delinquencies can be avoided through early intervention measures, especially through dignified Guidance and Counselling programmes.

Teenagers must be exposed to life skills that will enable them to fit into the community and take their roles and responsibilities as adults in the society when their time comes.

Table 4.4 Ages of the Respondents

Age	Students' Frequency		Percent
13 Years	17		3.4%
13-14 Years	32		6.4%
15-16 Years	218		43.6%
Above 17 Years	233		46.6%
Total	500		100.0%
Teachers Frequency			
	Teachers Frequency		Percent
Below 25 Years	3		30.0%
26-29 Years	2		20.0%
30-35 Years	3		30.0%
36-40 Years	2		20.0%
Total	10		100.0%

4.2.5 Professional Qualification of the Teachers and Teaching Experience and appointment.

The results of this study revealed that all the respondents who participated in this study were graduate teachers with a bachelor's degree in education. When asked about their teaching experience in the different schools, four (40 %) of the teachers indicated that they had been teaching for a duration of between 6 to 10 years; three (30%) reported that they had been teaching for a duration of between 11 to 15 years while the other three (30 %) indicated that they had been teaching for a period of more than 15 years.

It was also noted that seven of the teachers had been in the guidance and counselling department for a period of between 1 to 5 years and that it was only three teachers who reported that they had served in the guidance and counselling department for a period of between 5 to 10 years.

In relation to their appointments as Heads of Departments for Guidance and Counselling, only two (20 %) of the teachers did report that they had been appointed by the Teachers Service Commission while the other 8 (80 %) reported that they had been appointed into the department by the Schools Board of Governors.

All the counsellor teachers were professionally trained but majority had little experience in Guidance and counselling. They did not have adequate skills in Guidance and counselling and casts doubts on their ability to handle the problems facing the youth in secondary schools. Nelson (1972) reckons that a truly effective Guidance and counselling programme demands well trained and dedicated professionals. Mutie and

Ndambuki (1999) propose that a school should have a qualified counsellor permanently.

It was noted with a lot of concern that the small up-coming day schools had most H.O.D's appointed by the principal or the governing body. On appointment of head of departments for Guidance and counselling, it is important that the Teachers' Service Commission appoint qualified and mature teachers to head the departments in all the schools regardless of their size and type. Principals of schools should be able to identify from amongst the teachers, people who are self knowledgeable, competent in character, responsive, patient and sensitive to serve as counsellors. Mutie and Ndambuki (1999) concludes that counsellors are models of behaviour, therefore must possess good psychological health.

4.3 Research Question 1. G and C programmes offered secondary schools in Mwimbi Division.

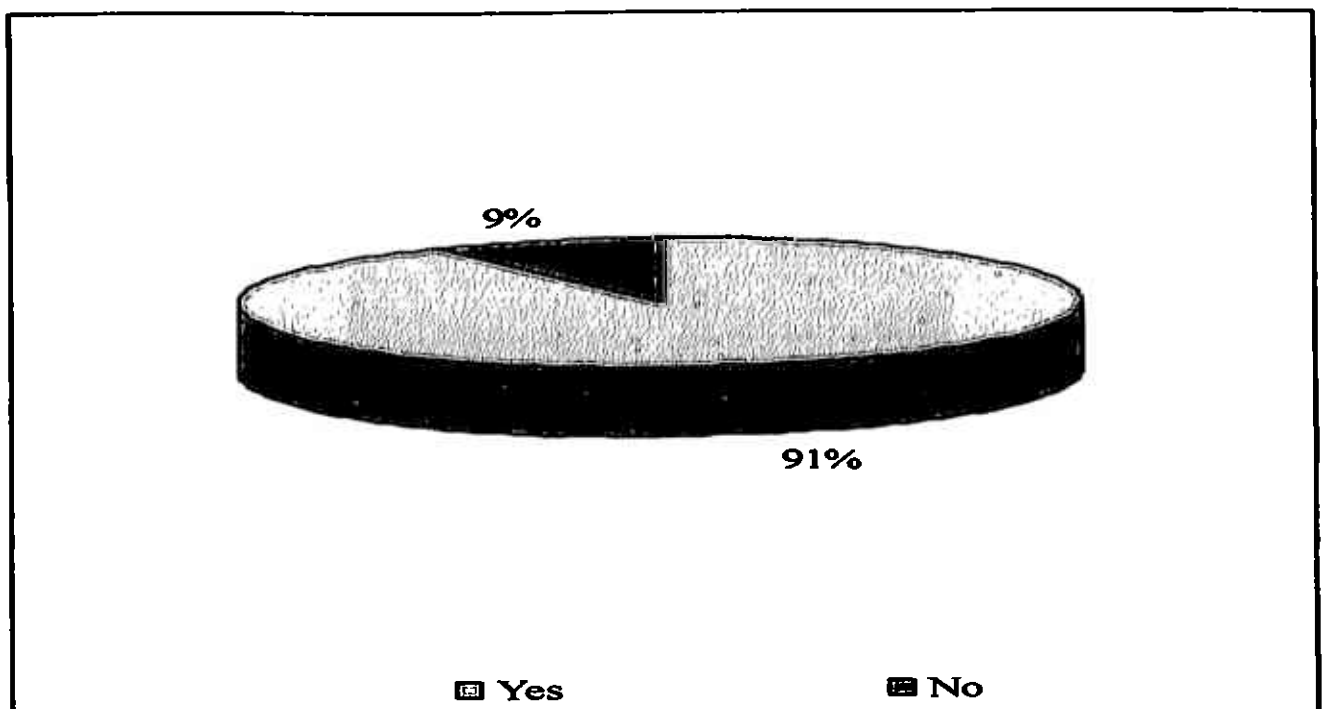
4:3: 1 Presence of Guidance and Counselling Departments

Questions were put across to elicit responses from students on the existence of G and C departments in their schools. According to the responses, 91.2 % of the respondents reported that there were G and C departments in their schools. This was on the contrary opposed by only 8.8 % of the respondents who reported that they were not aware of G and C departments in their schools.

Those who reported that they were not aware of any G and C departments should be made aware of them so that they can benefit from the same. Probably some students are simply ignorant and much sensitization by the departments has not been done.

Table 4.5 Presence of Guidance and Counselling Departments in Schools

Response	Frequency	Percent
Yes	456	91.2%
No	44	8.8%
Total	500	100%

**Figure 3 :Presence of Guidance and Counselling Department in the School.**

4.3.2 Places where G and C is carried out

The 456 students, who reported that there were G and C services offered in their schools, were further asked to state the places where individual Guidance and Counselling was carried out. The results obtained reveal that in most cases individual counselling was normally carried out in the G and C offices. On the other hand 10.5 %

reported that sometimes individual counselling was also carried out in the class rooms.

Table 4.6 Places Where Individual Counselling is carried Out

Response	Frequency	Percentage
In G and C office	408	89.5
In the classroom	48	10.5
	456	100.0

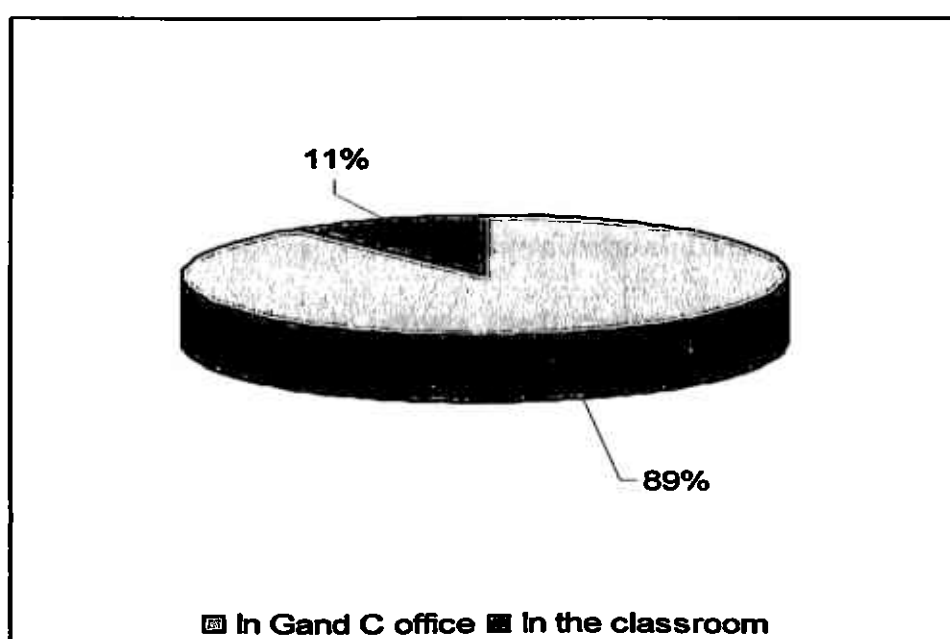


Figure 4: Places Where Individual Counselling is carried out

The above responses were contradicted by the teachers responses whereby six (60 %) of the teachers reported that there were no guidance and counselling offices in their schools. Only 40 % of the teachers did report that their schools had guidance and counselling rooms.

Note that students may really not know the specifications of a G and C office. As long as there is a room for use by G and C department, students may assume that is in

order, hence the contradiction.

When asked to name the factors that had led to this situation, all the six teachers reported that most of the schools were faced by financial constraints which made it hard for them to construct a counselling room. These responses were mainly made by H.O.Ds from new day schools where other physical facilities are also limited.

Counselling rooms should be situated strategically to provide privacy. This will encourage many students to seek G and C services without feeling intimidated or embarrassed. Cottler (1973) reckons that G and C office should be accessible to all students and must be away from the loud voice of discipline. In addition G and C offices should be large and well equipped with lounge chairs, tables, display racks, bulletin boards and cabinets for storing students' confidential folders or files. It should be welcoming and informal to help create and maintain the type of psychological relationship required for Counselling.

4.3.3 Presence of G and C Committees

The analysis also revealed that only 2 (20%) schools had Guidance and counselling committees while the other 8 did not even have any idea of who should form the committee.

Table 4.7 Presence of Guidance and Counselling committees.

NO	8	80%
Yes	2	20%

A counseling committee is very essential as G and C is a corporate activity. Were (3003), Mutie and Ndambuki (1999) proposes that the committee should consist of the Head teacher, the Head of Department for G and C, any five members of staff, chairperson of the Parents' Teachers' Association and students' representatives from different classes. Involvement of all stakeholders at planning stage is very crucial so that members can own the programme.

The two Heads of Department who said they had Guidance and counselling committees in their schools further revealed that these were not all inserviced or trained counsellors. Students may not have confidence in them, and may contribute to students' negative attitude towards G and C. They may also lack the skills and the confidence to organise appropriate programmes. Cottler (1973) and Nelson (1972) conclude that effective guidance and counselling is highly dependent on the skills and techniques used by the counselor. It is therefore important that all committee members and counselor teachers should often undergo inservice training to update them on the emerging and prevailing issues affecting students and how to handle them.

4.3.4 Persons who give Guidance and counselling services in schools.

A question was also put across to the students to gather responses on the persons who carry out the guidance and counselling programmes. The responses were as follows: 14 % of the respondents reported that G and C was carried out by the Invited guests; 4 % reported that G and C was carried out by the school Principal; 10 % reported that G and C was normally done by the H.O.D while 13 % reported that G and C was normally carried out by the teachers. It was also reported by another 9 % that G and C was done by parents in their schools. The majority of the respondents reported that all the stakeholders were

always involved in the G and C programmes in their schools and this represented 50 % of the total population.

Guidance and counselling requires team work and this is a good trend in schools practicing it. Peer counselling should also be encouraged as people of the same rank, status, age and ability can learn to talk and compare ideas and do things together. Were (2003) proposes that every Counselling programme should identify a group of students who can be trained in basic Counselling skills and made aware of qualities of a counsellor such as confidentiality and trustworthiness. She further emphasizes that they should be chosen on the basis of good qualities like; good morals, ability in leadership, knowledgeable on local and social issues, good listening and appropriate life skills.

Table 4.8 Persons who give Guidance and Counselling services in schools

Person	Frequency	Percentage
Invited Guests	70	14.0
Principal	20	4.0
H.O.D	50	10.0
Teachers	65	13.0
Parents	45	9.0
All the Above	250	50.0
Total	500	100.0

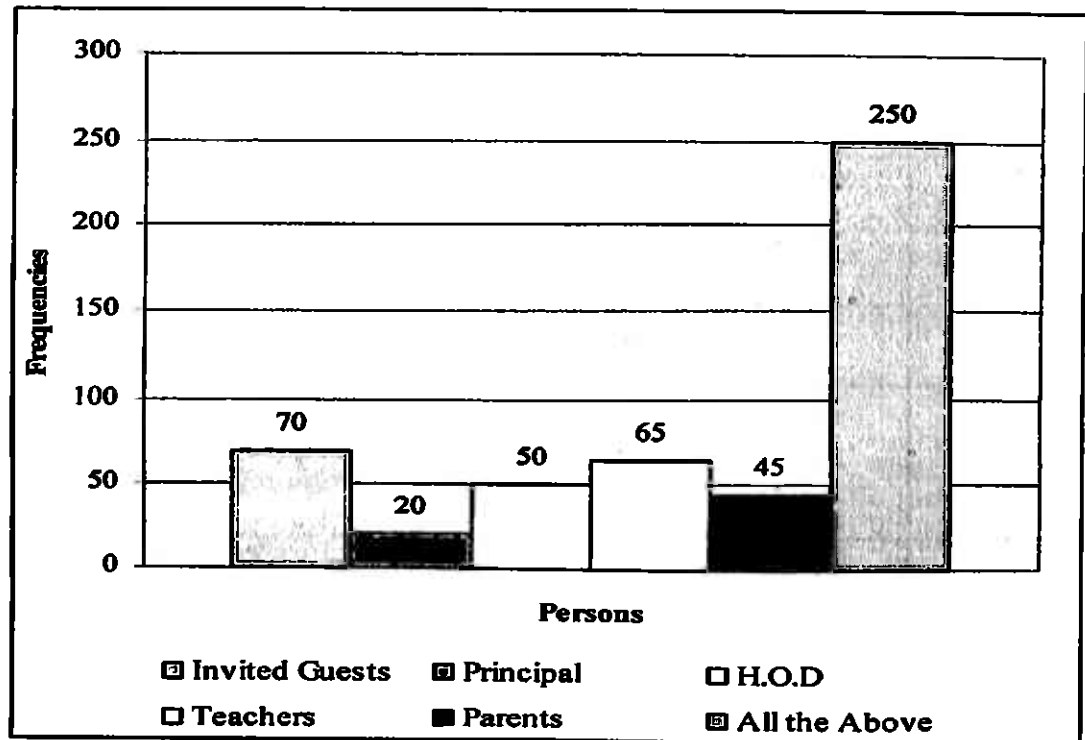


Figure 5 Persons who give Guidance and Counselling services in schools

4.3.5 a) Students Responses on the Programmes carried out by Guidance and Counselling Department

The 456 student respondents who reported that there were G and C programmes were further asked to list the kind of G and C programmes that were carried out in their schools. According to the responses indicated in table 4.9 below, 9 % of the respondents reported that there was the orientation of new students in their schools; 13.4 % reported that their schools did hold counselling programmes on academic/educational talks or conferences while 3.5% reported that guidance and counselling was done on careers in their schools. 3.5 % of the respondents reported that there were seminars on HIV/AIDS while another 3.3 % reported that they had tours to different plants and factories. It was worth noting that more than half the population (59.2 %) did report that they had all the already listed programmes.

Table 4.9: Students' Responses on Programmes carried out in the Guidance and Counselling Department.

Programme	Frequency	Percentage
Orientation of new students	41	9.0
Academic/Educational talks and Conferences	61	13.4
Career talk/conference	16	3.5
Religious and/spiritual guidance	37	8.1
Seminars on HIV/AIDS	16	3.5
Tour to plants e.g. Industries	15	3.3
For student leaders workshop/training	0	0
Rehabilitation programmes	0	0
All the above Areas	270	59.2
Total	456	100.00

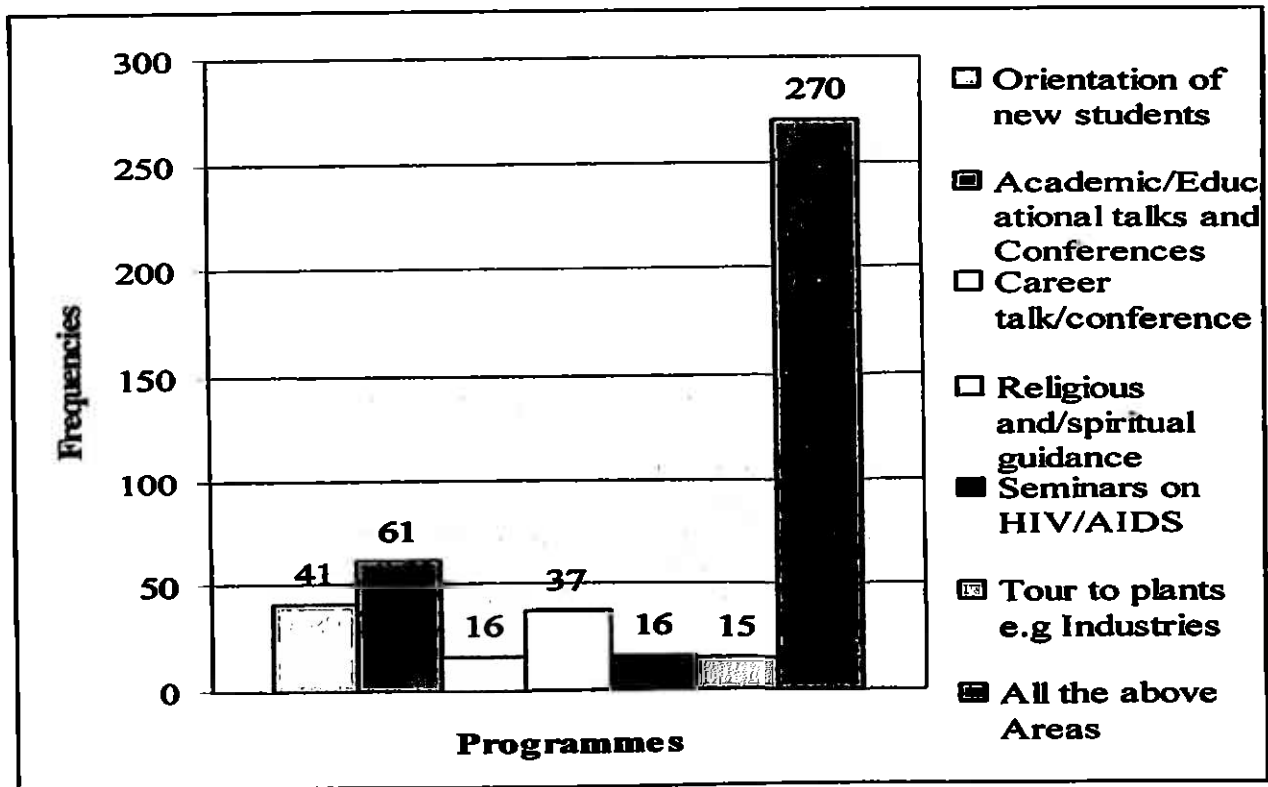


Figure 6 Students Responses on Programmes carried out by the Guidance and Counselling Departments.

4.3.5 b) Teachers Responses on the Programmes carried out by the Guidance and Counselling Department

More information was also gathered from heads of G and C department on the types of programmes offered during the schools guidance and counselling schedules. According to their responses, most (80 %) of the teachers reported that the schools did offer programmes on career talks and conferences.

The second rated programme that was carried out in the schools was religious and spiritual guidance (70 %) followed by films and film strips (50 %). Four (40 %) of the teachers reported that their schools did carry out individual counselling; 30 % reported that they do take their students for plant tours. Talks on social issues, educational talks

and conferences are also offered. Only two of the teachers did report that they carried out “follow up” for individual clients.

This gives an implication that the G and C programmes are a mixture of all the key issues in the students’ life. However three major areas seem neglected; that is; training for students’ leaders, rehabilitation for vulnerable students (such as orphans, sexually abused, and refugees) and follow up for clients.

In the traditional African society, there were established structures that helped the youth to grow into responsible adulthood. The disintegration of these structures has poised a challenge to the modern society. Major changes that have taken place in the society have led to a gradual shift from the extended family to nuclear family or single parent family. In addition there has been widespread poverty, political demands and expectations, rapid rate of urbanization against a very high unemployment rate. The infiltration of elements from foreign culture has led to general moral decay. This coupled with the effects of the HIV/AIDS pandemic poses a double tragedy for the youth especially the teenagers in high schools.

Andrew (1996) argues that children who are physically or sexually abused often experience greater emotional problems, including depression, aggression, low self-esteem, troubled relationships with peers and many others. As a result, most of these children do not perform well in their schoolwork. They are at risk for many academic problems. This probably explains why there are persistent problems in schools. Wangoi (1994) recommends supportive and progressive programmes which will deal with most of the problems the youth face. Programmes offered in secondary schools must therefore be all inclusive if the various academic, psychological and vocational needs of students are to be met.

Student leaders need training because they play a big role in the administration of

the school. They are the link between the school administration and the students' body. They are also expected to help the other students exploit their potential and excel in all areas such as academic, co- curriculum activities and discipline. For them to effectively and efficiently do this, they must undergo formal training and frequent in servicing in peer Counselling, leadership skills, conflict resolution, team building e.t.c. This is the principal of capacity building.

Follow up of students is also crucial as far as G and C is concerned, yet it is ranking last (20%).After individual and group Counselling has taken place, the teacher counsellor must take time to evaluate the progress of the counselee.

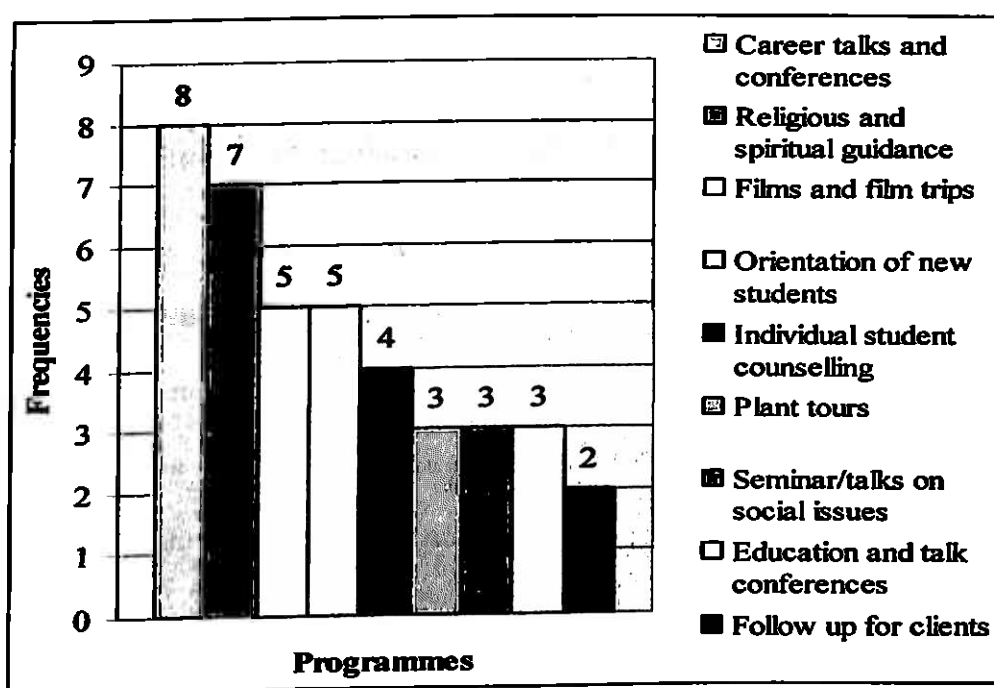


Figure 7: Teachers Responses on Programmes Carried by the Guidance and Counselling Department.

Table 4.10: Teachers Responses on Programmes Carried by the Guidance and Counselling Department.

Programme	Frequency	Percentage
Career talks and conferences	8	80 %
Religious and spiritual guidance	7	70 %
Films and film trips	5	50 %
Orientation of new students	5	50 %
Individual Student Counselling	4	40 %
Plant tours	3	30 %
Seminar/talks on social issues	3	30 %
Education and talk conferences	3	30 %
Follow up for clients	2	20 %

4.3.6 Parental involvement in G and C.

To enquire on whether the parents were involved in the guidance and counselling programmes in schools, a question was put across to the teachers. Seven of the teachers reported that parents were not involved in the guidance and counselling programmes while three of the teachers reported that parents were involved in the guidance and counselling in their schools. When asked to indicate when the parents were involved in the guidance and counselling, all the three teachers indicated that in most cases parents got involved in guidance and counselling:

- When individual students had problems and require counselling with their parents
- When a parent was invited to talk with a certain class
- During school functions such as education days or academic clinics.

Parental involvement in G and C is quite vital and schools should be encouraged to involve them. Mutie and Ndambuki (1999) suggest that guidance counsellor should facilitate regular and effective communication between the parents and teachers. Parents should co-operate with the teachers in helping their children develop potential as well as overcome problems. Apart from their normal responsibility of bringing up and providing for their children, parents have a more specific role in G and C. First, parents should cooperate with teachers and provide details about their children from the beginning of the school life. Contact between the family and the school should be such as to allow and facilitate exchanges of information so as to ensure that the abilities, limitations and interests of each child are known and kept under review. Parents may also contribute by giving talks to the students about their own occupations, the work involved, the aptitudes required and their own experiences.

Parents should participate in intervention programs. In America for example, Adolescent Transition Program is a parent training program developed by Tom Dishion and colleagues (Barry and Lochman, 2005). It includes a parent focused curriculum that teaches family right skills, limit setting and supervision problems solving and improved family relations and communications pattern. The parent's component is designed to help parents create a positive home environment and end the existing coercive discipline cycle. Kazdin & Weisz (2003) have also developed a Parent Management Programme focusing on observing behaviour, positive reinforcement and attending, school intervention, holding family meetings, negotiating, contracting and compromising. Kazdin notes that ideally both the youth and the parent should be involved in the programme. Wangai (2001) reports that the indiscipline in schools has a bearing on how the parents bring up their children. The G and C department should therefore organize a

programme for parents about their parenting role and its effect on the character of the child.

4.3.7 Provision for Individual Student Guidance and counselling.

According to the results in table 4.8 below, majority (81.8 %) of the students reported that individual counselling was done in their schools. Only a minority of 15.6 % did report that individual counselling was not done in their school. There were 13 (2.6%) missing responses in this question.

Individuals have a lot of unique problems/needs that can not be tackled in a group set up, therefore schools must ensure every student's needs are met individually.

Table 4.11: Provision for Individual Guidance and Counselling

Response	Frequency	Percentage
No	78	15.6
Yes	409	81.8
No Response	13	2.6
Total	500	100.0

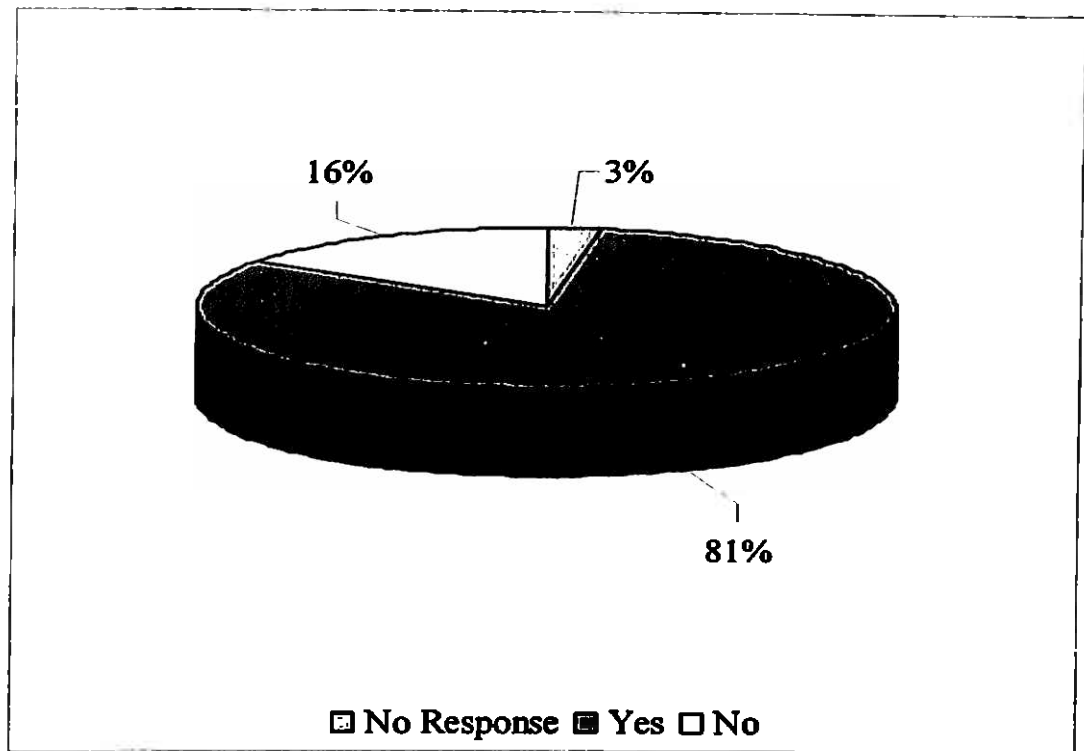


Figure 8: Provision for Individual Guidance and Counselling

4.3.8 Provision for Group Guidance and Counselling.

In relation to the provision of group counselling to the respondents, Majority (74.6 %) of the students reported that group counselling was done in their schools. Only a minority (24.4 %) did report that group counselling was not done in their school.

Group Counselling was developed by Moreno in 1960 and was meant to study the problems of individual members of a group. Groups of adolescents for whom peer values are important are able to see the commonality of the problem they are facing as individuals like drug abuse, promiscuity, alcoholism, rebellion just to mention a few. Were (2003) reckons that Group members are helped in solving their problems hence enhancing acceptance of themselves and improve ability to relate to others. Mahrler (1961) in Kiragu (2002) states that students who have gone through group counselling appear to be able to transfer their learning to subsequent group interaction in classes.

They are more likely than before to speak up and to offer their own ideas and beliefs. This should be emphasized in all the schools in order to enhance students' acceptance of themselves, boost self esteem and gain insight and understanding into their own problems through listening to other students discussing their difficulties.

Table 4.12: Provision for group Counselling

Response	Frequency	Percentage
Yes	373	74.6
No	127	25.4
Total	500	100.0

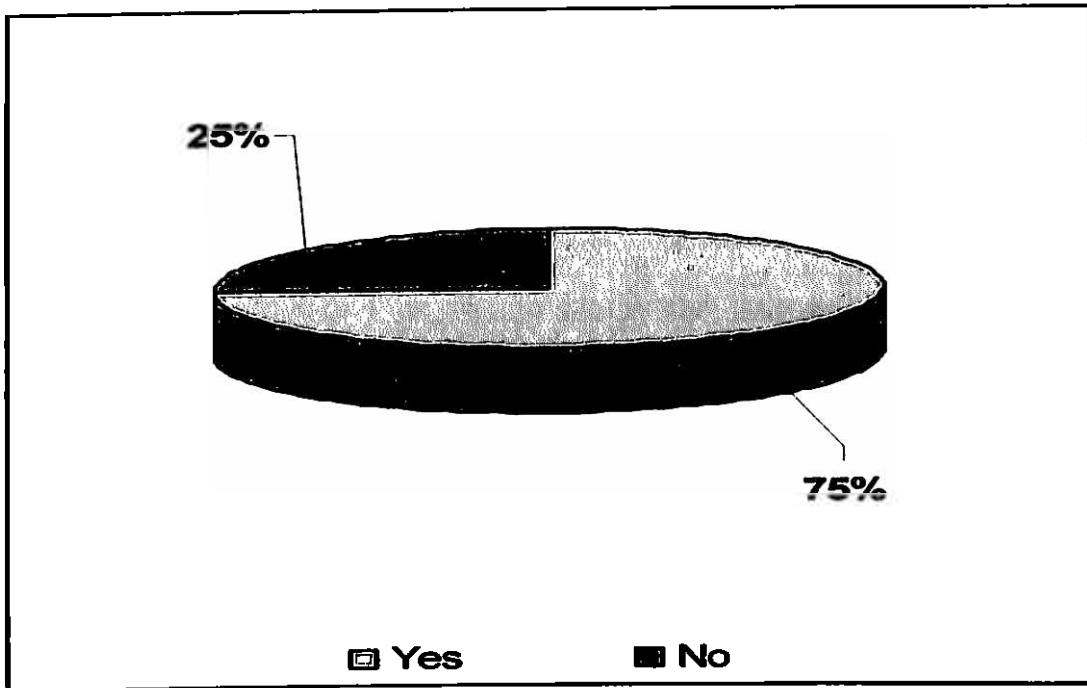


Figure 9 Provision for group Counselling

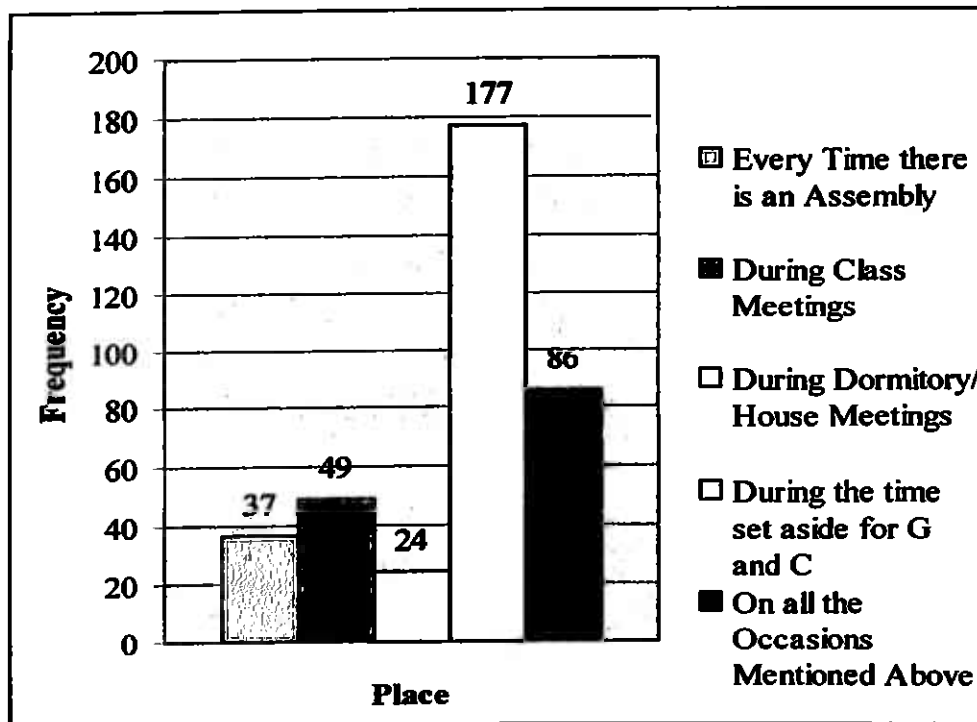
4.3.9 When Group Counselling is Done.

When asked to state when and where group counselling was done, the respondents results were as follows: The results obtained reveal that in most cases (47.5 %) group counselling is normally carried out during the time set aside for G and C programme, 9.9 % of the respondents reported that group counselling was done during assembly time; 13.1 % reported that group counselling was done during class meetings; while another 6.4 % reported that group counselling was done during dormitory/house meetings. Finally, 23.1 % of the respondents reported that in some cases group counselling was always done in all the above mentioned situations; that is; during the assembly, during class meetings, during dormitory meetings and during the time set aside for G and C. In conclusions the results of this study reveal that the time set for G and C is the most effective time for the provision of G and C programmes in the schools.

Though programmes are well outlined, lack of time is one of the major set backs in the implementation. Teachers have a heavy teaching load and with the new T.S.C directive, the load has gone even higher from twenty five lessons to twenty seven a week (Image, 2005). G and C sessions are often timetabled after the normal teaching hours, usually after 4.00 o'clock. This inconveniences the teachers and students who commute. Though they may participate in the exercise, some may be in a hurry to leave hence, participation may lack. It is important therefore that G and C should be timetabled as any other subject in every class if most students are to be assisted.

Table 4.13: Responses on When Group Counselling is done.

Period	Frequency	Percentage
Every Time there is an Assembly	37	9.9
During Class Meetings	49	13.1
During Dormitory/ House Meetings	24	6.4
During the time set aside for G and C	177	47.5
On all the Occasions Mentioned Above	86	23.1
Total	373	100.0

**Figure 10: When Group Counselling is Done.**

4.4 Research Question 2. Are the G and C programmes offered to Students in Secondary schools in Mwimbi division relevant to their academic, social-personal and occupational needs?

4.4.1 Relevance to Academic Needs

It was worth noting that majority of the students strongly agreed with the fact that the topics covered in G and C were relevant to their academic needs. This implies that they recognize the need for G and C in their future educational goals.

Table 4.14: Relevance of topics to academic needs of students.

Need	SA	A	D	SD	NS
Choosing subjects among electives	46.4 %	38.9 %	6.5 %	3.5 %	4.7 %
How to prepare for exams	58.3 %	34.6 %	3.5 %	1.9 %	1.7 %
How to cope with competition from classmates	51.4 %	28.5 %	9.7 %	4.1 %	6.3 %
How to study with good result	59.4 %	27 %	3.9 %	4.5 %	5.2%
How to maintain discipline in class	67 %	24.2 %	5 %	2.4 %	1.4 %
How to deal with pressure from teachers and parents to perform well	57.7 %	28.9 %	3.9 %	6.9 %	2.6 %
How to manage time	69.5 %	23.1 %	1.1 %	4.8 %	1.5 %

4.4.2 Relevance to Vocational Needs

In relation to their vocational needs, the trends observed revealed that Guidance and counselling programmes had been relevant and useful in some areas such as choosing a future career , knowing subjects to choose among electives and how to write a C.V .

However, the results reveal that student don't think the following topics covered during Guidance and counselling were relevant to their needs.

- **Fear of unemployment.**
- **Entry requirement on various occupations conditions of service on various occupations.**
- **Writing application letters for employment.**

It is amazing that students in secondary schools in Mwimbi Division don't think the above topics are important to them yet they have limited knowledge of the occupations available to them. This ignorance makes them to have unrealistic career aspirations. They therefore need assistance to realize the importance of the above topics in their future careers.

Table 4.15: Relevance of G and C Topics Covered to Vocational Needs of Students.

Need	SA	A	D	SD	NS
Choosing a future career	57.9 %	30.2 %	3.7 %	2.4 %	5.8 %
Knowing subjects to choose among electives	38.9 %	39.7 %	3.2 %	3.0 %	15.7 %
Fear of Unemployment	17.1 %	19 %	30.2 %	18.6 %	15 %.
Entry requirements on various occupations	19.7 %	22.9 %	9.1 %	13.3 %	35 %
Legal requirements on various occupations	17.3 %	23.3 %	5.6 %	11.5 %	42.3 %
Conditions of Service on various occupations	15.1 %	5.8 %	25.7 %	41.5 %	12.5 %
How to write a CV	25.3 %	29.4 %	13.2 %	21.5 %	10.6 %
Application Letters for employment	9.5 %	6.0 %	34.3 %	32.6 %	17.6 %

4.4.3 Relevance of G and C Topics to Social Personal (Psychological) Needs of Students.

Questions were also put across to gather responses on the G and C and topics that had been relevant to the students' social-personal needs. The results obtained were as shown below.

Table 4.16 Relevance of G. And C Topics to Social Personal (Psychological) Needs of Students.

	SA	A	D	SD	NS
Afraid of school rules	31.3 %	32.4%	15.3 %	12.7 %	8.3 %
How to manage finances	30.2 %	27 %	11.7 %	21.2 %	9.9 %
Stress and stress management	45.8 %	25.5 %	7.3 %	8.9 %	12.5 %
Peer pressure/choosing friends	51 %	22.7 %	9.5 %	13.6 %	3.2 %
Conflict resolution	40.6 %	32.8 %	8.4 %	12.2 %	6.0 %
Drug and substance abuse	46.2 %	23.3 %	7.8 %	19.9 %	3.0 %
Medial Influence	37.6 %	27.2 %	11.7 %	15.7 %	7.8 %
Relationship with opposite sex	40.6 %	27 %	7.8 %	18.3 %	6.3 %
Feeling unappreciated/unloved	33.9 %	31.1 %	14.7 %	13.8 %	6.5 %
Lack of self confidence/self concept actualization	33 %	27.6 %	8.2 %	18.7 %	12.5 %
Coping with excessive guilt and depression	26.3 %	35 %	15.1 %	11.3 %	12.3 %.
Fear of pregnancy/making someone pregnant	25.7 %	41 %	8.6 %	15.8 %	8.9 %
Parental child relationship	40.6 %	31.7 %	9.3 %	12.8 %	5.6 %
How to stay healthy/	55.5 %	30.2 %	3.7 %	2.4 %	8.2 %

The above results imply that the students in all the Secondary schools in Mwimbi division are comfortable and appreciative of the social personal issues being addressed by the G and C programmes.

Save for the few topics in vocational Counselling, students think that the programmes offered are relevant to their needs.

4.5 Research question 3. What needs of the students have not been addressed by the current G and C programmes in Mwimbi Division?

A question was put across to check whether all the students' needs had been met by the already existing programmes. The responses revealed that 54 % of the respondents reported that their needs had been met while the other 46 % reported that their needs had not been met by the existing G and C programmes. This means that the students have a lot of expectations from G and C teachers as almost half of the respondents felt that their needs were not fully addressed.

The students were further asked to report on the topics that were not fully addressed and the results were as follows:

4.5.1 Academic Needs Not Addressed by the Current Guidance and Counselling

According to table 4.15 below, most of the respondents (87%) reported that there was need to be guided more on how to deal with pressure from teachers and parents to perform well. The second rated unaddressed need (80 %) was students had not been fully counselled on how to cope with competition from their classmates. 45% of the respondents reported that they had not received adequate guidance on choosing of subjects among the electives, 66% of the respondents reported that they needed more help on how to study with good results, 53% respondents reported that they were still not aware of how to manage time while the remaining respondents reported that they were still not aware of how to maintain discipline in class (41%) and how to prepare for

examinations(63%)) as shown in the table below.

Table 4.17 Academic Needs not Addressed by the Current G and C Programmes

	Addressed	Not Addressed
How to deal with pressure from teachers and parents to perform well	13 %	87 %
How to cope with competition from classmates	20 %	80 %
Choosing subjects among electives	55 %	45 %
How to study with good result	34 %	66 %
How to manage time	47 %	53 %
How to maintain discipline in class	59 %	41 %
How to prepare for exams	37 %	63 %

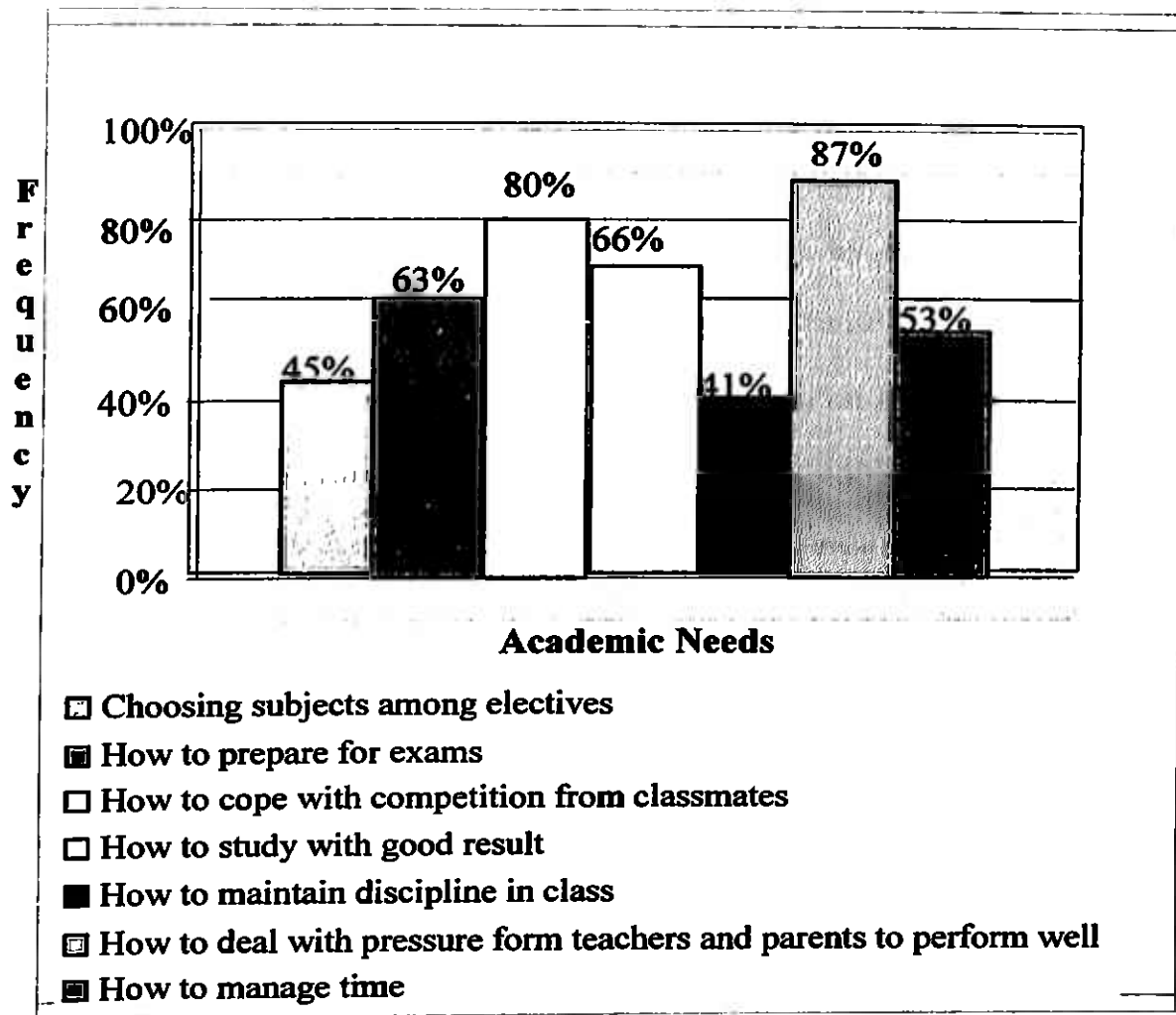


Figure 11: Academic Needs not addressed by the current G and C Programmes

Results reveal that, though a lot has been put in academics much is still expected. According to the teachers' responses, most of the academic needs had been attended to except the issue of coping with pressure from teachers and parents to perform well and how to cope with competition from classmates. Some issues require constant reminder and more so the academics.

4.5.2 Vocational Needs Not Addressed by the Current Guidance and Counselling Programmes

It was worth noting that according to the responses most of the respondents reported that their vocational needs had not been met by the current guidance and counselling programmes in the schools. This was so because 58 % of the respondents reported that they needed more guidance and counselling on how to choose their future careers; 61 % reported that they did not know which subjects to choose among the electives, whereas 68% disagreed with the statement that they had been fully counselled on how to handle their fear of unemployment. 77% reported that they were not aware of the entry requirements on various occupations; 79% reported that they were not aware of the legal requirements on the various occupations that they were planning to join in the future. This tied with another 79% who said they needed more information on conditions of service while another 45 % reported that they had not been fully counselled on how to write a CV. Finally 54 % of the respondents reported that little guidance had been done in relation to application letters for employment as indicated in table 4.18 below.

Table 4.18 Vocational Needs not Addressed by G and C Programmes

Need	Addressed	Not Addressed
Choosing a future career	42 %	58 %
Knowing subjects to choose among electives	39 %	61 %
Fear of Unemployment	32 %	68%
Entry requirements on various occupations	23 %	77 %
Legal requirements on various occupations	21 %	79 %
Conditions of Service on various occupations	21 %	79 %
How to write a CV	55 %	45 %
Application Letters for employment	46 %	54 %

In relation to their vocational needs, the responses of the students seem to agree with the teachers. This was so because the teachers' response revealed that they had not adequately addressed the issue of dealing with fear of unemployment, information on various occupations and the legal requirements of the different occupations.

All youngsters in their later years of adolescence begin to think about their future and begin to feel uncertain and anxious with regard to what it may hold. Unless they are guided at this stage, they may choose a career for the wrong reasons. Castillo (1986) concludes that some may choose a career because of the glamour associated with it,

others because of the social status and others because of the financial benefits associated with it. He continues to add that, young people often tend to make hasty decisions without considering their own abilities, the opportunities available, or the work involved.

The consequences of making the wrong choice in one's career are disastrous. A mistake in one's career affects not only the individual but also his family and the society to which he belongs. Anyone doing a job which does not suit his or her talents, interest or abilities is bound to under perform and denies a more suitable person to occupy his post. Performance and productivity decrease thus affecting the economy of the particular society.

Guidance and counselling of students on occupations should therefore be done with the seriousness it deserves so that they are assisted to make the right choices of subjects and consequently the careers. They should be assisted to see the relationship between the choice of subjects and the future career.

4.5.3 Social Personal (Psychological) Needs Not Addressed by the Current

Guidance and Counselling Programmes

A question was also put across to gather responses on the social personal needs that had not been met by the current G and C programmes in the schools. The responses were as follows: 66 % of the respondents reported that they did experience the fear of pregnancy or making someone pregnant and this was the highest score in the list. 59 % reported that they needed some help on how to cope with excessive guilt and depression while 45 % reported that there was need to counsel them on how to handle the feeling of being unappreciated or unloved. Further responses indicate that 39 % of the respondents reported that they were suffering from lack of self confidence or self actualization; 36 % reported that they were afraid of the school rules; 35 % reported that they still had

problems related to the influence of the media; 32 % reported that they needed more guidance on relationships with the opposite sex while 30 % reported that they needed more guidance and counselling on Drug and substance abuse.

Finally the trends observed indicate that 29 %of the respondents indicated that there was no adequate counselling on stress and stress management; 28 % needed counselling on parental child relationship ; 27% reported that they needed help on conflict resolution; 26 % indicated that they needed guidance on how to handle peer pressure or choosing friends while 15 % reported that they needed more guidance and counselling on how to stay healthy.

Table 4.19: Social –Personal Needs not Addressed by G and C Programmes

Needs	Addressed	Not Addressed
Afraid of school rules	64 %	36 %
How to manage finances	57 %	43 %
Stress and stress management	71 %	29 %
Peer pressure/choosing friends	74 %	26 %
Conflict resolution	73 %	27 %
Drug and substance abuse	70 %	30 %
Medial Influence	65 %	35 %
Relationship with opposite sex	68 %	32 %
Feeling unappreciated/unloved	55 %	45 %
Lack of self confidence/self concept actualization	61 %	39 %
Coping with excessive guilt and depression	41 %	59 %
Fear of pregnancy/making someone pregnant	34 %	66 %
Parental child relationship	72 %	28 %
How to stay healthy	85 %	15 %

On the part of the unmet needs in the students' social personal life, 70% of teachers reported that they had not adequately handled the following topics while 30% confessed that they had not even introduced such topics.

- Coping with fear of school rules
- Management of finances
- Conflict resolution
- Coping with excessive guilt and depression
- Child/ parent relationship

However, the teachers reported that they had generally handled most of the critical issues in relation to the students' social personal needs.

4.5.4 Additional topics to be included in the Students' G and C programmes

Most of the students felt that the topics shown on the table below should be included in their G and C programmes. Three quarters ($\frac{3}{4}$) of the topics both the teachers and students proposed for inclusion are socially oriented and this confirms that a lot needs to be done to help students in adjusting to the social and psychological environment they find themselves in.

Table 4.20: Additional Topics to be Included in the G and C Programmes**Percentage**

Topic	Students	Teachers
Problems facing girls in their teenage period	74%	56%
Lesbianism and homosexuality	87%	90%
How to relate with one another	64%	30%
Cleanliness	50%	70%
How to acquire Positive Attitude	89%	90%
Bible study and spiritual guidance	86%	80%
Talks on political and social issues such as constitutional issues and Children's Rights	70%	60%
Student leadership and academic Excellence	87%	90%

4.6 Research Question 4. What are the Problems Facing G and C programmes in Secondary Schools in Mwimbi Division?

Table 4.21: Students Responses on the Problems facing G and C Programmes in Schools.

Students have a negative attitude towards G and C	84%
G and C programmes are few and spaced	86%
Teachers' are not good role models	66%
Counselors are not trust worthy hence students don't trust them	60%
Parents are not cooperative and supportive to G and C programmes in school	50%
Time allocated is not enough for all the issues in G and C	74%
The persons who handle G and C in schools don't have adequate skills to facilitate the programme.	62%
Some teachers are very unfriendly and harsh to the students	61%

Table 4.22: Teachers Responses on the Problems facing G and C Programmes in Schools.

Low self esteem among the students due to their low academic ability or past failures.	80%
Students' negative attitude towards Guidance and Counselling	80%
Pressure on the students and teachers to perform (from both the parents and other stakeholders)	90%
Most students are not focused and lack intrinsic motivation	70%
Lack of role models from the area or former students of the school	60%
Lack of trust in the counsellors make the students reserve their personal problems	80%
Lack of qualified teachers in the area of guidance and counselling	80%
Lack of a guidance and counselling offices and resources	70%
Schools do not have committees that can work hand in hand with the Guidance and counselling teachers.	80%
School administration is not supportive	45%

From the results presented on table 4.21 and table 4.22 above, the main problems facing G and C in secondary schools can be summarized as;

- Poor attitudes towards G and C programmes by students.
- Untrained and incompetent personnel
- Lack of financial resources and time for G and C activities
- External pressure on both the students and teachers which contributes to strain and stress.

Individual schools and stakeholders should team up and look for ways and means of meeting these challenges as the trends indicate a disaster in waiting if no action is taken.

4.7 Research Question 5. What solutions do the students and the G and C teachers suggest for what they think are the main problems facing G and C programmes in Secondary schools in Mwimbi Division?

To counter the problems identified in 4.6, more than 85% of the students' respondents proposed the following solutions while 15% had no definite answers to the question posed.

- Students should be taught on the importance of self responsibility, self confidence and positive attitude.
- Ministry of education should post more and qualified teachers especially for guidance and counselling
- Discipline should be maintained among the students through Guidance and counselling instead of harsh punishments or suspension.

- **Students should be taught how to choose their careers/occupations early enough.**
- **Schools should organize frequent Guidance and Counselling sessions facilitated by peer counsellors or alumni who have achieved their goals in life to act as roles models.**

Both teachers and students were in agreement that the Spiritual vacuums in the schools could be filled though prayer, bible and moral teachings.80% of teachers suggested motivating the students so that they could develop a positive attitude towards guidance and counselling, 70% said that Schools should have committees that can work hand in hand with the Guidance and counselling teachers and 100 % (all the ten teachers) reported that the teaching load for G and C teachers was quite high and should therefore be reduced so that they could dedicate more time to G and C and especially follow up of students. The issue of unqualified G and C teachers and lack of resources were also addressed by teachers. 100% suggested that all teachers and more so those handling G and C should be trained and frequently inserviced in the area of guidance and counselling while 60% said schools should establish or build guidance and counselling offices and provide all the resources required for effective G and C.

It is important to note that not all the proposals are workable right away. Nevertheless, the schools' administrations and Ministry of Education could look into some of them.

CHAPTER FIVE

5.0 CONCLUSION, RECOMMENDATION AND SUGGESTION FOR FURTHER STUDIES.

5.1 Introduction

This final chapter provides a brief overview of this study but the greater part is devoted to the conclusions and recommendations emanating from the results of the study. Suggestions for further research are also made.

5.2 Summary of the Study

The study sought to find out the impact of G and C programmes offered in public secondary schools in Mwimbi division of Meru South District. This was prompted by the comparatively poor performance of the schools in the district in National Examinations and the general indiscipline of students leading to students' unrests now and then.

With the Ministry of Education having formally established the unit of G and C in 1971, one has been left wondering what role G and C has played in curbing the frequent, destructive unrests in secondary schools, and what contributions towards good academic, psychological (social-personal) and vocational performance the unit has made. In addition the researcher wanted to find out if the programmes offered are relevant to students' academic, psychological and vocational needs, and if there are any challenges facing G and C programmes in secondary schools.

The study employed a descriptive survey design. Data was collected by use of structured and unstructured questionnaires which were personally

administered. Both quantitative and qualitative techniques were employed to analyse the data.

This study was conducted in ten secondary schools and involved five hundred (500) students randomly chosen and ten (10) G and C teachers purposively selected because they held vital information related to this study. The following is the summary of the findings;

- 1) All schools were aware of the importance of Guidance and Counseling services and had Guidance and Counseling programmes.
- 2) Most of the Guidance and Counseling departments were headed by H.O.D appointed by the B.O.G.
- 3) In some mixed schools there were only male teacher counselors and the female students were not comfortable with them. In other mixed schools, the only female teacher counselor did not meet the needs of male students.
- 4) Majority of counselor teachers were very young, aged between twenty five (25) and thirty five (35) years old.
- 5) Majority of the H.O.D's for Guidance and Counseling Department were not trained or inserviced in Guidance and counseling.
- 6) Guidance and Counseling programmes were diverse (integrated academic, Psychological and vocational issues).
- 7) In most schools parents were not involved in serious Guidance and Counseling of students.
- 8) Most schools do not have Guidance and Counseling committees.
- 9) Both group and individual counseling was being done in schools
- 10) Though schools have outlined their G and C programmes well topics/ issues are not fully and effectively addressed.

- 11) Important programmes such as the training of student leaders, orientation of new students and rehabilitation of vulnerable students were neglected.
- 12) There are constraints that hinder efficient and effective delivery of Guidance and Counseling services to students.
- 13) There is no involvement of the Ministry of Education officers in G and C activities at the school level.

5.3 Conclusions

Based on the findings of this study, the following conclusions were made;

- 1) The G and C unit in schools is now of paramount importance and every school however humble it is, is striving to establish and sustain the same.
- 2) There are major constraints / challenges which are facing G and C programmes in secondary schools. These include; lack of adequate resources such as finances to run the programmes effectively and efficiently, lack of enough time for G and C activities and lack of appropriate and trained personnel
- 3) The programmes offered are relevant to students' academic, psychological and vocational needs but these needs are not fully addressed due to constraints mentioned in (2) above.
- 4) Some very vital areas of concern are neglected in the G and C programmes.
These include;
 - Training and inservicing for student leaders
 - Rehabilitation programmes for disoriented and maladjusted students such as physically and psychologically abused students, orphans, refugees etc.

- Orientation of new students into the school system
 - Spiritual guidance
- 5) There is little or no involvement of all stakeholders such as parents, education officers and sponsors in the schools' G and C programmes.

5.4 Recommendations

- 1) The Ministry of Education, through the Teacher's Service Commission needs to appoint qualified teachers as H.O.D's in all schools regardless of school type, size or location and allocate less teaching load for Guidance and Counseling teachers so that they can give students more time for individual and group counseling.
- 2) All teacher counselors should be regularly inserviced to update them on any emerging issues and the modern techniques in G and C. Education officers should visit schools to advice teachers on issues pertaining to Guidance and Counseling and update them on current trends in Guidance and Counseling.
- 3) The ministry of Education, through Kenya Institute of Education (K.I.E) should develop a Guidance and Counseling curriculum and resources for its implementation as a subject for all students through the normal school time table.
- 4) Schools should form Guidance and Counseling committees in order to promote team work for effectiveness and efficiency in Guidance and Counseling
- 5) School management to sponsor Guidance and Counseling teachers for workshops and seminars and organise G and C sessions for parents especially on parenting and their role in school.
- 6) Encourage parents to be more involved in Guidance and Counseling activities in schools by inviting them to school, giving them circulars or updates of the school activities and encouraging them to emphasize the values embraced by the school to their children.
- 7) Guidance and Counseling teachers should develop (personal) interest in Guidance and Counseling so that they can try to stay abreast with challenges facing the youth and how to handle them.

- 8) Teachers should create a student friendly environment so that students are comfortable and confident to approach them for Guidance and Counseling. They should also be good role models.
- 9) Teachers should identify students' needs which have not been addressed so that they can address them. Most of the vocational and psychological topics are not fully addressed.
- 10) Schools should form clubs or students' support groups in Guidance and Counseling through which they can come together and discuss political, economic, social and spiritual challenges that affect their daily lives as students and how to solve or cope with them. This will enhance a positive attitude towards G and C.
- 11) Parents and stakeholders should form Guidance and Counseling support groups for schools based on the needs identified. They should liaise with schools to find out the unmet needs of students in order to prepare appropriate Guidance and Counseling conferences / Workshops /seminars for teachers, student leaders and peer counselors

5.4 Suggestions for further studies

- 1) A study to be carried out to find out why students have a negative attitude towards Guidance and Counseling.
- 2) A similar research should be done in private secondary schools.
- 3) Research should also be carried out to establish whether there any academic, psychological and vocational needs of teachers.

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APPENDIX I: LETTER OF INTRODUCTION

**GITONGA V. MUTHONI
UNIVERSITY OF NAIROBI
P.O BOX 30397
NAIROBI
JANUARY 2006**

Dear Sir/Madam,

I am a Postgraduate student at the University of Nairobi. I am conducting a research on the impact of Guidance and Counseling in Secondary Schools in Mwimbi Division. Findings will be useful to all stakeholders in organizing more effective Guidance and Counseling Programmes in schools.

You're kindly requested to respond to the questionnaire as honestly as you can. All responses will be treated confidentially.

Thank you for your support.

Yours faithfully,

GITONGA V.M. (MRS.)

APPENDIX II: QUESTIONNAIRE FOR STUDENTS

Please feel free to answer the questionnaire as honestly as possible. Do not write your name down.

SECTION I

Instructions

1. Please respond to the following items by placing a tick (✓) in the appropriate box to indicate the type of school you belong to below:

- | | |
|----------------|--------------------------|
| | <input type="checkbox"/> |
| Boys Boarding | <input type="checkbox"/> |
| Girls Boarding | <input type="checkbox"/> |
| Girls Day | <input type="checkbox"/> |
| Mixed Boarding | <input type="checkbox"/> |
| Mixed Day | <input type="checkbox"/> |

2. Which class are you in? Use a tick (✓) to indicate in the right box below:

- | | |
|--------|--------------------------|
| Form 1 | <input type="checkbox"/> |
| Form 2 | <input type="checkbox"/> |
| Form 3 | <input type="checkbox"/> |
| Form 4 | <input type="checkbox"/> |

3. Indicate your gender by ticking (✓) in the right box below.

- | | |
|--------|--------------------------|
| Male | <input type="checkbox"/> |
| Female | <input type="checkbox"/> |

4. Tick (✓) the right box below to indicate your age:

Below 13

13-14

15-16

Above 17

SECTION II:

1. i) Do you have a G and C Department in your school?

a. Yes

b. No

ii) If yes, which of the following G and C programs are carried out in your school?

a. Orientation of the new students in school

b. Academic / Educational talks and conferences.

c. Career talk / conference

d. Religious / spiritual guidance

e. Seminars / talk on social issues such e.g. HIV/AIDS

f. Rehabilitation Program for refugees, orphans homosexuals,
drug addicted, sexually abused students e.t.c

g. Tours to work plantse.g.Industries and other Institutions
of interest.

h. Training for student leaders/workshops for students' leaders.

i. Any other (specify) _____

2. Who does the Guidance and Counseling in your School?

- a. Invited Guests Speakers.
- b. Principal
- c. H.O.D.
- d. Teachers
- e. Parents
- f. All of the above

3. D) Does your school have a provision for individual student Counseling?

- a. Yes
- b. No

ii) If yes, where is it done?

- a. In the G and C office
- b. In the classroom

4. i) Does your School organize group Guidance and Counseling?

- a. Yes
- b. No

- ii) If yes when is it done?
- a. Every time there is an assembly
- b. During class meeting
- c. During dormitory/house meetings
- d. During the time set aside for G and C every week.
- e. On all the occasions mentioned above
- f. Not done at all.

5. Use the scale below to show the extent to which you agree or disagree with the following statements on the relevance of Guidance and Counseling programmes to my needs as a student. This scale uses the following alternative responses.

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

NS - Not Sure

The following topics covered during G and C sessions in my school are relevant to my needs as a student:

A. Academic	SA	A	D	SD	NS
1. Choosing subjects among electives					
2. How to prepare for examinations					
3. How to cope with competition from classmates					
4. How to study with good results					
5. How to maintain discipline in class					
6. How to deal with pressure from teachers and parents to perform well					
7. How to manage time					
B. Vocation					
8. Choosing a future career					
9. Knowing subjects to choose among the electives					
10. Fear of unemployment					
11. Information on various occupations e.g. <ul style="list-style-type: none"> - Entry requirements - Legal requirements - Condition of services 					
12. How to write a curriculum Vitae					
13. How to write application letters for employments					
C. Social- Personal					
14. Afraid of school rules / Keeping School rules					

15. How to manage finances					
16. Stress and stress management					
17. Peer pressure / Choosing friends					
18. Conflict resolutions					
19. Drugs and substance abuse					
20. Media influence					
21. Relationship with opposite sex					
22. Feeling unappreciated/ unloved					
23. Lack of confidence in self / Self concept and self actualization					
24. Coping with excessive guilt and depression					
25. Fear of pregnancy / Making someone pregnant					
26. Parental - Child relationship					
27. How to stay healthy					

6 (i) Do you think the topics covered in 5 above have fully addressed your needs as a student?

a. Yes

b. No

(ii) If No, identify those topics that have not fully addressed your needs. (Place a tick against your choices)

A. Academic	Addressed	Not Addressed
1. Choosing subjects among electives		
2. How to prepare for examinations		
3. How to cope with competition from classmates		
4. How to study with good results		
5. How to maintain discipline in class		
6. How to deal with pressure from teachers and parents to perform well		
7. How to manage time		
B. Vocational		
8. Choosing a future career		
9. Knowing subjects to choose among the electives		
10. Fear of unemployment		
11. Information on various occupations e.g. <ul style="list-style-type: none"> - Entry requirements - Legal requirements - Condition of services 		
12. How to write a curriculum Vitae		
13. How to write application letters for employments		

C. Social- Personal		
14. Afraid of school rules / Keeping School rules		
15. How to manage finances		
16. Stress and stress management		
17. Peer pressure / Choosing friends		
18. Conflict resolutions		
19. Drugs and substance service		
20. Media influence		
21. Relationship with opposite sex		
22. Feeling unappreciated/ unloved		
23. Lack of confidence in self / Self concept and self actualization		
24. Coping with excessive guilt and depression		
25. Fear of pregnancy / Making someone pregnant		
26. Parental - Child relationship		
27. How to stay healthy		

7. What would you say has contributed the problem in 6(ii) above?

- a. The one who handled topic was not able to communicate
- b. Content was irrelevant
- c. Content was too difficult to understand
- d. Time was not enough to exhaust details

8. Which of the following do you think is weakening G and C in your school? (Choose by ticking all those which you think are relevant answers to the question)

- | | |
|--|--------------------------|
| a. Students negative attitude towards G and C. | <input type="checkbox"/> |
| b. Teachers not good role models | <input type="checkbox"/> |
| c. Teacher counselors not trustworthy hence students don't trust them with their problems. | <input type="checkbox"/> |
| d. Time set is not enough for effective G and C. | <input type="checkbox"/> |
| e. G and C programs are few and far spaced | <input type="checkbox"/> |
| f. Topics handled are boring and not relevant to our needs as students | <input type="checkbox"/> |
| g. School administration not supportive. | <input type="checkbox"/> |
| h. Those handling the G and C topics are not confident. They seem Incompetent | <input type="checkbox"/> |
| i. Parents not cooperative and supportive to G and C programmes in school. | <input type="checkbox"/> |
| j. Any other _____ | <input type="checkbox"/> |

SECTION III.

1. Identify other topics, which you think, should be included in the G and C programs for the students in your school. List them in order of importance.

2. What have you observed as the major (main) weakness in the following areas of guidance and counseling?

a) Academic

b) Vocational

c) Social Personal

3. Please suggest ways of dealing with the weaknesses you have identified in 2 above.

a) Academic

b) Vocational

c) Social personal

APPENDIX III**QUESTIONNAIRE FOR HEADS OF GUIDANCE AND
COUNSELING DEPARTMENT.****SECTION I****Instructions**

Please feel free to answer the questionnaire as honestly as possible. Do not write your name down:

1. Type of school

Boys Boarding

Girls Boarding

Girls Day

Mixed Boarding

Mixed Day

2. Indicate your gender by ticking (✓) in the right box below:

Male

Female

3. Tick (✓) the right box below to indicate your age:

Below 25 years

26-29 years

30-35 years

36-40 years

40-45 years

Above 45 years

4. Tick (✓) the right box below to indicate your professional qualification.

Technical Teacher

Diploma

Approved Teacher

Graduate Teacher (Bachelors degree)

Post Graduate Teacher (masters degree)

5. Tick (✓) the right box below to indicate your teaching experience:

Below 5 years

6-10 years

11-15 years

Above 15 years

SECTION II.

1. How long have you been a head of Guidance and
Counselling department?

a. Less than one year.

b. 1 to 5 years.

c. 5 to 10 years

d. Over 10 years

2. Who appointed you the head of department G and C?

a. Teachers Service Commission

b. B.O.G

3. Do you have a G and C centre (Room) in your school?

a. Yes

b. No

4. If no, what factors have led to this?

a. It is necessary to have one

b. The school has limited facilities and cannot provide

c. one due to financial constraints.

d. Lack of support from school administration

5. i) Is there a G and C committee in your school?

a. Yes

b. No

ii) If yes, identify from the list below all the members that make up the team. (Place a tick against your choice

a. Head teacher

b. G and C H. O. D / Master

c. Any five members of staff

d. Chairperson of the parents Teachers Association

e. Student representatives from different classes

f. Career master

6. Are all the members of the G and C committee identified in 3 above trained counselors?

a. Yes

b. No

7. Have all the members of the G and C committee identified in 3 above been In-serviced in G and C?

b. Yes

c. No

8. If your answer to 4 and 5 above is No, how, do you think this affects the effectiveness of G and C in your school?

- a) Teacher may not be confident when handling G and C issues
- b) Teacher may lack commitment and morale.
- c) Students may not have confidence in the teacher, hence develop negative attitude towards G and C.
- d) G and C programs may not be well organized because the teachers have no know-how.
- e) Any other _____

9. From the list given below, choose by ticking those programmes which are offered in your school.

- a. Seminar /talks on social issues
- b. Film and film strips.
- c. Follow up for clients
- d. Individual student counseling.
- d. Rehabilitation programs for vulnerable student e.g. Orphans, drug addicts, refugees, sexually abused etc.
- e. Education talks and conferences
- f. Orientation of new students
- g. Career talks and conferences
- h. Plant tours
- i. Religious and spiritual guidance
- j. Workshops for student leaders

10.i) Parents involvement in G and C programmes in a school

Contributes to the effectiveness of the programs

a. True

b. False

ii) If the answer to 8(i) is true, does your school involve parents in your G and C Programmes?

a. Yes

b. No

iii) If yes, when do you involve them?

a. When individual students have problem and require counseling together with their parents

b. When a parent is invited to come and talk to a certain class/group of students

c. During school functions such as education days or Academic clinics

d. All the above

e. Do not involve them at all.

11. How often do the following education officers visit your school to advise you on issues pertaining to organization, content and general policy of G and C programmes?

	Very often	Often	Not at all
i. Provincial quality Assurance and standard officers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. District quality Assurance and standard officers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Zonal quality Assurance and standard officers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. From the list of topics below, please choose by ticking (✓) all those that are covered during G and C session in your school

A	Academic	Covered	Not covered
1	Choosing subjects among the electives		
2	Preparing for examinations		
3	How to maintain discipline in class		
4	How to cope with pressure from teachers and parents to perform well		
5	Coping with competition from other students in class		
6	Time management		
B	Vocational		
8	How to choose a future career		
9	Dealing with fear of unemployment		

10	Information on various occupations - Requirement - Conditions of services		
11	Writing a Curriculum Vitae(CV)		
12	How to write application letters for employment.		
C	Social- Personal		
14	Coping with school rules without being afraid		
15	Management of the limited finance		
16	Media influence		
17	Coping with peer pressure/ choosing friends		
18	Drugs and substance abuse		
19	Relationships with opposite sex		
20	Stress and stress management		
21	Self concept and self esteem		
22	Conflict resolution		
23	Coping with excess guilt and depression.		
24	Fear of pregnancy / or making one pregnant		
25	HIV/AIDS and sexuality		
26	Parent / Child relationship		

(13) In your own assessment do you think all the academic, vocational and social personal needs of the students in your school are addressed through the topics listed above?

a. Yes

b. No

14). If no what other areas / topics would you like to be included in the G and C programs in your school to make them more relevant and effective to students' needs.

SECTION III

1. What in your opinion is the greatest problem weakening the Guidance and counseling programmes in your school in the following areas?

a) Academic

b) Vocational

c) Social- Personal (pscological)

2. Suggest solutions to what you think are the most serious problems in guidance and counseling programs in your school.

MINISTRY OF SCIENCE & TECHNOLOGY

Telegrams: "SCIENCE TEC", Nairobi

Fax No.

Telephone No: 318581

When replying please quote

MOS&T 13/001/36C 366/2



REPUBLIC OF KENYA

JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. Box 60209-00200
NAIROBI
KENYA

5th June 2006

Gitonga Virginia Muthoni
University of Nairobi
P.O. Box 30197
NAIROBI

Dear Madam

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *'Assessment of the Guidance and Counseling Programmes in Public Secondary Schools in Mwimbi Division, Meru South District'*

I am pleased to inform you that you have been authorized to carry out research in Meru South District for a period ending 31st July 2006.

You are advised to report to the District Commissioner and the District Education Officer Meru South District before commencing your research project.

On completion of your research, you are expected to submit two copies of your research report to this office.

Yours faithfully


B. O. ADEWA

FOR: PERMANENT SECRETARY

Copy to:

The District Commissioner - Meru South District

The District Education Officer - Meru South District

For PERMANENT SECRETARY
MINISTRY OF EDUCATION
SCIENCE AND TECHNOLOGY

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THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss GITONGA
VIRGINIA MUTHONI
of (Address) UNIVERSITY OF NAIROBI
P.O. BOX 30197 NAIROBI

has been permitted to conduct research in.....

.....Location,
MERU SOUTH District,
EASTERN Province,

on the topic AN ASSESSMENT OF THE
GUIDANCE AND COUNSELLING PROGRAMMES
IN PUBLIC SECONDARY SCHOOLS IN
MWIMBI DIVISION MERU SOUTH DISTRICT

for a period ending 31ST JULY, 2006

Research Permit No. MOST 13/001/36C 346

Date of issue 5.6.2006

Fee received SHS.500.00



SCIENCE AND TECHNOLOGY
B.D.ADEWA

Applicant's
Signature

FOR: Permanent Secretary
Ministry of
Science and Technology