

**INSTITUTIONAL FACTORS INFLUENCING PROVISION OF GUIDANCE
AND COUNSELING SERVICES IN SECONDARY SCHOOLS IN STAREHE
DISTRICT, NAIROBI COUNTY**

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**A Project Report Submitted in Partial Fulfillment of the Requirements
for the Award of Master of Education Degree in Educational
Administration**

University of Nairobi

DECLARATION

I declare that this project report is my original work and it has not been submitted at any academic institution for any award.

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DEDICATION

This project is dedicated to my parents Nancy Nduguya, Mr and Mrs Benson Kaaria and my beloved daughter Josephine Mukami.

ACKNOWLEDGEMENT

I wish to express my gratitude to my supervisors, Mrs Lucy W. Njagi and Prof G. N. Kimani for their generous guidance, patience, support, encouragement, understanding and availability for consultations. I am also grateful to classmates who have always supported and encouraged me in pursuing this course. I also thank the respondents for their cooperation during data correction. I thank God for giving me strength and all those who helped me in one-way or the other.

ABSTRACT

The provision of guidance and counseling services for students in Kenya has been recognized by government policy. This study therefore sought to assess factors influencing provision of guidance and counseling service in promoting discipline among students in secondary schools. Descriptive survey design was adopted in the study. The study also targeted two Education Officers in the district, 11 head teachers, 11 Head of Department, 44 guiding and counseling teachers and 1,244 students in their final year making a total of 1322 respondents. The sample size of the study was 149 respondents who included select 125 student, 2 District Education Officers, 11 head teachers and guidance and counseling teacher. To enhance validity, of the instrument. The researcher used two data collection tools namely, interview schedules and questionnaire schedules. The researcher had the instrument appraised by the supervisors and pilot tested the same questionnaire. Reliability of the questionnaire using a pilot test was carried out and Crobach value of 0.8327 was obtained making the instrument reliable. Descriptive statistics were used to analyze the data. Qualitative data were analyzed through content analysis and presented in prose form. Findings indicated that 50% of the teacher respondents indicated that qualifications and experience of the counseling service provider's affects provision of guiding and counseling in promoting discipline among student in school to a very great. Majority 93% of the respondents indicated that provision of guiding and counseling services was affected by inadequate resources. Considering the findings of this study, it was concluded that guidance and counseling services were poorly provided in secondary schools. It can be concluded that the quality of the provision of school guidance and counseling services in Kenya secondary schools is negatively affected by the lack of both human and material resources. The study conclude that lack of training of school counsellors in guidance and counseling services planning needs assessment and evaluation to improve services delivery. The study concludes that high workload for guidance and counseling teachers hindered provision of guidance and counseling services. Schools should sensitize the students on the importance of guidance and counseling services in the management of student discipline. The school administrators should solicit active co-operation of guidance and counseling teachers and students interested in guidance and counseling. The study recommend that guidance and counseling teacher should be relieved off administration and non-guidance and counseling services to enable them provide guidance and counseling services. The study investigated the factors influencing provision of guidance and counseling service among the students in secondary school in, Starehe District. A further study should be conducted to establish factor that affect provision of guidance and counseling service

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ABBREVIATIONS AND ACROMNYS

GOK- Government of Kenya

MOE- Ministry of Education

MOEST- Ministry of Education Science and technology

SGC- School Guidance and Counseling

UNESCO- United Nation Education Science and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Today school guidance and counseling teachers in the world have embraced a role that requires direct services to students, parents and teachers as opposed to one that is comprised mostly of administrative and clerical tasks. Guidance and counseling as defined by Whiston, (2002) is advice on what one should do or how one should behave and help that is given to someone experiencing problems. Guidance and counseling services are essential elements in discipline management of people in all societies. School counselors offer guidance and counseling services that address the development of students in educational development, career development and personal-social development (Zeedyk, 2003).

In America, school counselors complain that counselor-student ratios are too high and as such this negatively affects guidance and counseling services in curbing indiscipline cases in schools (Reynolds & Cheek, 2002). Zeedyk, (2003) reveals that Malawian school counselors perceive the guidance and counseling services offered in Malawi as weak and having little impact, if any, on student discipline. The explanation for this dissatisfaction may be that students are often not provided with information that is tailored to their individual needs and characteristics and that all students are given similar types of guidance and counseling services. Trevisan and Hubert (2000) conducted a study in India reported that parents generally held a low opinion of the effectiveness of school counseling services offered to their children.

Students are disciplined depending on how effective guidance and counseling at schools has been provided. Whiston (2002) reports that provision of school guidance and counseling services influence student discipline in school and in the society. Van and Knoetze (2004) also found that in South Africa effective provision of school guidance services prevent indiscipline cases in secondary schools, which enable them gain of acceptable behaviours.

The ever growing complexity of society in Kenya, coupled with social problems like Human immunodeficiency virus infection / acquired immunodeficiency syndrome and the rapid development of science and technology, place heavy demands on guidance and counseling in education sector (Student, 2000). Guiding and counseling students within the educational system aims at maintaining order to promote student discipline and develop their capacities to the full including intellectual, social, physical and moral capacities (Baker & Gerler 2001).

Using guidance and counseling to promote discipline is critical in schools. Hendrikz (1986) stressed that teachers and schools have the responsibility of ensuring that each pupil matures steadily along his own personal line. This means that guiding and counseling secondary school teachers are responsible for planning the learning experiences, activities, attitudes and relationships so that as much as possible, each pupil's basic psychological needs are satisfied through the medium of education.

Guidance Counseling services being offered in schools are not effective (Myers, Shoffner and Briggs, 2002).

Violence is prevalent in schools around the world (Hernandez & Seem 2004). A number of students are caught in vicious cycles where they are either the recipients or the perpetrators and sometimes both, of physical and sexual harassment ranging from excessive teasing and bullying to rape (Centre for Mental Health in Schools & Gottfredson in Adelman & Taylor 2002). It has been noted that the abuse of students is rampant in school and at home in Kenya (MOEST, 2012). Accordingly, schools should put in place guidance and counseling services which discourage violence and assist those exposed to it.

In Canada, students were generally dissatisfied with the type of services they received from school counselors (Alexitch & Page, 1997). Maluwa-Banda (1998) reveals that Malawian school counselors perceived the Guidance and Counseling services being offered in Malawi as weak and having little impact, if any, on the student discipline. The explanation for this dissatisfaction may be that students are often not provided with information that is tailored to their individual needs and characteristics and that all students are given similar types of guidance and counseling services (Alexitch & Page 1997). Chapman, DeMasi & O'Brien (1991) reported that in America, parents generally held a low opinion of the effectiveness of school counseling services offered to their children.

Students learn about different ways discipline behaviour due to effective guidance and counseling at schools. Gerler (1985) reports that school counseling services in America positively influence the affective, behavioural and interpersonal domains of students' lives and as a result affect students' achievements positively. Effective school counseling results

in an increase of behaviours related to achievement such as improved study habits, efficient use of time and greater academic effort. Euvrard (1996:113) also found that in South Africa effective high school guidance services operate in a preventive way and equip students with information, skills and attitudes, which enable them to negotiate the challenges of adolescence and improve on their discipline.

The role of guidance and counseling in discipline management among the students in Kenya has been recognized by various government policy documents since independence. The “Report of the National Committee on Educational Objectives and Policies of 1976” recommended that guidance and counseling be taught using subjects like Religious Education (Brigman and Campbell, 2003). Social Education and Ethics to enable school promote the growth of self-discipline among students (Ministry of Education Science and Technology, 2005). Despite this recommendation, the use of guidance and counseling services is still wanting in helping curb indiscipline in schools, which is increasing. Baker and Gerler, (2001) Infractions that require guidance and counseling include; assault, arson, fighting, and theft, and vandalism, destruction of school stores, administration blocks, libraries, harassment, riots and rape and loss of lives. In 1980, recorded cases of schools that experienced these cases of indiscipline were 22 (0.9%) and this increased to 187 (7.2%) in 1990 (Simatwa, 2007)

There is convincing empirical evidence that despite the government’s efforts to stem out the culture of unrest, the students continue to be violent and destructive in a number of schools because they are interested in a variety of things around them and at times devote undue attention to destructive behavior which affects learning (Muchiri, 2001).T

The provision of guidance and counseling services for students in Kenya has been recognized by government policy (MOE, 2012). Social Education, Ethics and Religious Education to enable school promote the growth of self-discipline among students (Ministry of Education Science and Technology, 2005).

Despite this recommendation, the use of guidance and counseling services still wants in helping curb indiscipline cases such as in such as assault, arson, fighting, theft, vandalism, destruction of school property, harassment among students, riots, rape and loss of lives. In 2006, recorded cases of schools that experienced the cases of indiscipline strikes, abuse of (GOK, 2012). In Nairobi Starehe district, there has been an increase in truancy, taking of drug, cases of sexual immorality and student fighting (GOK 2012)

Muchemi (2001), indicated that although the government had put efforts to stem out the culture of unrest, the students continue to be violent and destructive in a number of schools because they are interested in a variety of things around them and at times devote undue attention to destructive behavior which affects learning. The whole country has been experiencing student violence and Starehe district has not been exceptional to student indiscipline. The choice of Starehe has been due to high increasing indiscipline cases.

1.2 Statement of the problem

Reports on the problem of indiscipline and unrests in schools have been a common feature in the media for a long time. Simatwa (2007) found that lack of effective guidance programs in schools was the major cause of dismal academic performance and indiscipline cases in learning institutions. For instance, during the second term of 2008

nearly 200 secondary schools were closed due to student riots (GOK, 2012). Muchemi (2011) in a chronological account of protests and destruction in public schools and concluded that students continue to be violent and destructive in the recent years due to indiscipline. According to Myers, Shoffner and Briggs, (2010) the issue of unrests and indiscipline in schools in Nairobi is on the rise. This has been occurring despite guiding and counseling being undertaken to reduce indiscipline cases in secondary schools (GOK, 2012).

The Kenyan government through the Ministry of Education has put efforts in strengthening guidance and counseling in secondary schools. This involves conducting in-service training for guidance and counseling teachers (MOEST, 2012). Students are provided with occupational, educational, personal social information and all other types guidance and counseling service which seems to be ineffective in students for planning and self-adjustment. Despite the increase in guidance and counseling programs, indiscipline cases such as bullying, taking of alcohol, burning of schools and truancy are still found in most of the schools. This necessitates needs to establish what influence effective provision of guidance and counseling services in schools. This study therefore sought to assess factors influencing provision of guidance and counseling service in promoting discipline among the students in secondary school in Starehe District.

1.3 Purpose of the study

The purpose of this study was to assess factors influencing provision of guidance and counseling service among students in secondary school in, Starehe district.

1.4 Objectives of the study

The study was guided by the following objectives;-

- i. To assess whether availability of resources influence provision of guidance and counseling services in secondary schools in Starehe district.
- ii. To establish the extent to which adequacy training influence provision of guidance and counseling service in secondary schools
- iii. To establish how counsellor teacher's other responsibilities affect provision of guidance and counseling services in secondary schools
- iv. To determine whether counselor teachers/ attitudes affect provision of guidance and counseling services in secondary schools in Starehe district

1.5 Research questions

The study sought to answer the following questions;

- i. How does resources availability affect provision of guidance and counseling services in secondary schools in Starehe district
- ii. To what extent does adequacy in training of school teachers' counselor affects provision of guidance and counseling service in secondary schools
- iii. To what extent does counsellor teachers' other responsibilities affect provision of guidance and counseling services in secondary schools
- iv. To what extent does counselor teachers' attitudes affects provision of guidance and counseling services in secondary schools in Starehe district

1.6 Significance of the study

This research study may be significant to management and administration in secondary schools in Kenya as it may gain insight on assessing factors influencing provision of effective guidance and counseling service in promoting discipline among the students , This may enable the school management to allocate more resources in guidance and counseling services, reduce negative attitudes among the teacher in guiding and counseling's as well as promote in-service training for guidance and discipline in secondary school

The guidance and counseling teachers may gain insight into which guidance and counseling service they will need to advocate for promoting discipline in schools. This may help the government in formulating and implementing the guidance and counseling services effectively and promote student discipline in schools. It may also help the government in allocating resources in school for implementing effective guidance and counseling services. This study may add to the limited literature in Kenya on assessing factors influencing provision of effective guidance and counseling service in promoting discipline among the students in secondary school in, Starehe District. Furthermore, the study will provide researchers with information that could be useful in future studies, especially studies designed to improve provision of guidance and counseling services in schools. Policy makers and administrators will have the opportunity to base their future policies on the results of this study.

1.7 Limitations of the study

Due to the confidentiality surrounding the study, most of respondents may be reluctant to participate. However, they respondents were assured that the findings would be used for academic purposes only. The respondents who included the principals, the deputy head teacher, the guidance and counseling teachers as well as the class teacher were busy undertaking their duties but they were given ample time to fill out the questionnaires.

There was bureaucracy in getting approval to carryout research in this educational research as written approval had to be sought from National Council of Research and the Ministry of Education. The researcher sought written approval letter from the university so as to be accorded the necessary assistance and avoid bureaucracy and facilitate smooth data collection process.

1.8 Delimitation of the Study

The study focused on addressing a limited number of factor influencing provisions of guidance and counseling services in secondary schools due to increase number of leaners involved in indiscipline cases. The study was carried out in Starehe district, Nairobi County This was because the researcher had an interest in the area of the study due to rising cases of indiscipline in secondary school in the areas. The data was collected through questionnaire and interview guide to be able to collect both quantitative and qualitative data to address the study questions.

1.9 Basic assumption's of the study

1. The study was undertaken under the assumptions that the respondents were knowledgeable in responding to the questionnaire.
2. The study assumed that the need for guidance and counseling services in Kenya secondary schools would continue and that those students in Kenyan secondary schools are exposed to similar guidance and counseling services in all schools.
3. The study further assumed that more effective guidance and counseling services would alleviate the indiscipline cases among the student which was being experienced in the Kenyan secondary schools.

1.10 Definition of Significant terms

The following are the definitions of terms in the context of study

Discipline Refers to changing behaviour, not about punishing children.

Guidance Refers to advice about what one should do or how one should behave

Counseling Refers to help and advice is given to student with indiscipline case increase such individuals' self-awareness and improve problem-solving skills

Attitude refer to a predispositions or a tendency to react favourable or unfavourable towards a designed class of stimuli

Resource refers to the materials, money, services, staff, or other assets needed for guidance and counseling

Counselor training refers to the acquisition of knowledge, skills, and competencies by counselors as a result of the teaching of vocational or practical skills and knowledge that relate to guidance and counseling competencies in schools.

Effective guidance and counseling services refers to accomplishing desired results or the extent to which the set goals or objectives of the SGC services were accomplished.

Counseling services refers to services designed to address the educational needs of students

Teachers' responsibilities refers to the duties the teachers need to need to undertake in the school

1.11 Organization of the study

The study is structured in five chapters with chapter one exploring the background of the study and use of guiding and counseling in promoting discipline and spelt the research gap. The purpose of the study, objective of the study, delimitation, limitations and definition of study terms are discussed. In chapter two, the study focus on reviewing past literature on assess factors influencing provision of effective guidance and counseling service in promoting discipline among the students.

The study also reviews theories in which the study is based on, conceptual framework and summary of the literature. Chapter three explores the research design and methodology to be used in achieving the objectives of the study. Chapter four focuses on data presentation, data analysis interpretations and discussions. This chapter five provides the summary of the findings from chapter four, conclusions and recommendations of the

study which was based on the objectives of the study and recommendation for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, there is a review of literature on factors influencing provision of guidance and counseling services in promoting discipline in secondary schools. The study also reviews theories in which the study is based on, conceptual framework and summary of the literature.

2.3 Guidance and counselling services

United Nation Education Science and Cultural organization (2000) states that Guidance and Counseling are services that are tailored to meet students' concerns regarding their health, personal-social, educational and career development. These concerns will be established through needs assessment. Guidance and Counseling services include counseling and orientation services.

UNESCO (2000) states that counseling services are regarded as a social service based on the recognition of the individuals' uniqueness, and indiscipline behaviour in school. Counseling services is an interactive learning process between teacher counselor and student, whether individual or group, which approaches, in a holistic way, personal, educational and/or vocational issues. Moreover, the availability of a counseling service can support individual students inside and outside the classroom context, the pastoral and the disciplinary structures in the school.

It is essential that a counseling service within the school operates in collaboration with processes within the school, which promotes the wellbeing of the school, particularly

pastoral and disciplinary teams. Working within the requirements of The Irish Association for Counseling and Psychotherapy and the Institute of Guidance Counsellors Code of Ethics for legitimate practice, ensures that the service is properly supervised and monitored so that the student needs are prioritized and their rights protected

The counseling services can either be given to an individual student or to a group of students who are indisciplined (Hartman 1999). During the counseling services, student is offered an opportunity for self-knowledge and self-development through individual or group interventions. Understanding and knowledge of oneself and the environment gained through counseling leads to personal development and good

MacMillan English Dictionary for Advanced Learners (2002) defines orientation as information or training given to students before they start new activities. From this standpoint, orientation services are concerned with ensuring that the problems involved at those transition points where students move from a familiar situation to an unfamiliar one are reduced. In other words, these are services that are given to students to help them adjust to a new situation, school activities and social activities (Hartman 1999:19).

In African countries, Mwamwenda (1995) posits that when students are enrolled into secondary schools they should participate in orientation services effectively when they are disciplined. During counseling, teachers should give their teaching and personal history to students. This enables students to understand their teachers better and results in a more disciplined student. Students will also have to be shown the physical layout of

the school so that they know where the classrooms and other facilities are located (Rutondoki, 2000).

2.1.1 Guidance and Counseling in promoting Discipline in Schools

The practical nature of Guidance and Counseling makes it imperative to examine critically the theoretical principles and their evolution in other countries, and then modifying them in accordance with African cultures and philosophy of life (Nadenicheck and Popowicz, 2004).

Importing cultural philosophies and trying to impose them on the unique status quo might have the opposite effects (backfire) and well-intended plans may come to nothing. It is for this reason that imitating and emulating Eurocentric practices must precede the formulation of African practices and principles (Bakhda, 2004). Provision of guiding and counseling services is important in improving student discipline which has direct impact on student academic achievement. There may be factors that may affect provision of guidance and counseling services in schools. This section will highlight the factors that affect the effectiveness of SGC services.

2.3 availability of Resource for Guidance and Counseling

Effective guidance and counseling in secondary schools have adequate resources, equipment and space (Lehr & Sumarah, 2002). In addition, student have appropriate designated office within the school setting to adequately provide confidential counseling and consulting services for students, teachers and parents. Each school should have a counseling centre with a reception area, private offices and conference rooms for group sessions.

In Africa, counseling centers are located in such a way that everyone in the school has equal access (Gysbers & Henderson 2001). Thompson *et al.* (2003) argued that in assessment of secondary student counseling needs are hindered by lack of psychometrically sound instruments. Lonborg and Bowen (2004) also argued that effective guidance and counseling services are hindered by lack of referral resources. Lairio & Nissila (2002) state that Finnish school counselors are negatively affected by the lack of counseling resources. This has led to failure in addressing and promoting discipline among the learners in secondary school in finish.

In Ghana, school counselors complain that counselor-student ratios are too high and as such this negatively affect guidance and counseling services in curbing indiscipline cases in schools (Reynolds and Cheek 2002). Mapfumo (2001) reveals a serious shortage of human resources at the inception of the SGC services when he says that there was only one Education Officer for Guidance and Counseling in charge of over 1500 schools with millions of students. By the end of 1991, there were only four Education Officers responsible for guidance and counseling in the whole country and this negatively affected the implementation of services (Muchemi, 2011). In Finland (Lairio & Nissila 2002) there are fulltime school counsellors, but very few Zimbabwean schools have full-time school counsellors. The majority have part-time counsellors (Mapfumo 2001). Mapfumo (2001) urges the schools to obtain the services of Educational Psychologists from the Ministry of Education, Sport and Culture's School Psychological Services and Special Needs Education Department.

2.4 Adequacy of training of teacher guidance counselors

The training of school counselors has been found to have an effect on guidance and counseling implementation process and effectiveness (Paisley, 2001). Euvrard (1996) established that those periods allocated for guidance in South Africa schools were not utilized optimally because of inadequately trained teacher counselors. In South Africa, lack of training negatively affects the identification of students' problems leading to rising level of indiscipline in secondary schools (Rutondoki, 2000).

It has been noted that the necessary training of teacher counselor positively affect the effectiveness of the services provided enhancing discipline in schools. The influence of the necessary training may be affected by the attitudes of students, school counselors and administrators thereby failing to promote discipline level as required.

Kanyowa (2009) observes that although guidance and counseling services were introduced in secondary schools in the mid-eighties, there still exists a general lack of awareness of their importance by schools, judging by the slow and sometimes haphazard response to its implementation. Mapfumo (2001) noted in Zimbabwe, there is little practical evidence to demonstrate that SGC services are worth offering while in Malawi, Maluwa-Banda (2008) SGC services' benefits were not noticed. Mapfumo's view above may result from the following three factors SGC services in Zimbabwean schools are established without teacher counselor' input (Mapfumo 2001).the services were not annually planned for by some school counsellors.

2.5 Responsibilities of teacher counsellor

The school counselor has to keep an eye on the SGC services to make certain that they remain both relevant and effective (Mapfumo, 2001), thus, the school counselors in effective SGC services conceives of and implements services designed to address the educational needs of students . The Zimbabwean school counselor has to provide students with study skills so that they can cope with secondary school work (Madhuku, 2005).

A key factor that has been found to affect guidance and counseling in promoting discipline in secondary schools in Kenya is time. School teachers counselors' heavy teaching loads and other responsibilities such as administrative and clerical duties in the school leave little time for them to meet students needing guidance and counseling services (MOEST, 2005).

Perhaps, the most significant challenge for school counseling rests in the ongoing debate over role definition. The responsibilities of teacher counselor in schools has been affecting provision of guidance and counseling services to student (Gysbers & Henderson, 2001), individual counselors still struggle with priorities. As school counselors attempt to prioritize, there have been simultaneous calls for reexamination of both school counselor preparation and practice (Lockhart, 1998).

The high workload in schools leaves many teacher counselors with little time to focus of school counseling programs and provision of guidance and counseling. Attending to all demands for time and programming can place counselors in the unrealistic position of trying to be all things to all people (Jones, 2001).

2.6 Guidance and counseling teacher's attitudes

An attitude is a fairly stable opinion regarding a person, object or activity, containing a cognitive element (perception and beliefs) and an emotional element (positive or negative feelings) (Wade and Tarvis, 1993). Attitudes have been found to affect the implementation and effectiveness of guidance and counseling services in secondary school in China (Hui 2002) services, placing school counselors mainly in remedial reactive roles that are not seen as mainstream education.

There is generally a lack of appreciation for the contributions school counselors make in schools. Lusky and Hayes,(2001) found that teachers are openly critical and are beginning to question the value of their positions as counselors. Some positions have already been eliminated in school districts while others are in jeopardy. Rutondoki (2000) argues that in Uganda, negative attitude by the teachers, student or administrators affected the provision of guidance and counseling programs in secondary school.

2.7 Summary of the literature review

From the review of the literature, authors have indicated that student discipline helps the student fit into school society. School guidance and counseling services influence student discipline in secondary schools. Thus, the guidance and counseling services promote student discipline in school improve school attendance and result in the improvement of academic performance of under-achievers.

The review of the literature indicates that guidance and counseling services reduce change behaviour influencing student discipline. The study will be based on behavioristic theory where it is anticipated that provision of guidance and counseling services will influence the behaviour of the student in school for example being disciplined both in school and in the society.

Literature study has revealed that students experience social, personal, and academic problems in schools and at home. The majority of secondary school students, who are in the adolescent stage, engage in risky behaviours (Matongo 2004). The students also experience peer pressure (Robinson, 2008). Students worldwide also experience violence and abuse (Hernandez & Seem 2004).

2.2 Theories and Model for Guidance and Counseling

Various forms of breakdown between the parents and their offspring can occur at any age. The parents can determine not only interests and attitudes but also the kind of career or job that may be taken up. The study was guidance by psychoanalytic theory

2.2.1 Psychoanalytic Theory

The study adopted the fifth stage of Erikson's psychoanalytic theory (1975) which identity versus role confusion under which adolescents fall. The theory states that at adolescent stage, the youth with indiscipline experience a major crisis due to rejection, negative attitudes, and social stigma from family, peers and society. Psychoanalytic theory emphasizes the importance of early intervention in determining personality characteristics.

According to the psychoanalytic approaches the main structure of adult character and personality are laid down in early childhood .There may be, for example, critical periods during which a young child's separation from the mother between the ages of six months and three years can prove severely damaging (Bakhda, 2004). According to Taylor (1971), it is easy to exaggerate the importance of these early influences and to neglect the influence of social forces that mould the personality. The kinds of reinforcement of the early learning in childhood and adolescence may just be influential, if not more. In determining the lines along which the growing person will develop. Obviously there are influences in personal and family history that can hinder or facilitate psychological growth.

The psycho-, behavior analytical aimed at modification of maladaptive outward behavior. Based on the learning theories of psychology and depends on the principle that learned behavior can be unlearned. These psychological methods are most important and effective tools available for the treatment of psychoneuroses personality disorders, drugs addictions and alcoholism and behavior disturbances of child hood.

In its broadest sense, the methods focus on either just behaviors or in combination with thoughts and feelings that might be causing them. Those who practice behavior therapy tend to look more at specific, learned behaviors and how the environment has an impact on those behaviors. The behaviorist theory is based on the premise that only objectively observed behaviour is admissible in science.

Since most student behaviour in school is acquired by means of learning then it ought to be possible to contrive conditions in which undesirable behaviour can be unlearned and

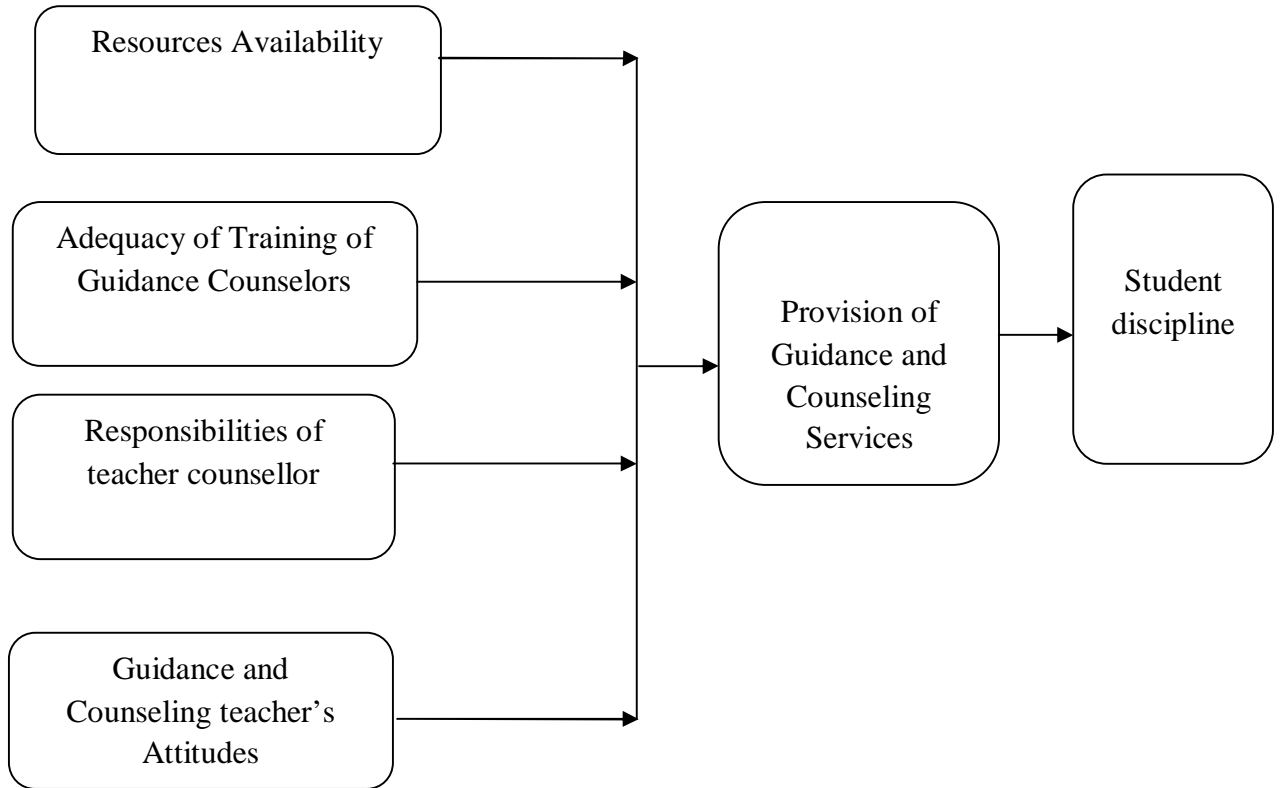
desirable behaviour either learned or re-learned (Lapan, Gysbers and Petroski, 2001). To modify behaviour, a degree of manipulation through guidance and counseling is inevitable and new learning conditions are consciously planned act and the results of experimental work. According to the behavioristic viewpoint guidance and counseling can be seen as a means of re-arranging school conditions based on guidance and counseling services provided in schools (Baker and Gerler, 2001)

2.8 Conceptual framework

Conceptual framework is a schematic presentation which identifies the variables that when put together explain the issue of concern (Mugenda and Mugenda, 2003). The conceptual framework is therefore the set of broad ideas used to explain the relationship between the independent variables (factors) and the dependent variables (outcome). Conceptual framework Figure 2.1 is a link between independent variables which are resources availability, adequacy training of guidance counselors, responsibility of teacher counsellor and teacher attitudes and dependent variable which is promoting student discipline through guidance and counseling.

Conceptual framework

Figure 2. 1 Conceptual Framework



Guidance and counseling is a function of discipline is not a function of the school counselor. Reinforce the above point when they state that effective .Guidance and counseling services result in effective promotion of discipline among student in schools. Guidance and counseling services equip students with problem-solving and decision-making skills and impart life skills, attitudes and values to students that enable them to solve problems and make sound decisions. Resource availability, adequate training of teacher counselor, workload and attitude of the teacher counselor influence effective guidance and counseling services in promoting student discipline in school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology that was used to carry out the research. It also presents the research design, the population, sample size and sampling procedure, data collection and data analysis techniques.

3.2 Research design

For the purpose of study, descriptive survey design was adopted. The research design involves gathering data that describe events, organizing, tabulating and depicting. Descriptive survey design is a process that helps in collecting data in order to test hypothesis or to answer the questions of the current status of the subject under study (Mugenda & Mugenda (2003). the descriptive design helped in obtaining pertinent and precise information concerning factors influencing provision of guidance and counseling in secondary schools.

3.3 Target Population

The study population in a research study comprises all potential participants that make up a study group (Kothari, 2004). The study targeted all the 11 registered public secondary schools in Starehe district in Nairobi County. The study also targeted two Education Officers in the district, 11 head teachers, 11 Head of Department, 44 guiding and counseling teachers and 1,244 students in their final year making a total of 1322 respondents (MOE, 2012).

3.4 Sample size and sampling procedure

sampling is a selection of a few items (a sample) from a bigger group (population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group (Mugenda and Mugenda (2003). Purposive sampling involves a deliberate selection of particular units of population to constitute a sample representing the population (Kothari, 2004). The researcher picks a sample depending on the respondent's willingness to participate in the study.

The distribution of the respondents was done based on Mugenda and Mugenda approach using 10% student to select 125 student, 2 District Education Officers, 11 head teachers and guidance and counseling teacher were sampled giving a sample size of 149.

Table 3. 1 Sample Size

Category	Target Population	Sample proportion	Sample Size
District Education Officers	2	1	2
Head teachers	11	1	11
Guidance and Counseling Teacher	44	0.25	11
Students	1254	0.1	125
Totals	1288		149

3.5 Validity of data collection instruments

Validity refers to the degree to which an instrument measures what it is intended to measure (Kothari, 2004). In this case the researcher made sure that items in the questionnaire were framed in a manner in which the items required answers in the research questions. To enhance validity, the researcher had the research instrument

appraised by the supervisors besides piloting them. From this pilot study the researcher was able to detect questions that needed editing and those with ambiguities. The final questionnaire was then printed and used to collect data.

3.6 Reliability of the instruments

Reliability of the questionnaire using a pilot test was carried out. A pilot study was conducted by the researcher taking one percent of the total of total population to fill in a few questionnaires to one teacher and thirteen students who were selected through simple random and were not included in the final sample. Kothari (2003) indicated that a pilot study of 10% of the population would be significance in testing validity and reliability of the instrument.

From the calculation, the coefficient for all the variables that were closer to 1 makes the instrument very reliable. This is because in comparison to other estimates for example test retest reliability estimates, as it is easier to use as it only requires one test administration. (Mohsen Tavakol, 2011)

Cronbach's alpha can be written as a function of the number of test items and the average inter-correlation among the items. Below, for conceptual purposes, it's shown the formula for the standardized Cronbach's alpha:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Here N is equal to the number of items, \bar{c} is the average inter-item covariance among the items and \bar{v} equals the average variance.

The Table 3.9 illustrates the findings of the study concerning the reliability analysis. In this study, reliability was ensured by piloted questionnaire with a selected sample from teacher and thirteen students that included who was not included in the actual data study. The pre-test was conducted principal researcher (Neuman, 2000). From the findings, the coefficient was 0.8327 approximately 0.83 which was closer to 1 making the instrument very reliable.

Table 3. 2: Reliability Results

Variable	Crobanch	No of Item
Resources Availability	0.7527	5
Adequacy of Training of Guidance Counselors	0.8892	6
Responsibilities of teacher counsellor	0.8049	5
Guidance and Counseling teacher's Attitudes	0.8350	5
Overall	0.8327	

3.7 Data collection instruments

3.7.1 Questionnaire

Research instrument tools are tools for collecting data. In this particular study the researcher used two data collection tools namely,; interview guides and questionnaires. The questionnaire and interview guides were developed by the researcher based on the objectives of the study

The study used questionnaires because they were easier to administer and save time. The content of the questionnaires was divided in to two sections, A and B. Each reflected the major content of research items which included demographic characteristics of respondents and respondent response towards factors influencing provision of guidance and counseling services in secondary schools. The questionnaire instrument provided descriptive and inferential data of the common pattern and differences in the responses of District Education officers, head teachers and group of teachers with regard to factors influencing provision of guidance and counseling services in promoting discipline in secondary schools.

3.7.2 Interview Guide

The second instrument was the unstructured interview guide which was developed and employed as a follow-up of the results of the analysis of the questionnaire data. The researcher used interview schedule to gain a thorough insight on factors influencing provision of guidance and counseling services in secondary schools. The researcher interviewed the Area Education Officers and the headteachers.

The Interview is a flexible measurement device in which an individual can offer a fairly free response. It contains open ended questions based on the objective of the study. The interviewer can pursue responses with the individual and ask for elaboration of responses if it appears ambiguous (Kothari, 2004).

3.8 Data collection procedures

A research permit was obtained from the National Science Council, a copy of which was presented to the District Education officer, Starehe District. The researcher made a

familiarization tour of the District headquarters to know where the schools are and formed a rapport with the sample population. The researcher administered the questionnaires and interviewed the respondents personally. Questionnaires were given out to the sample through drop and pick later approach after week. Those who had not filled the questionnaire were given three more days to fill after which the data collection exercise was completed. The research interview head teachers and district education officers in a week to ensure data collection using both instruments are collected within a week.

3.9 Data analyses and techniques

The collected data were thoroughly examined for completeness and comprehensibility. The data were then summarized, coded and entered into the Statistical Package for Social Sciences (SPSS) for analysis. SPSS was used to perform the analysis as it aided in organizing and summarizing the data by the use of descriptive statistics such as means, standard deviation and frequency distribution. Qualitative data were analyzed through content analysis and presented in prose form. Data presentation was done by the use of pie charts, bar charts and graphs, percentages and frequency tables.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the interpretations and presentations of the findings based on the objectives of the study. The objectives of this study were: to assess whether availability of resources influence provision of guidance and counseling services in secondary schools; to establish if adequacy training influence provision of guidance and counseling service in secondary schools; to establish how counsellor teachers' responsibility affect provision of guidance and counseling services in secondary schools; and to determine whether counselor teachers' attitudes affect provision of guidance and counseling services in secondary schools in Starehe District. The study sought to answer the following research questions

4.2 Respondents response rate

Questionnaires were administered to Education Officers, head teachers, guiding and counseling teachers and students in their final year as presented in Table 4.1

Table 4. 1: Respondents Response rate

Respondents	Questionnaire administered	Questionnaire Filled	Return Rate %
Education Officers	2	1	50%
Headteachers	11	5	45%
Guiding and counseling teachers	11	11	100%
Students	125	100	80%
Total	149	118	83%

From Table 4.1, it was revealed that out of 149 questionnaires which were administered, only 118 of them were filled and returned. The return rate for Education Officers, headteachers, guiding and counseling teachers and students was 83% out .The high response rate was due to researcher efforts in follow up and administering the questionnaire and well as conducting interviews with the education officers , headteachers and counselor teachers. The next section presents the quantitative and qualitative findings from the respondents and interviewees.

4.3 Background Information of the guiding and counseling teachers

This section had questions on age, gender, highest academic qualifications and the length the respondents had been serving as a guiding and counseling in school. This was to ensure the respondents were in a position of offering valid information of the study.

The study sought to establish the age of the teacher respondents who were the guiding and counseling teachers in secondary school in, Starehe District. The results are indicated in Table 4.2

Table 4. 1: Guiding and counseling teacher’s age bracket

Guiding and counseling teacher’s age bracket	Frequency	Percentage %
20 – 30 yrs.	3	25
31-40 yrs.	5	50
41-50 yrs.	3	25
Total	11	100

Most of the guiding and counseling teachers in secondary school in Starehe District were aged between 31-40 years. This implies that the guiding and counseling teachers employed in secondary schools in Starehe District were mature in age and were in a position of offering valid information of factor affecting provision of guidance and counseling services in secondary schools in Starehe district, Nairobi County.

Table 4. 2: Gender of the respondents

Guiding and counseling teacher's Gender bracket	Frequency	Percent
Male	3	25
Female	8	75
Total	11	100

The findings indicated that majority of counselor teachers in secondary school were female. This implies that there were more female teachers who were involved in providing guiding and counseling services in secondary schools in Starehe District.

The study sought to establish the highest academic qualification of guiding and counseling teachers. The results are presented in the Table 4.4 below.

Table 4. 3 Highest Academic Qualification

	Frequency	Percent
Diploma Holder	3	25
Degree Holder	8	75
Total	11	100

The study revealed that majority of the guidance and counseling teachers were degree holder guiding and counseling teachers while most 25% of the guiding and counseling teachers had diploma highest academic qualification.

The study sought to find out the number of years the teachers had been serving as guiding and counseling teachers in secondary schools in Starehe District. The results are indicated are indicated in the Table 4.5.

Table 4. 4: Period served as guiding and counseling teachers

	Frequency	Percent
2 years	6	55
3 years	5	45
Total	11	100

Majority 55% of the respondents had been serving as guiding and counseling teachers in secondary schools for more than two years, This implies that the teacher counselors were experience on factor that affect provision of guidance and counseling service among the students in secondary school as they had been serving as guiding and counseling teachers for more than two years.

The study sought to know the age of the student's respondents. From the findings, majority of the student's respondents were 14 to 18 year of age. This implies that the secondary school students were of age and were aware of guidance and counseling services provided in the secondary schools. Therefore they were aware of the factors influencing the provision of guidance and counseling in schools.

Table 4.6 below shows the distribution of the respondents' gender

Table 4. 5: Distribution of the respondents' gender

Response of Age	Frequency	Percent
Male	56	56
Female	44	44
Total	100	100

From the findings, majority of the student respondents were male while 44% of the respondents were female. This implies the information on factors affective provision of guidance and counseling services was collected from both male and female students in secondary schools in Starehe district.

On the level of professional qualification, most of the head teachers had first degree and masters' professional qualification level.

Guidance and Counseling Services

From the findings, most of the headteacher respondents stated that male students were most regular students in the head teacher's office in terms of gender due to their indiscipline cases. This implied that male student were likely to be faced by indiscipline cased compared to their student counterparts.

On the guidance and counseling services are provided, most of the headteachers identified the educational, academic, career, personal and social needs of all students within the school setting were the focus in providing comprehensive guidance and counseling services to students.

An investigation was carried out to know the extent to which guiding and counseling has been undertaken to promote discipline among student in school and results were presented in the table 47

Table 4. 6 Extent to which guiding and counseling been undertaken to promote discipline

Rating	Frequency	Percent
Very Great Extent	3	25
Great Extent	8	75
Total	11	100

The Findings in table 4.5 indicate that majority 75% of the teachers respondents indicated that guiding and counseling services had been provided in schools. This clearly implied that guidance and counseling services were offered in secondary schools. This could be attributed to the importance of guidance and counseling in schools as indicated by Lehr & Sumarah, (2002) that provision of guiding and counseling services is important improving student discipline which has direct impact on student academic achievement.

Areas in which students were counseled on in schools

The study sought to establish the areas in which students were counselled on in schools. From the findings, teacher respondents concurrently enlisted that students were counseled in academic, social personal and discipline areas. The study further found that guiding and counseling services were provided on student career information. This concurred with Zeedyk, (2003) who stated that school counselors offer guidance and counseling services that address the development of students in educational development, career development and personal-social development. This implies that the required direction, understanding, appreciation and modelling were given to secondary students through provision of guiding and counseling to get focused in their work.

The effectiveness of the counseling services in promoting discipline among students

On the effectiveness of the counseling services, teacher's respondents were requested to explain how effective the guidance and counseling services have been in promoting discipline among students in schools. The study found that guidance and counseling services provided in schools promoted discipline in the schools whereby the students were able to plan and prepare for academic achievement in high school and relating well

with the teachers, student and other staff in the schools. This implies that students were able gain more knowledge and information on how to improve on their behaviours in schools. This could be attributed to role of provision of guidance and counseling in schools.

Availability of guiding and counseling programmes to promote discipline

Table 4.8 indicates the student respondent’s response on whether the schools had guiding and counseling programmes to promote discipline among student.

Table 4. 7 Availability of guiding and counseling programmes to promote discipline

	Frequency	Percent
Yes	100	100
Total	100	100

From the findings all the student respondents indicated that the schools were providing guiding and counseling services. This could be attributed to the role guidance and counseling services provision in secondary schools. This concurred with Zeedyk, (2003) findings who indicated that guidance and counseling services were essential elements in discipline management of schools and that school counselors offer guidance and counseling services that address the development of students in educational development, career development and personal-social development .

Areas counselled on in school

The study sought to know the areas the respondents have been counselled on in school and results are presented in Table 4.9

Table 4. 8 Areas counselled on in school

	Frequency	Percent
Academic	36	36
Discipline	43	43
Social	11	11
Personal	10	10
Total	100	100

Most (43%) of the student indicated that they had been counseled on discipline and academic areas in schools. Others indicated that they were counseled on Social aspects and personal issues. The study further found that students were guided and counseled on matters concerning mental, emotional, social, developmental and behavioral services to promote the discipline in secondary school. This was in line with Zeedyk, (2003) who stated that students have to be advised, guided and counseled on matters concerning their job selection and student placement for further education. This implies that students were given direction, understanding, appreciation and modeling for them to get focused in their work.

Table 4.10 indicates the results on the importance of counseling services received in improving behaviours.

Table 4. 9: The importance the counseling services received in improving behaviours

	Frequency	Percent
Very Importance	31	32
Importance	48	48
Moderately Importance	20	20
Total	100	100

Most (48%) of the student indicated that guidance and counseling services received in improving behaviours was important while others indicated that counseling services received was importance in improving behaviours was moderately important. The study further found that counseling services received by the student enables the students into rigorous curriculum and achieve more, students gain competence to express choice and to have high expectations. Counseling services support teachers in the classroom and enable teachers to provide quality instruction designed to assist students in achieving high standards. Whiston, (2002) reports that provision of school guidance and counseling services influence student discipline in school and in the society

Indiscipline cases occurring in schools

Table 4.11 indicates the indiscipline cases that have been occurring in school despite provision of guiding and counseling services to student. Results were as presented on table 4.11

Table 4. 10 Indiscipline cases occurring in school

	% of yes	% of no
Truancy	92	8
Stealing of other student properties such as shirts, pens	67	33
Drug abuse	76	24
Alcoholism	77	23
Bullying	100	0
Failure to complete Assignment	94	6
Failure to Attend Classes	77	23
Spiritual	78	22
Failure to perform duties such as sweeping	68	32
Lateness in coming to school, attending preps	93	7

From the findings all the student respondents indicated that bullying occurred in school despite provision of guiding and counseling services. Majority of the student respondents indicated that despite provision of guiding and counseling services to student, indiscipline cases of failure to complete assignment, lateness in coming to school, attending preps and truancy had been occurring as indicated by 94%, 93% and 78%. The study further found that spiritual, failure to attend classes, alcoholism and drug abuse indiscipline cases have been occurring in school despite provision of guiding and counseling services to student.

Most of the student respondents indicated that indiscipline cases such as failure to perform duties such as sweeping and stealing of other student properties such as shirts,

pens have been occurring in school despite provision of guiding and counseling services to student.

Indiscipline cases occurring in school despite guiding and counseling of student

The study sought the extent to which the given indiscipline cases have been occurring in school despite guiding and counseling of student in schools as indicated in the Table 4.6 below

Table 4. 11 Indiscipline cases occurring in school despite guiding and counseling of student

Statements	ME	Gr E	VGE	Total	M	Std
Truancy	2	1	8	11	4.50	0.57
Stealing of other student properties such as shirts, pens	2	2	7	11	4.25	0.45
Alcoholism	2	1	9	11	3.75	0.50
Bullying	3	1	7	11	4.00	0.82
Failure to complete Assignment	1	2	8	11	4.00	0.81
Failure to Attend Classes	1	1	9	11	4.51	0.58

From the findings, failure to attend classes, truancy and stealing of other student properties such as shirts, pens indiscipline cases have been occurring in school despite guiding and counseling of student in school to a very great extent . The study further found that most of the respondents indicated that bullying and failure to complete assignment indiscipline cases have been occurring in school despite guiding and counseling of student in school to a great extent . This implied that provision of guidance

and counseling services has not been effective. This concurred with report on GOK, (2012) which states that the issue of unrests and indiscipline in schools in Nairobi was on the rise despite guiding and counseling services being undertaken to reduce indiscipline cases in secondary schools. This could be the management lack of resources in schools negative attitude from the student and school administration and the community and lack of effective training of teachers responsible for guidance and counseling provision in schools.

From the findings on officers, District Education officers stated that the various cases of indiscipline in occurring Starehe District secondary schools are assault, arson, fighting, theft, vandalism, destruction of school stores, and harassment among students, riots and strikes.

4.3 Factors affecting provision of guiding and counseling service in school

The Table 4. 12 : Factors affecting provision of guiding and counseling service in secondary schools.

(Where NE-No Extent, LE- Less Extent. -M E- Moderately Extent, G E- Great Extent , VGE- Very Great Extent, STD- Standard Deviation)

Statements	ME	GE	VGE	Total	Me	Std
Increasingly diverse student populations	0	2	2	4	4.50	0.57
Increasing Reliance on Technology	0	4	0	4	4.00	1.00
Insufficient Guiding and counseling resources in schools	0	3	1	4	4.25	0.50
Lack of training on Guidance and Counseling	0	2	2	4	4.50	0.57

Attitudes towards guiding and counseling in school	0	2	2	4	4.50	0.57
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From the findings, attitudes towards guiding and counseling services in secondary school, lack of training on guidance and counseling and increasingly diverse student populations were factors affected provision of guiding and counseling service in school to a very great extent. Most of the teacher respondents indicated that insufficient guiding and counseling resources in schools and increasing reliance on technology affected provision of guiding and counseling service in school to a great extent. This could be the reasons why despite the increase in guidance and counseling programs, indiscipline cases such as bullying, taking of alcohol, burning of schools and truancy are still found in most of the schools.

Extent to which the given factors affected provision of effective guiding and counseling services in school

Table 4.15 shows the response on the extent to which given factors affected provision of effective guiding and counseling services in school

Table 4. 13: Factors affected provision of effective guiding and counseling services in school

Where NE-No Extent, LE- Less Extent. -M E- Moderately Extent, G E- Great Extent , VG E- Very Great Extent, STD- Standard Deviation)

	NE	LE	ME	GE	VGE	Total	M	STD
Increasingly Diverse Student Populations	19	25	1	18	37	100	2.71	1.61
Increasing Reliance on Technology	17	27	0	16	40	100	2.65	1.61

Insufficient Guiding and counseling resources in schools	0	0	0	25	75	100	1.25	0.43
Lack of training on Guidance and Counseling	0	0	0	25	75	100	2.25	0.44
Negative attitudes towards guiding and counseling in school	0	0	0	91	9	100	1.91	0.28

From the findings, majority of the student respondents indicated that negative attitudes towards guiding and counseling, insufficient guiding and counseling resources in schools affected provision of effective guiding and counseling services in school to a very great . Most of the respondents indicated that lack of training on guidance and counseling, increasing reliance on technology and increasingly diverse student populations affected provision of effective guiding and counseling services in school to a great extent. This implied that insufficient resources in secondary schools affected providing guidance and counseling services. The findings concurred with Thompson *et al.* (2003) who argued that in assessment of secondary student counseling needs were hindered by lack of psychometrically sound instruments, lack of referral resources and lack of counseling resources.

On the headteacher respondent's opinion on whether guiding and counseling promoted discipline among students in school as the fraction of teachers reporting that their instruction suffers due to student misbehavior has reduced, the fractions reporting problems with students physically fighting each other, cutting class, stealing or using drugs has reduced.

District Education Officers interviewees were requested to indicate the issues of counseling students provided in schools in Starehe area. From the findings respondents

identified that educators in Starehe District secondary school were receive students who were dealing with serious depression, covert bullying, thoughts of suicide and other problems. District Education Officers interviewees further stated that issues of counseling students in school received in secondary school in Starehe District involves mental health issues, substance use and violence concerns that makes it increasingly difficult for students to remain engaged in the classroom. This implies that schools counselors in the education district work to offer the guidance and support student today was desperately need.

Effectiveness in promoting discipline among student in school

From the findings, teachers respondents stated that provision of guiding and counseling services have been ineffective in promoting discipline among student in school because there has been occurrence of indiscipline case in school and low academic performance among student. Ministry of Education Science and Technology, (2005) indicated that despite provision of guidance and counseling in secondary schools in Starehe, indiscipline cases such as in such as assault, arson, fighting, theft, vandalism, destruction of school stores, harassment among students, riots have been reported .

How effective guidance and counseling promoted discipline among student in school

The study sought to investigate on how effective guidance and counseling promoted discipline among student in school, as the results are as presented on figure 4.15 below.

Table 4. 14: Has guidance and counseling promoted discipline among student

	Frequency	Percent
Less Effective	48	25
Effective	18	75
Total	100	100

From the findings, majority of the student respondents indicated that the guidance and counseling promoted discipline among student in school has been effective while 25% of the student respondents indicated that it has been less effective in reducing indiscipline cases. This could be due to the facts that most students were behaving according to the provided guidance and counseling services. However, the ineffectiveness in provision of guidance and counseling could be due to high class workload of the guidance teachers, lack of guidance and counseling resources and high student teacher ratio.

How effective the guiding and counseling has been in the given areas

Table 4.18 indicate the how effective the guiding and counseling has been in the given areas of social aspect towards promoting discipline among students

Table 4. 15 How effective the guiding and counseling has been in the given areas

	ME	E	VE	M	Sd
Respect for other and administration	28	40	32	3.81	0.19
Respect other people's Property	15	47	38	4.23	0.69
Choose friends wisely	32	18	40	4.22	0.51
Relate with other students	20	36	44	4.10	0.43
Handle conflict with other students	13	34	53	4.20	0.46
Manage peer pressure	13	38	49	4.39	0.73
Know the effects of drug abuse	5	12	24	4.32	0.81

From the findings, the student indicated that guiding and counseling has been very effective in managing peer pressure, knowing the effects of drug abuse, respecting other people's property, choosing friends wisely and handling conflict with other students as indicated by a mean of 4.39, 4.32, 4.23, 4.22 and 4.20. The study further found that most of the student respondents indicated that guiding and counseling has been effective as students has been able to relate with other students and respect for other and administration as indicated by a mean of 4.10 and 3.81 with standard deviation of 0.43 and 0.19

4.4 Adequacy of the guiding and counseling resources in school

Table 4.17 presents the finding on how adequate the guiding and counseling resources were provided in secondary schools.

Table 4. 16 How adequate the guiding and counseling resources in school are

(where ,N=None, Less Adequate-LA, MA- Moderately Adequate, A-Adequate, M-Mean and STD- Standard Deviation)

	LA	MA	A	Total	M	STD
Offices allocated for guidance and Counseling services	1	1	2	4	3.15	0.35
Office Furniture Adequate	0	2	2	4	2.50	0.57
Films and Videos Adequate	1	1	2	4	3.00	1.41
Books and Magazines Adequate	1	1	2	4	3.25	0.45
ICT Facilities Adequate	0	2	2	4	3.25	0.45
Confidentiality required of guidance and counseling	0	1	3	4	3.75	0.50
Number of service providers	1	0	3	4	2.75	0.50

From the findings, confidentiality required of guidance and counseling, ICT Facilities and books and magazines were adequate resources for the guiding and counseling in

school as indicated by a mean of 3.75 and 3.50 . The study further found that most of the respondents indicated that offices allocated for guidance and counseling services films and videos are moderately inadequate as indicated by a mean of 3.15 and 3.

From the findings, most of the respondents indicated that number of service providers and office furniture were less adequate .This implied that insufficient guidance and counseling resources in secondary schools was affecting provision of guidance and counseling services. The findings concurred with Lehr & Sumarah, (2002) who found that lack of appropriate designated office within the school setting to adequately provide confidential counseling and consulting services for students affected provision of guidance and counseling services in secondary schools.

Indicating how adequate is the guiding and counseling resources in school

Table 4.18 indicates the findings on how adequate the guiding and counseling resources were in school.

Table 4. 17 Indicating how adequate is the guiding and counseling resources in school

(N-None, Less Adequate-LA, MA- Moderately Adequate, A-Adequate, M-Mean and STD- Standard Deviation)

	N	LA	MA	A	M	STD
Offices allocated for guidance and Counseling services	11	3	15	71	4.56	0.98
Office Furniture	7	6	21	66	4.51	0.89
Films and Videos	17	3	21	59	4.22	1.12
Books and Magazines	15	15	18	52	3.07	0.13
ICT Facilities	6	37	22	35	2.86	0.17
Confidentiality required of guidance and counseling	10	18	12	60	3.22	0.16
Number of service providers	5	12	24	59	4.37	0.88

From the findings, majority of the student respondents indicated that the offices allocated for guidance and counseling services and office furniture resources for guiding and counseling in school has been adequate as indicated by a mean of 4.56 and 4.51. The study further found that most of the respondents indicated that the number of service providers and films and videos has been moderately adequate as indicated by a mean of 4.37 and 4.22 with standard deviation of 0.88 and 1.12. Most of the student respondents indicated that confidentiality required of guidance and counseling, books and magazines and ICT facilities has been less adequate as indicated by a mean of 3.22, 3.07 and 2.86. It was clear from the findings lack of guidance and counseling resources in secondary schools was affecting effective provision of guidance and counseling services. Lack of resources equipment and space in schools may hinder effective provision of guidance and counseling services in secondary schools have adequate resources and indicated by (Lehr & Sumarah, 2002). In addition, student have appropriate designated office within the school setting to adequately provide confidential counseling and consulting services for students, teachers and parents.

The headteacher respondents stated that they had no adequate physical facilities and human resources guidance and counseling resources as there has been no proper procurement of physical facilities, no effective counseling programs to encourage smooth and cordial relationship between the counselors and the school personnel and parents. The study further found that the room for holding guiding and counseling session was in adequate.

From the findings, most of the respondents state that despite the use of guidance and counseling services indiscipline cases such as assault, arson, fighting, theft, vandalism, destruction of school stores, harassment among students, riots, rape and loss of lives have been occurring in school. The headteachers indicated that provision of guidance and counseling services was not effective in schools due to lack of resources, space and time for the counseling student. They also cited high class workload for counselor's teacher's hindered effective guidance and counseling services for the students in secondary schools. These findings imply that there may be substantial benefits derived from providing guiding and counseling services in schools.

On whether there were adequate guidance and counseling physical facilities and human resources in secondary school in Starehe District, the District Education Officers interviewees indicated that students in school always increase creating a greater demand for counselors. In addition, the number of duties counselors always grows increasing their workload hence has no time resources left for providing guidance and counseling service to student. Additional teacher counselors were found to be needed so that students have access to them although it was limited by school budgets.

4.5 Training and Qualification of Teacher counselors

Qualifications and experience of the counseling service providers

Table 4.19 indicate the findings on the extent to which qualifications and experience of the counseling service provider's affects provision of guiding and counseling in promoting discipline among student in school.

Table 4. 18: Qualifications and experience of the counseling service providers

	Frequency	Percent
Very Great Extent	1	25
Great Extent	3	75
Total	4	100

Majority of the teacher respondents indicated that qualifications and experience of the counseling service provider's affects provision of guiding and counseling in promoting discipline among student in secondary schools to a very great extent .This implied that training and experience of teachers influences how effective the provision of guidance and counseling services would results in to enhancing student behaviour in secondary schools.

How the Lack of training affected provision of guiding and counseling services

Table 4.20 indicates the results on how lack of training teacher counselors the provision of guiding and counseling services has been effective in school.

Table 4. 19 How the provision of guiding and counseling services

	ME	E	VE	Total	M	STD
Student becoming interested in learning	0	3	1	4	4.25	0.50
Setting academic goals with realistic chances of success	0	3	1	4	4.25	0.5
Develop study skill habits	0	3	1	4	4.25	0.50
Student manage their time properly	0	3	1	4	4.25	0.50
Attending training regularly	0	1	3	4	4.75	0.50
No counseling skill necessary to counsel	0	3	1	4	4.25	0.50
Doing their assignments	0	1	3	4	4.75	0.50

From the findings, majority of the teacher’s respondents indicated that attending training regularly and doing assignments indicates that provision of guiding and counseling services has been very effective in school as indicated by a mean of 4.75 and 4.75 with standard deviation of 0.50 and 0.50. The study further found that most of the teachers respondents had not acquired necessary guidance and counseling skills, student fails manage their time properly, developing study skill habits, setting academic goals with realistic chances of success and student becoming interested in learning indicates that provision of guiding and counseling services has been effective in school as indicated by a mean of 4.25, 4.25, 4.25, 4.25 and 4.25 with a standard deviation of 0.50 to all.

Effectiveness of the provision of guiding and counseling has been in school in the social aspect

Table 4.21 indicate the results on how effective the provision of guiding and counseling has been in secondary schools in the social aspect towards promoting discipline among students.

Table 4. 20 How effective the provision of guiding and counseling has been in school in the social aspect

	ME	E	VE	Total	Mean	STD
Respect for other and administration	3	1	0	4	3.25	0.50
Respect other people’s Property	0	3	1	4	3.75	0.57
Choose friends wisely	2	1	1	4	3.45	0.50
Relate with other students	0	2	2	4	4.50	0.57
Handle conflict with other students	0	3	1	4	4.25	0.50
Manage peer pressure	1	3	0	4	3.50	0.57
Know the effects of drug abuse	0	2	2	4	4.50	0.57

From the findings, there has been less effective provision of guiding and counseling services in secondary schools in the social aspect towards promoting discipline as students were unable to manage peer pressure, know the effects of drug abuse, failed to relate with other students and respect other people's property as indicated by a mean of 4. Most of the respondents indicated that students are able to handle conflict with other students and have respect for other and administration indicated that there is effective provision of guiding and counseling in school in the social aspect towards promoting discipline . This implied that provision of guidance and counseling services has not been effective. This could be attributed to lack training for guidance and counseling teacher to provide to schools for the purpose of providing guidance and counseling services, negative attitude among student towards guidance and counseling provided

The study investigated how effective the provision of guiding and counseling services reduce drugs usage and other indiscipline case. From the findings, all (100%) of the respondents counselor teachers indicated that provision of guidance and counseling services has not been effective in reducing drug abuse and indiscipline cases. The could be attributed to lack of effective training for the teacher counselor by the guidance and counseling teachers due to high academic workload which took much time for provision of guidance and counseling services to the student in the schools. This is because most students had not changed.

From the findings, the headteachers concurred with the teacher counselors that they were constrained by inadequate training; they lacked the necessary skills and techniques in counseling. Resources were also inadequate. Lack of official guidelines on the guidance and counseling programmes while as the head teachers do not consider funding the programmes priority due to insufficient funds in the schools.

On whether the district secondary schools had full time counselors, the District education officers indicated that many Starehe District secondary schools do not have full-time school counselors but part-time school counselors instead. School counselors shall limit their activities to guidance and counseling and may not perform administrative tasks. A guidance counselor in secondary schools in the district has one period per 70 students, one full-time at 350 students, one additional period per 70 students.

The study found that one full-time counselor might be employed to work with three workshops/centres in a given area. This implies that all qualified counselors should be redeployed to function as full time counselors in schools and not used as teachers of subjects as a full-time counselor would provide continuity of service.

The District Education Officers interviewees indicated that some counselor's teachers were untrained on guidance and counseling courses and could not provide guidance and counseling service. Some non-interested teachers were appointed to the guidance and counseling department.

4.6 Teacher counselor Workload in School

The study found that 70% of the teacher respondents indicated that they had high workload in school which hindered them from offering guidance and counseling service

to student effectively. They explained that they are selected as class teachers; allocate weekly duties, administration and clerical responsibilities which made them have limited time for guidance and counseling of the student in schools.

The headteacher indicated that guidance and counseling teacher had high workload in schools beside guidance and counseling the student. The headteacher indicated that non-counseling duties were substantially viewed as leading to school counselor being ineffective.

This was also indicated by the District education officers who indicated that school guidance and counselors were involves in other duties such as administration, being teacher on duty which put on them more responsibilities which hinder their effectiveness in providing guidance and counseling service to student.

This finding concurred with Paisley (2001) who found that school counsellors performed non-counseling duties which prevented them from offering counseling services. The non-counseling duties performed include, clerical and administrative duties. Sink and MacDonald (1998) state that in effective SGC services, administrative and clerical tasks are de-emphasized to create time for counseling. The school administrators could have given school counsellors non counseling duties because of lack of appreciation of the value of SGC services.

4.7 Attitude towards guidance and counseling

Rating the guidance and counseling teacher

The On rating the guidance and counseling teacher who offer counseling service among student in school, results are as shown on figure 4.22 below.

Table 4. 21: Rating the guidance and counseling teacher

	Frequency	Percent
Excellent	48	48
Very good	18	18
Fair	4	4
Poor	10	30
Total	100	100

From the findings, most of the student respondents indicated that the guidance and counseling teacher who offer counseling service among student in school were excellent while almost equal portion of student respondents rated the guidance and counseling teacher poor. This could be attributed to lack of time by the guidance teachers to provide student with the guidance and counseling services. As well as high class workload that had in expense to guidance and counseling sessions. A key factor that has been found to affect guidance and counseling in promoting discipline in secondary schools was lack of time for the guidance teachers. The findings concurred with Reynolds and Cheek (2002) who found that school counselors in Ghana complained that counselor-student ratios was too high and as such this negatively affect guidance and counseling services provision in curbing indiscipline cases in schools .

How provision of guiding and counseling services has been in school

Table 4.23 shows the results on how provision of guiding and counseling services has been in school.

Table 4. 22 How provision of guiding and counseling services has been in school

	ME	E	VE	M	SDT
Student becoming interested in learning	24	39	37	4.13	0.77
Setting academic goals with realistic chances of success	26	21	56	4.24	0.91
Develop study skill habits	22	47	31	4.04	0.82
Student manage their time properly	30	42	28	3.88	0.66
Attending lessons regularly	25	38	37	4.11	0.80
Asks questions during lesson when necessary	24	42	34	4.05	0.85
Doing their assignments	34	48	18	3.77	0.82

From the findings, majority of the respondents indicated that setting academic goals with realistic chances of success, student becoming interested in learning, attending lessons regularly, asking questions during lesson when necessary and developing study skill habits has been very effective as indicated by a mean of 4.24, 4.13, 4.11, 4.05 and 4.04 with standard deviation of 0.91, 0.77, 0.80, 0.85 and 0.82. The study further found that most of the respondents indicated that student manage their time properly and doing their assignments has been effective as indicated by a mean of 3.88 and 3.77 with standard deviation of 0.66 and 0.82.

On whether the district Education officers had any complaints from the students about the guidance and counseling services offered to students, the study found that in many schools there has been no one even a guidance secretary who coordinates appointments.

Many counselors are not willing to meet with students at times that fit into the student's schedule such as before or after school or during lunch.

From the findings, the problem emanates from the lack of support from Ministry of Education, parents and the neighbouring community in engaging the guidance and counseling teachers in schools, students being unaware of the importance of the guidance and counseling programmes in their schools. The study further found that very few students sought guidance and counseling services voluntarily, schools fails to review and popularize the guidance and counseling system. Sometimes teacher's selections were more subjective than objective.

On the findings on how to improve guidance and counseling services provision in schools, respondents suggested that the training for counseling teachers should be enhanced, there should be full time counseling teachers, and there should be more support from the ministry of Education, the Kenya Institute of Education, the parents and the neighboring community. More research especially in the professionalism of guidance and counseling in schools should be focused on. There should be a public campaign on the importance of guidance and counseling with purpose of changing people's altitude. Respondents further suggested that hiring a school counselors is approximately twice as effective as hiring an additional teacher.

On the District Education Officers interviewees suggestions on how to improve guidance and counseling services provision in schools in the district. The study found that a school counseling program must be built on a strong foundation that incorporates adequate qualified guidance counselors in the district schools. The goal of a school counseling

program should be to support student achievement, career planning and personal development. All counselors in Starehe District secondary schools should maintain data and demonstrate outcomes directly related to academic achievement.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the study from chapter one to four, conclusions and recommendations of the study based on the objectives of the study. The purpose of this study was to assess factors influencing provision of guidance and counseling service among the students in secondary school in, Starehe district

- i. To assess whether availability of resources influence provision of guidance and counseling services in secondary schools.
- ii. To establish if adequacy training influence provision of guidance and counseling services in secondary schools
- iii. To establish how counsellor teacher's responsibility affect provision of guidance and counseling services in secondary schools
- iv. To determine whether counselor teacher's attitudes affect provision of guidance and counseling services in secondary schools in Starehe District

5.2 Summary of the Findings

This study therefore sought to assess factors influencing provision of guidance and counseling service in promoting discipline among the students in secondary. The purpose of this study is to assess factors influencing provision of guidance and counseling service among the students in secondary school in, Starehe District.

For the purpose of study, descriptive survey design was adopted because the research design involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data. The study population was the 11 registered public secondary schools in Starehe district in Nairobi County purposive sampling was used to select the sample of the study. The sample size of the study was 149 respondents. To enhance validity, the researcher had the research instrument appraised by the supervisors and piloting the questionnaire. Reliability of the questionnaire using a pilot test was carried out. The researcher used two data collection tools namely, interview schedules and questionnaire schedules. Descriptive statistics such as means, standard deviation and frequency distribution were used to analyze the data. Qualitative data was analyzed through content analysis and presented in prose form. Data presentation was done by the use of frequency tables.

The study sought to determine factors influencing provision of effective guidance and counseling services in secondary schools in Starehe district, Nairobi County chapter one exploring the background of the study and use of guiding and counseling in promoting discipline and spelt the research gap. The purpose of the study, objective of the study, delimitation, limitations and definition of study terms are discussed.

In chapter two, the literature was extensively reviewed indicates that guidance and counseling services. The study variables availability of resources training of teacher counselor, teacher counselor workload and attitude of the teachers were well discussed. The study was based on behavioristic theory where it is anticipated that provision of

guidance and counseling services influence the behaviour of the student in school for example being disciplined both in school and in the society.

This chapter three presented the research design and methodology that was used to carry out the research. For the purpose of study, descriptive survey design was adopted because the research design involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data. The study population was the 11 registered public secondary schools in Starehe district in Nairobi County purposive sampling was used to select the sample of the study. To enhance validity, the researcher had the research instrument appraised by the supervisors and piloting the questionnaire. Reliability of the questionnaire using a pilot test was carried out. The researcher used two data collection tools namely, interview schedules and questionnaire schedules. The questionnaire and interview guided were developed by the researcher based on the objectives of the study. Questionnaires were given out to the sample through drop and pick later approach after week. The collected data was thoroughly examined and checked for completeness and comprehensibility. The data was summarized, coded and tabulated. Data was coded and entered into the Statistical Package for Social Sciences (SPSS) for analysis. Descriptive statistics such as means, standard deviation and frequency distribution were used to analyze the data. Qualitative data was analyzed through content analysis and presented in prose form. Data presentation was done by the use of pie charts, bar charts and graphs, percentages and frequency tables.

The findings of the study indicated that provision of guiding and counseling services was affected by inadequate resources in secondary schools in Starehe district, Nairobi County.

Ineffective provision of guidance and counseling services in secondary schools has been due to inadequate resources, equipment and space. The quantitative findings from 76% of teachers and 81% student indicated that there were no appropriate designated offices or rooms within the school setting to adequately provide confidential counseling and consulting services for students. The study established that confidentiality required of guidance and counseling, ICT Facilities and Books and Magazines were adequate resources for the guiding and counseling in school. The offices allocated for guidance and counseling services and office furniture resources for guiding and counseling in school has been adequate as indicated by a mean of 4.56 and 4.51 with standard deviation of 0.98 and 0.89. The study further found that most of the respondents indicated that the number of service providers and films and videos has been moderately adequate as indicated by a mean of 4.37 and 4.22 with standard deviation of 0.88 and 1.12. Most of the respondents indicated that confidentiality required of guidance and counseling, books and magazines and ICT facilities has been less adequate.

The study revealed that school counselors' training in guidance and counseling was viewed negatively overall by school counsellors and students. The findings of the study established that training of school counselors has been found to affect provision of guidance and counseling services. The study found that provision of guidance and counseling services in secondary schools in Starehe was not optimally because of inadequately trained teacher counselors. 50% of the teacher respondents indicated that qualifications and experience of the counseling service provider's affects provision of guiding and counseling in promoting discipline among student in school to a very great extent. This finding concurs with Chivonivoni (2006:33) who established that Zimbabwean

school counsellors had no training in guidance and counseling. The majority of the school counsellors are general teachers with no guidance and counseling component in their training. The lack of training implies that the school counsellors do not know what SGC services to offer and how best to offer them.

The found that high workload in schools leaves many teacher counselors with little time to focus of school counseling programs and provision of guidance and counseling. The study revealed that non-counseling duties were substantially viewed as leading to school counselor ineffectiveness. This finding confirms findings in South Africa (Stead 2007) which found that school counsellors performed non-counseling duties which prevented them from offering counseling services. The non-counseling duties performed include clerical and administrative duties.

Attitudes towards guiding and counseling in school, lack of training on guidance and counseling and increasingly diverse student populations factors affected provision of guiding and counseling service in school to a very great extent. Insufficient guiding and counseling resources in schools and increasing reliance on technology affected provision of guiding and counseling service in school to a great extent. Negative attitudes towards guiding and counseling, insufficient guiding and counseling resources in schools affected provision of effective guiding and counseling services in school. The findings concurred with Lusky and Hayes,(2001) who found that administrators and the school management in USA were openly critical and were beginning to question the value of counselor positions in secondary schools

Most of the respondents indicated that lack of training on guidance and counseling, increasing reliance on technology and increasingly diverse student populations affected provision of effective guiding and counseling services in school

From the findings, the study established that guiding and counseling services have been effective in promoting discipline among student in school because students have been responding positively and even improve in their academic affairs.

The study revealed that both school counsellors and students viewed the attitudes of headmasters, teachers and students as affecting the provision of the school Guidance and Counseling services substantially positively. Students also favourably viewed the attitudes of school counsellors as having effects on the school Guidance and Counseling services. The finding that headmasters' attitudes affect the effectiveness of school Guidance and counseling services concurs with Chivonivoni (2006) who found that Ghanian school headmasters, teacher counselors and student did not value school Guidance and counseling services, hence the services were not properly implemented. If headmasters do not value a service, they are not likely to provide the service with resources leading to its ineffectiveness.

5.3 Conclusions of the Study

The study made the following conclusions

- i. It can be concluded that the quality of the provision of school guidance and counseling services in Kenya secondary schools is negatively affected by the lack of both human and material resources.

- ii. The study conclude that lack of training of school counsellors in guidance and counseling services planning needs assessment and evaluation to improve services delivery.
- iii. The study concluded that negative attitudes towards the guidance and counseling services by teachers, students and parents have been found to affect the provision and effectiveness of guidance and counseling services in secondary school. This is due to lack of appreciation for the contributions school counselors make in schools.
- iv. The conclude that high workload worth non guidance and counseling duties such as administration and clerical work hinders provision of guidance and counseling service in Starehe secondary schools in Starehe district . This had been due to high workload in schools leaves many teacher counselors with little time to focus of school counseling programs and provision of guidance and counseling.

5.4 Recommendation

The study recommend that guidance and counseling resources should be availed to enhance provision of the school guidance and counseling to student effectively and efficiently.

This would go a long way in alleviating the lack of training in school provision of guidance and counseling being experienced in the county. Once these institutions produce a number of qualified personnel, the school counsellors-student ratio that is too high at the moment would be reduced. The increased number of school counsellors would

probably reduce each counselor's teaching duties and focus only on provision of school guidance and counseling services.

Schools should sensitize the students on the importance of guidance and counseling services in the management of student discipline. Effective guidance and counseling services and programs should be put in place as essential part of schools by the school administrators to promote student discipline. Leadership in provision of guidance and counseling should be provided by trained counselors in every school. It should be their duty to co-ordinate efforts of several teachers and students in schools who assist in group and individual counseling.

The school administrators should solicit active co-operation of guidance and counseling teachers and students interested in guidance and counseling. School administrators should make arrangements to enlist the support of the parents by introducing them to the idea of guidance and counseling. This is because no guidance and counseling service provision can function successfully in a school unless parents are supportive. School administrators should provide guidance and counseling programs in school timetables as well as in the school budgets.

The study recommend that guidance and counseling teacher should be relieved off administration and clerical and other non-guidance and counseling services to enable them provide guidance and counseling services which include arranging for experts to deliver talks, filling up the cumulative record cards, providing individual guidance to students and career information.

5.5 Recommendation for Further Study

The study investigated the factors influencing provision of guidance and counseling service among the students in secondary school in, Starehe District. A further study should be conducted to establish factor that affect provision of guidance and counseling service

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APPENDICES

Appendix I :The Introduction Letter

Grace Gitonga
College of ducation and External Studies
P.Obox 92
Kikuyu
Date

To
The principal
.....Secondary School
P.Obox
Kikuyu

RE: PERMMISSION TO COLLECT DATA

I am a student at the School of Education , University of Nairobi . I am currently undertaking my research project entitled, “Factor Influencing Provision Of Effective Guidance And Counseling Services In Secondary Schools In Starehe District, Nairobi County ”. I have attached a questionnaire for gathering the data which will be very useful in this research.

Your school have been selected to participate in the study . I request you to answer the questionnaire hence facilitating the collection of the crucial and credible data. Please note that the information sought is purely for academic purpose and will be treated with utmost confidentiality.

I look forward to your co-operation.

Yours faithfully

Grace Gitonga

Student

9. Indicate the extent to which the following indiscipline cases have been occurring in your school despite guiding and counseling of student in your school? (1=No Extent, 2=Less Extent, 3 =Moderately Extent, 4= Great Extent and 5= Very Great Extent)

Statements	1	2	3	4	5
Truancy					
Stealing of other student properties such as shirts, pens					
Alcoholism					
Bullying					
Failure to complete Assignment					
Failure to Attend Classes					

Any other, kindly Specify.....

10. To what extent has the following factors affected provision of guiding and counseling service in your school (1=No Extent, 2=Less Extent, 3 =Moderately Extent, 4= Great Extent and 5= Very Great Extent)

Statements	1	2	3	4	5
Increasingly Diverse Student Populations					
Increasing Reliance on Technology					
Insufficient Guiding and counseling resources in schools					
Lack of training on Guidance and Counseling					
attitudes towards guiding and counseling in school					

Any other, kindly specify.....

11. Kindly indicate whether guiding and counseling services have been effective in promoting discipline among student in your school?

.....

12. Indicate how adequate the guiding and counseling resources are in your school (1=None, 2=Less adequate, 3= moderately adequate, 4= Adequate)

	1	2	3	4
Offices allocated for guidance and Counseling services				
Office Furniture Adequate				
Films and Videos Adequate				
Books and Magazines Adequate				
ICT Facilities Adequate				
Confidentiality required of guidance and counseling				
Number of service providers				

Any other, kindly

Specify

13. To what extent does Qualifications and experience of the counseling service provider's affects provision of guiding and counseling in promoting discipline among student in your school?

- i. Very Great Extent [] Great Extent []
- ii. Moderate Extent [] Less extent []
- iii. No Extent []

Give reason for your answer.....

14. Indicate how provision of guiding and counseling services has been effective in your school (1=None, 2=Less effective, 3= moderately effective e, 4= effective, 5= very effective)

	1	2	3	4
Student becoming interested in learning				
Setting academic goals with realistic chances of success				
Develop study skill habits				
Student manage their time properly				
Attending lessons regularly				
asks questions during lesson when necessary				
Doing their assignments				

15. Indicate how effective the provision of guiding and counseling has been in your school in the following areas social aspect towards promoting discipline among students (1=None, Less effective, 3= moderately effective e, 4= effective, 5= very effective)

	1	2	3	4
Respect for other and administration				
Respect other people's Property				
Choose friends wisely				
Relate with other students				
Handle conflict with other students				
Manage peer pressure				
Know the effects of drug abuse				

.....

16. How effective has the provision of guiding and counseling services reduce drugs usage and other indiscipline case?

- i. Very effective []
- ii. Effective []
- iii. Moderately Effective []
- iv. Less effective []
- v. Not effective at all []

Give reasons for your answer

.....

Appendix II: Questionnaire for the Students

Instructions to respondents:

Fill the blank spaces provided where necessary. Where alternative responses have been given, put a tick in the space provided next to the appropriate answer.

Section A: Background Information

1. How old are you?

2. Kindly indicate your gender

ii. Male []

(ii)Female []

MAIN ISSUES

3. Does your school have guiding and counseling programmes to promote discipline among student in your school?

Yes []

No []

Give reasons for your

answer.....

4. Which of the following areas have you been counseled on in your school

i. Academic ()

ii. Discipline ()

iii. Social ()

iv. Personal ()

Any other specify.....

5. How important has the counseling services you received in improving your behaviours?

Very Important []

Important []

Moderately important []

Not important []

Give reasons

6. Which of the following indiscipline cases have been occurring in your school despite provision of guiding and counseling services to student in your school?

i. Truancy ()

ii. Stealing of other student properties such as shirts, pens ()

- iii. Drug abuse ()
- iv. Alcoholism ()
- v. Bullying ()
- vi. Failure to complete Assignment ()
- vii. Failure to Attend Classes ()
- viii. Spiritual ()
- ix. Failure to perform duties such as sweeting ()
- x. Lateness in coming to school, attending preps No ()

Any other, kindly Specify.....

7. To what extent has the following factors affected provision of effective guiding and counseling services in your school (1=No Extent,2= Less Extent, 3 =Moderately Extent, 4= Great Extent and 5= Very Great Extent)

	1	2	3	4	5
Increasingly Diverse Student Populations					
Increasing Reliance on Technology					
Insufficient Guiding and counseling resources in schools					
Lack of training on Guidance and Counseling					
Negative attitudes towards guiding and counseling in school					

Any other, kindly specify.....

8. How effective has guidance and counseling promoted discipline among student in your school?

- i. Very effective []
- ii. Effective []
- iii. Moderately Effective []
- iv. Less effective []
- v. Not effective at all []

Give reasons for your answer

.....

9. Indicate how adequate the guiding and counseling resources in your school (1=None, 2=Less adequate, 3= moderately adequate, 4= Adequate)

	1	2	3	4
Offices allocated for guidance and Counseling services				
Office Furniture				
Films and Videos				
Books and Magazines				
ICT Facilities				

Confidentiality required of guidance and counseling				
Number of service providers				

Any other, kindly Specify.....

10. How do you rate your guidance and counseling teacher who offer counseling service among student in your school?

- i. Excellent []
- ii. Very Good []
- iii. Fair []
- iv. Poor []
- v. Very Poor []

Give reasons for your Answer.....

11. Indicate how provision of guiding and counseling services has been in your school (1=None, 2=Less effective, 3= moderately effective e, 4= effective, 5= very effective)

	1	2	3	4
Student becoming interested in learning				
Setting academic goals with realistic chances of success				
Develop study skill habits				
Student manage their time properly				
Attending lessons regularly				
asks questions during lesson when necessary				
Doing their assignments				

12. Indicate how effective the guiding and counseling has been your school in the following areas social aspect towards promoting discipline among students (1=None, Less effective, 3= moderately effective e, 4= effective, 5= very effective)

	1	2	3	4
Respect for other and administration				
Respect other people's Property				
Choose friends wisely				
Relate with other students				
Handle conflict with other students				
Manage peer pressure				
Know the effects of drug abuse				

Appendix 111; Interview Schedule for Head Teachers Teacher

1. Level of professional qualification First Degree () Masters () P.HD ()
2. What guidance and counseling services are provided to students in your schools? Identify them.
3. Who are the most regular clients (students) in your office? Male/Female students? Give reasons for any gender differences in their development of academic, social and personal competencies.
4. Do your school have adequate guidance and counseling resources (physical facilities? and human resources?)
5. Do you have full time counselors in your school? Comment on the programme (Training, consultation, referral, supervision, among others)
6. What indiscipline cases have been occurring in your school?
7. In your opinion, has guiding and counseling promoted discipline among students in your school
8. Have you had any complaints from the students about the guidance and counseling services offered to them?
9. What major weaknesses affected provision of guidance and counseling services in schools?
10. Give suggestions on how to improve guidance and counseling services provision in schools in your school?

11. Appendix 111: Interview Schedule For District Education Officer

Section I: Bio – Data

1. Level of professional qualification First Degree () Masters () P.HD ()
2. What issues of counseling students in school in your area receive? Identify them.
3. Do you have adequate guidance and counseling resources (physical facilities? and human resources in schools in your area?)
4. Do you have full time counselors in your schools? Comment on the programme
5. (Training, consultation, referral, supervision, among others)
6. What indiscipline cases have been occurring in schools in your district?.
7. Do students improve their discipline level after guiding and counseling? Explain your answer.
8. Have you had any complaints from the students about the guidance and counseling services offered to them?
9. What major weaknesses affected provision of guidance and counseling services in schools in your district?
10. Give suggestions on how to improve guidance and counseling services provision in schools in your district?