

**UNIVERSITY OF NAIROBI
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**

**THE ROLE OF EFFECTIVE GUIDANCE AND COUNSELLING IN CURBING
STUDENTS UNREST IN SECONDARY SCHOOLS: A CASE STUDY OF
KANGUNDO SUB-COUNTY, MACHAKOS COUNTY, KENYA**

BY

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DECLARATION

This research project is my original work and to the best of my knowledge has not been presented to any other university or institution of higher learning for examination.

Mboya Tabitha Ngii

Signature.....Date.....

Supervisor

This research has been submitted for examination with my approval as the University supervisor.

Prof. E.K Mburugu

Signature.....Date.....

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DEDICATION

This project is dedicated to my Husband Mboya, Daughter Esther Mutheu and my Son Joel Mumo for their support and tolerance throughout the preparation of this Project.

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ABSTRACT

The Government of Kenya in 1992 through its national policy on education highlighted the need for guidance and counseling services in Kenya's educational system to address the young people's apparent lack of awareness concerning skills on how to deal with some social problems. This called for the training of teachers in the field of guidance and counseling (Republic of Kenya, 1997). This study calls for an evaluation on follow-up of what has transpired in our schools since then, for reports of rampant students' riot and property destruction have continued to feature up to this moment. The study was guided by the following objectives; nature of counseling interventions administered in schools, Attitudes of students towards guidance and counseling, Effects of guidance and counseling in reducing students riots and Factors that hinder effective guidance and counseling.

The study employed descriptive research design. Both primary and secondary data was collected. The study targeted 26 schools, 26 secondary school principals, 26 teacher-counselors and 7,510 students. The sample size was 12 schools, 12 school heads, 12 teacher-counselors in charge of G&C departments and 96 students. Stratified random sampling and proportional allocation methods were used to sample and identify the number of schools in different stratum. Systematic random sampling method was used to sample the students involved in the study. Key informants were purposely sampled. Structured questionnaire with both open and closed questions was the main instrument of data collection. Interview guide was used to administer interviews for key informants.

The study findings reveal that most schools are offering more of group and entire school forms of G&C than individual counseling which is more superior. The study found that attitudes of students towards G&C are still negative. Findings on effects of G&C in reducing students' unrests indicate that school riots are declining as more schools put emphasis on G&C interventions. Most students concurred that G&C has helped them resolve most of the problems they face hence contributed to a positive behavior change. The study also found that there are many hindrances to effective G&C such as teacher-counselors lack relevant training in counseling, high teaching work load and lack of financial support among others.

The study concludes that the remaining levels of unrests in schools are attributable to the remaining unresolved students' problems that have not been addressed through group and entire school forms of counseling. The study recommends that; schools should enhance individual counseling which is more superior, specific efforts be made to particularly improve attitudes of students towards G&C, G&C interventions be tailored to address emerging family issues and stress management among students and finally, government to work towards reducing syllabus load.

CHAPTER ONE: INTRODUCTION

1.1 Background

Secondary schools have the extraordinary difficult task of educating today's youth who will someday be responsible for political, economic and cultural well-being of the nation. Ideally, contentions teacher and dedicated school administration provide students with essential social and intellectual skills. With the government ban of corporal punishment in 2001 as a strategy for managing indiscipline in schools, schools administration are left with the option of suspension, expulsion and manual work but with the emphasis on guiding and counseling the victim.

Guiding is more of directing, teaching and coaching. For example a tour guide is someone who directs, instructs, informs and teaches. He/she should have gone through that path many times to research and has taken time to research and familiarize with the place. A tour guide instills confidence and where need be holds one's hand; when one is hurt, he gives first aid. Counseling on the other hand is cultural. Culturally an older, more knowledgeable person, not only listened to client but he/she corrected and trained through proverbs, wise saying, folk tales and some songs and dances. Guidance and counseling has existed in one form or another since the very beginning of human civilization. People sought comfort and solace from family and close association. However, it is only in the recent past that Counseling has emerged as a component of educational system which has deep roots in the values of individual freedom, rights, dignity and worth as a human being (Narayama, 2002:2)

Guidance and counseling are two terms which are generally used interchangeably though

they are different in meaning. Guidance is defined by Narayana, 2002:34 as “the assistance given to an individual in making intelligent choices and adjustment” It is concerned with promoting the civilization of one’s own potential. In other words, it helps people to solve problems, it does not solve problems. Counseling is defined by Gustard (1953) as “a learning oriented process, carried on in a simple, one to one social environment in which the counselor, professionally competent in relevant psychological skills and knowledge, seeks to assist the client by methods appropriate to the latter’s needs within the correct context of the total personnel programme, to learn how to put such understanding into effect in relation to more clearly perceived realistically defined goals to the end that the client may become a happier and more productive member of the society”.

Guidance and counseling movement had its origin in Europe and the U.S.A in the 19th century but did not gather momentum until the beginning of the 20th century. The Pioneers, one of whom was Frank Parsons of Boston U.S.A concentrated on the provision of occupational information in the period between 1905 and 1909.

Later there was a move towards the use of most objective methods. Guidance in traditional African society involved educating the youth about the tradition and cultures of the community. This was done from generation to generation by the elders. The objective of the guidance was to mould the individual in such a way that he/she fitted in the society as a responsible member of the community (Mutie 1999:9).

Guidance in schools in Africa is a relatively new concept. Due to economic and social

changes which in turn have resulted in the weakening of the structures of the traditional society, boys and girls in schools need to be fully guided regarding the relationship between health and the environment, life-learning skills, the knowledge and attitudes that lead to success or failure in life, for instance different vocational avenues, understanding the requirement, demands, limitations and prospects of vocational development (Narayana, 2002). In Kenya guidance is becoming increasingly important because the country is faced with many new problems requiring special psychological or social service which are peripheral to education (Mutie and Ndambuki 1999:11). The students in our Kenyan schools have not been exceptional. The Kenyan youth in our contemporary society are facing major immerging issues like HIV / AIDS, poverty, child abuse, I internally displaced people due to tribal clashes and a lot of malpractice in counseling.

Counseling assists in opening educational and vocational opportunities to students. It helps them acquire the right values and attitudes that will make them productive and useful citizen. It will also help them acquire self-esteem, a sense of identity, values and beliefs that can guide their behaviour and form their characters. Lack of effective or proper guidance and counseling in schools may hinder students from discovering themselves, their potential and interest. Some students may go to school, and leave without any idea of the kind of jobs upon their “blink” future. Therefore, young people need guidance and counseling than ever before, for they are living in a considerably more complex world than it was ten years ago (Makinde, 1984:177).

In schools, if the collaboration between teachers and students is good, students learn in a

practical way. Young people develop degrees of freedom in their lives as they become aware of options and take advantage of them. At it's best, counseling should enable people to throw off chains and manage life situations effectively (UNESCO, 2000:10). The term counseling is used in a number of ways. For instance, counseling may be viewed as a series of definite direct contacts between a counselor and client aimed at offering the client assistance in adjusting effectively to himself / herself and the environment, as a series of intentions or as a psychological process in terms of its goals (June, 200:3-4). The counselor must therefore go beyond mere interest in the subject and equip himself/herself with the relevant knowledge because counseling deals with complex domain of human behavior.

School heads many of whom lack leadership qualities do not make matters any easier. They often do not provide for good communication and more often than not students are left out in major decision which affects them, such as subject selection and making school rules. As a result, the students feel alienated and oppressed. They therefore find it hard to identify positively with the school rules or the prefects and this causes stress and conflicts (Ndiragu, 2000:42)

1.2 Problem Statement

The Government of Kenya in 1992 through its national policy on education highlighted the need for guidance and counseling services in Kenya's educational system to address the young people's apparent lack of awareness concerning potential career choices and skills on how to deal with some social problems. This called for the training of teachers in the field of guidance and counseling (Republic of Kenya, 1997). This study calls for an

evaluation on follow-up of what has transpired in our schools since then, for reports of rampant students' riot and property destruction have continued to feature up to this moment. There seems to be a real social problem and this study actually seeks to find out the cause of this predicament, if it has to do with lack of adequate training among the teacher counselor or limitations put forward by the school administration or the laxity of the parents, the students deviance, or poor governance.

The education Minister Professor Sam Ongeru directed that all schools set up counseling departments which will give students an opportunity to freely share their concerns with the teachers for counseling. He further continued to explain "these will not have the usual one or two teachers for counseling. We will have all teachers taken for in-service training to act as counselors: for there has to be mandatory counseling, he said" (Daily Nation: Wednesday, August 20th 2008 p.4)

Secondary school students are normally at the adolescent stage. Their problems arise out of the adolescent's total interaction with environment such as educational, social, cultural, economic and religious interaction. Failure to provide solution may lead to indecision, uncertainty, ambiguity, conflict, instability, unpredictability leading to delinquency, alcoholism, career muddle and hindered heterosexuality. Therefore effective guidance and counseling should be welcome to help find solutions to many problems of adolescent (Makinde 1984:9). Unless proper guidance is given to adolescents when their needs arise, they become frustrated and unwilling to cooperate. They seek all sorts of adjustments mechanism such as aggression, compensation, identification, rationalization,

negativism, and withdrawal among others. (Millan 1978:10)

‘‘Last month alone (July 2008) 30 secondary schools were hit by unrest that saw students disrupt learning besides destroying property worth millions of shillings. In Kilifi 337 students of Sokoke Secondary School were send home, Baptist High school 360, Gathunguru Girls 403 and in Laikipia property worth 500,000 went up in smoke’’ (Daily Nation, July Thursday17,2008)

Nyamu (2008), did some work on stress causing problem among public secondary schools students and the challenges faced by the teacher counselors in secondary schools. However, this still leaves a gap on the relevance of effectiveness counseling’ and the strategies laid down by the teacher counselor to ensure a peaceful learning environment in our schools.

Most of the students want to communicate with people who can help them. In schools, students are advised to seek help from the teacher counselor. However the work of a teacher counselor in our present education system is very challenging. Ndirangu, (2000:121) observes that ‘‘...in fact its not the case of the schools alone but in a society as a culture which has a scanty, almost not-existent service in a monumental ocean of need for counseling’’. There is therefore need to examine the relevance of effective guidance and counseling, the forms of guidance and counseling, ascertain attitudes of students, and the factors that hinder effective guidance and counseling in secondary schools of Kangundo sub county.

Available studies on problems with negative impact on the secondary schools students

such as (Nkinyangi, 1981, and Wangui, 2001) do not show, the relevance of effective modes of guidance and counseling and their impact on students behavior. On the other hand, the general assumption in Kenyan Secondary schools is that any teacher can be assigned without benefit of training in the particular field.

Often, teachers feel a sense of despair when they have to repeatedly deal with an indiscipline student who in most cases tend to follow a similar pattern of repeating a mistake even after being punished over and over again.

In some cases, teachers go to the extent of expelling such students, often supposedly after exhausting all avenues of correction. At times this can cause school unrest, hence, the researcher hopes to explore how effective counseling can control these riots. Such drastic action is normally taken with the conviction that the students' maladjusted behavior is out of sheer reckless and rebellion (Gitoga Teachers Image 2007: Vol 13:43)

Kangundo sub-county is more of a peri-urban, since many commuters to Nairobi live along Kangundo. This is due to employment, road and transport availability as well as water and electricity proximity.

1.3 Research Questions

The research questions were;

- i. What counseling interventions services are given to students in secondary schools?
- ii. What are the attitudes of students towards Guidance and Counseling in Kangundo secondary schools?

- iii. To what extent has Guidance and Counseling contributed to behavior change and reduced levels of student riots in Kangundo secondary schools?
- iv. What factors have hindered effective counseling in creation of a peaceful atmosphere in Kangundo secondary schools?

1.4 Objectives of the Study

1.4.1 General objective

The general objective of the study was to explore the relevance of counseling in curbing unrest in Kenyan public schools. A case study was drawn from Kangundo sub-county, Machakos County.

1.4.2 Specific objectives

The specific objectives of this study were;

- i. To identify the nature of counseling interventions offered in secondary schools.
- ii. To ascertain attitudes of students in Kangundo Secondary schools towards guidance and counseling.
- iii. To examine the effect of guidance and counseling on behavior change leading to reduced school riots in secondary schools in Kangundo sub-county.
- iv. To explain the factors that hinder effective guidance and counseling for creation of a peaceful atmosphere in secondary schools.

1.5 Justification of the Study

The importance of guidance and counseling in school cannot be over emphasized. It helps the students to discover their potential interests, make academic choices, have a conducive environment in school, exercise health teacher-student, student-student

interaction, while others move from job to job in an attempt to discover jobs that are to their abilities (Mutie and Ndambuki, 1999). The findings of the study will add more knowledge to the existing literature on guidance and counseling in Secondary schools, which seem to be designed along the counseling process, qualities of a counselor and the major areas of counseling. The study hopes to provide practical insight and analysis on attracting more students for guidance and counseling.

The Ministry of Education, Science and Technolog which has raised concern in this particular policy due to escalating students' unrest can also use the finding for policy recommendation. The researcher of this study attempted to establish whether effective counseling has a role to play in curbing riots in our Kenya youth in schools and creating a conducive interactive atmosphere where the leaver's educational goals can be well achieved.

The importance of guidance and counseling in schools cannot be over emphasized. It helps the student to discover their potential interests, make academic choices, and have a health teacher – student, student-student interaction while others move from job to job in an attempt to discover jobs that are suited for their abilities (Mutie and Ndambuki 1999: viii). The findings of this study will add more knowledge to the existing literature on guidance and counseling in secondary schools, which seem to be designed along the counseling process, qualities of a counselor and the major areas of counseling. The study comes to provide practical insight and analysis on attracting more students for guidance and counseling.

The Ministry of Education, Science and Technology which has raised a major concern in this particular policy due to escalating student unrest can also use the finding for policy recommendation. The researcher of this study will attempt to establish the relevance of effective counseling in curbing riots in Kenyan secondary schools. This will in turn create a conducive and interactive atmosphere where the secondary school learners can have their goals achieved.

From the many studies done in the field of guidance and counseling in public secondary schools; none has explored the relevance of guidance in relation to school riots or strikes in public secondary schools. The whole of 2008, public secondary schools were subjected to serious unrest and riots. Most of the various studies have focused on the attitudes of teachers, attitudes of the administration towards guidance and counseling, the general problems facing the students and the challenges of the teacher counselor in public secondary schools. Guidance and counseling for specific intervention, for instance schools strike and riots have not yet been researched on.

This study will be an eye opener to the Ministry of Education, Science and Technology, teachers, parents, schools' boards of managements and other stakeholders that effective guidance and counseling intervention can lead to controlled student unrest in public secondary schools. This means that the study would seek to establish the relevance of effective guidance and counseling in controlling students' unrest in secondary schools.

The findings of this study will also be useful in providing information to the personnel

involved in making decisions and formulating educational policies such as the permanent secretaries in the Ministry of Education, Science and Technology (MOEST) and Director of Education. Other stake holders such as the church and administrators will also find the value of guidance and counseling in ascertaining a peaceful learning atmosphere in public secondary schools.

The study will also shed some light on the MOEST by reviewing the Basic Education Act, 2013 which has failed to empower the teacher counselor to assess the effectiveness of counseling on student strikes and other related problems such as; peer pressure, drug abuse, emotional stress, lack of parental care, over expectation or pressure from parents and teachers and sexual deviance.

1.6 Scope of the Study

The study was carried out in Kangundo sub-county in Machakos County. The study covered the role of effective counseling in schools and how it can combat riots and create enabling, peaceful environment to facilitate healthy interaction, educational goal attainment, fostering a healthy dialogue between students, administrators, parents and the school community. The study tried to show how ineffective guidance and counseling can on the other hand lead to school riots or unrest among the Kenyan students.

1.7 Limitations of the study

In the course of the study, the researcher faced some challenges. First, some key informants like the school heads, were mostly unavailable or did not have enough time for in-depth interviews due to their double role as teachers and school administrators.

This affected the scheduled days for field work because the interviews were to be conducted at all cost. Other school heads were observed to be overworked and fatigued and this affected the quality of their responses.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 The concept of guidance and counseling

Guidance is used synonymously with the term counseling but they have different meaning. Guidance is basically that they have different meaning .Guidance is basically that assistance that is given to on individual through education and interpretation procedure in order to make intelligent choice and adjustment. Guidance is not in any way an imposition of one's point of view upon another neither is it making decision for individual which he/she may be asked to make for himself. Further guidance is the persistent made by competent councilors to an individual of any age in order to develop his own point of view and make his own decisions (Narayana, 2002; 3a)

Counseling as Were (2003) observe can be defined as a “process, development in nature, by which an individual in assisted to understand, accept and utilize his/her abilities aptitudes and interests. Mutie and Ndambuki(1999 -112-113) define counseling as a programme of service to individual based upon the need of each individual, and understanding of his/her immediate environment the influence of environment factors on the individual and unique features of each. The essential function of guidance is to make the individual capacities and the available environmental resources.

Guidance has basic respect for the counselee (unconditional self-regard) and views the help he provides as enhancing the counselee's freedom of device responsibility and commitment to his choice. As Narayana (2002; 3s) points out “guidance helps individual

to help themselves” Mwajefa (2008) maintained that the purpose of a helping profession is to enhance the personal development and the psychological growth towards a socialized maturity of the client hence, according to Kimani (2009), the four guidance services most frequently found in secondary schools include:-

- i. Oriental/adaptive services
- ii. Appraisal /inventory services
- iii. Information/descriptive services
- iv. Planning and placement services

Guidance and counseling can therefore be said to be primarily designed to help each individual adjust to his/her environment and develop the ability to set realistic goals and inform decisions for him/her. The counselor in this case deals with the personal background of the individual in order to help them understand the internal world of the individual. This will intern help them understand the internal world within him/her (Glasser, 2005). The goal of counseling is to effect change in behavior, which in turn will help the client to live a more productive and self-satisfying life (Korir, 2008), observe that, “counseling will prevent frustration, restore self-understanding and educate on tasks necessary for good adolescent growth”, hence reducing stress and the spirit of violence in our Kenyan schools.

In Kenya, although the ministry of education took over counseling from the ministry of labour in 1971, the implementation of his programme has so far been wanting. Guidance in secondary schools is very important since the students are at the critical period of

adolescence which brings with it a lot of problem which needs to be met and resolved with understanding. The student at the secondary school stage, have to make academic choices that ultimately determine their vocational future. accordingly to Otieno (2004), the teachers are only concerned with helping form four students to fill career form and very little evidence of interest in form one, two and three is observed. Since the introduction of counseling programmes in schools, one wonders how effective they have been if the implementation is haphazard and the emphasis shown only in the final year of school with respect to career choices only. There is also need to help young boys and girls deal with problems of growing up (as they are sexuality mature).so even as counseling is so much talked about in our school, it may must be as theory in most schools.

The guidance counselors' relationship with secondary school students must display warmth understanding and friendliness by which a bond of confidence and trust can be built between him/her and the students. This it is possible to inculcate in them the desirable altitude, interest and goals. Adolescence is a period of choice making which at time can be quite turbulent and dynamic, and guidance is the systematic effort to help improve the quality of choices (Narayana, 2002; 20s) This study will thus try to find out the level at which effective counseling programme for a peaceful and harmonious atmosphere in secondary schools can be offered to address students problems.

The term counseling has many definitions by different authors. Smith (1955; 50) defines counseling as a process in which the counselor assists the counselor to make

interpretations of facts relating to choice plan of adjustment which he needs to make. Bio Cher (1966; 5) explain of it as “helping an individual become aware of himself and the ways in which he is reacting in reality to the behavioral influence of his environment. Gustad (1953) defines counseling as, “ a learning oriented process carried on a simple one –to-one social environment in which the counselor , professionally competent in relevant psychological skills and knowledge seeks to assist the clients by methods appropriate to the latter’s needs that the client may become happier and more productive member of society”. thus, counseling is a process which bring about sequential changes over a period of time and also the counselor-counselee relationship is not casual, matter of fact and business like but it is characterized by warmth, responsiveness and understanding.

Counseling is a service designed to help an individual analyze himself relating his capabilities, achievements, interests and mode of adjustments to what new decisions he has made on has to make (Makinde, 1984;44) Rogers (1962;461) refers to counseling as a series of direct contacts until the individual which aims to offer assistance in changing attitudes and behavior. Rogers further writes that “effective counseling consists of definitely structured, permissive relationship which allows the client to gain an understanding of himself to a degree which enables him to take positive steps in the light of new orientation. Arbuckle (1970:9) says that the broad objective of counseling is to help the individual to clear away the entangling and hampering tentacles so that he can be what he really is and contribute more both to self and his fellows. Mwajefa (2008), summarizing the definitions of counseling points that counseling is an interactive process

of joining the counselee who is vulnerable and who needs assistance and the counselor who is trained and educated to give this assistance the goal of which is to help the counselors learn to deal more effectively with himself and the reality of his of environment.

In a nut shell, the concept of guidance and counseling go hand in hand by complementing each other .One can argue with Miller and Makinde (1984:49) who said that counseling represents only one of the services to be found in a guidance programme .Guidance is really the body of psychotherapy while counseling is the soul of heart without which a self-understanding person cannot be produced.

Counseling service is the brain and heart of the guidance programme .It helps an individual achieve the self understanding and self-direction necessary to make the maximum adjustment at school.

2.2 Historical Development of Counseling

The beginning of counseling movement was established through establishing the first psychological clinic in 1896.Jassy Davis is the first one to use the term counseling. He further went on to set up an educational career at Detroit in 1898.The period between 1830-1900 was the time the first psychological lab was established at Lapsing by Wardt Wellhaim in 1898. The period between1900-1930 saw the First World War. Several events necessitated the disruption of the industrial revolution, depression, rehabilitation of war veterans, people were disrupted from their normal occupations and this contributed to immense counseling. In the period between 1931-1940, suitable tools and techniques to provide guidance and counseling to those in need were implemented.

Psychometric movement came up with fascinating tests of mental altitudes and abilities, interests, altitudes, behavior IQ tests etc. The period between Second World War and after led to a major breakthrough in counseling and therefore counseling established itself as a profession through the publication of counseling and psychotherapy by Karl Rogers in 1942. Later on American psychologists introduced certification and profession.

The group counselors uses techniques as well as structure exercises and this is suited mostly to the adolescent because it gives them a place to express conflicting feeling ,explore self doubt and share concern with peers. Thus benefits from each other since it gives them a chance to be instruments in one another's growth, as they can help one another on the road towards self-understanding and self-acceptance. The reality therapy has been effectively applied to a wide variety of clinical issues, school discipline and motivation (Glassier 1990), self esteem, sexual offenders, rape extra. Freud consistently asserted that compassionate neutrality and although alternative, accepting and non-judgmental the analyst is a neutral observer of the therapeutic process intervening only occasionally to offer interpretation of client's past experiences.

2.3 Factors that hinder/motivate students from seeking guidance and counseling

The secondary school years for the students are marked with early adolescence and post – puberty emotional problems. They have their individualism ideas, interests and emotions which they are keen to express and look forward to proper recognition and encouragement. In this adolescent stage, there is tremendous all round development in adolescents. Thus students can be motivated by a counselor who shows them warmth understanding and friendliness by which their confident and trust is won (Narayana 2002;

20s). The students actively need a listener with broader experience than their own to whom they can recount their difficulties and from whom they may get suggestions regarding their proposed plan for action (Mutie and Ndambuki; 1999; 110)

Students may be motivated/hindered from seeking guidance and counseling services depending on the prior counseling experience. Those who may have had good past experience in counseling process positively. It is likely that they will think of counseling whenever they will face personal difficulties as they anticipate that counseling will be beneficial the next time they visit a counselor. On the other hand if the student had a poor prior counseling experience, he will develop negative attitudes towards it. He may develop fear and he will be extremely cautious and defensive. (McKinney 1958; 24)

Fear of others such as the family, peers, society in general and if the setting is in school, what other staff members think of counseling and the person who consult a counselor may be a hindrance. The fear may derive from some basic attitudes the students himself has learned from the significant persons in his environment. He may fear what will happen to him as a consequence of the experience. Fearful hostile individuals create a barrier to effective counseling. (Johsonton and Vesterman 1970; 10010).

Delayed changes in behavior may also be a hindrance. Counseling is expected to bring about changes in attitudes, in thinking, in outlook, in understanding, behavior etc, and the changes may not come immediately. This can cause students frustrations and may exhibit development in the desired direction (Tyler, 1969; 170)

The following are the basic skills of counseling that the counselor should apply for any

effective counseling process:- (Otieno, 2004; Kimani, 2009; Were,2003).

2.3.1 Attention to what the client is saying

The counselor need not to be distracted and should also avoid subtle verbal and non-verbal expressions of disapproval of judgment even if what the client is saying is seemingly offensive. Listening process of simple concept to grasp yet is surprising how people fail to listen to one another. Active listening seeks to establish rapport and trust bridges difference. The counselor uses both eyes and ears to detect messages that come from the clients' tone of voice, posture, gesture and facial expressions. The client sometimes reflects on feelings they have expressed or ideas and in such a case silence is expected from the client.

2.3.2 Paraphrasing

It involves drawing out the important content from the client. The counselor has to listen and pick out the most important details. Paraphrasing brings about the clarification of the information that both the client and the counselor has understood that concerns the client.

2.3.3 Confrontation

Wrong attitudes and resistance must be confronted, but ensuring that the challenges are based on what the client has said. Unrealistic goals set by the counselee should be confronted for instance, a person who wants to be a pilot but has no skills or the performance in school is below average in the related subjects. Confrontation however does not involve threats or ultimatums but is meant to make clients understand behavior better.

2.3.4 Self-disclosure

This involves the ability of the counselor to constructively share some of his or her own experience, behavior and feelings to the client. Personal experience in self disclosure acts as an encouragement especially in cases of drug-addiction. It makes a counselor be down to faith and honest person, but this should be done well to avoid frightening the client.

2.3.5 Probing

This is pushing the client to talk more about themselves through questioning and making requested statements by the counselor e.g. explain to me what you mean by saying that you hate your math's teacher

2.3.6 Genuineness /congruence

This means being real/sincere. It helps to establish an effective relationship between the counselor and the counselee. The counselor has to portray virtues of honesty and integrity. The counselor needs to be aware of his/her weakness, feelings/thoughts and physical appearance and appreciate himself/herself. The counselor should admit what he/she cannot do and refer the client; he should not assume a superhuman state.

2.3.7 Positive regard (unconditional positive regard)

Effective counselors needs to communicate to their clients that they care, and another person's problems, feeling or confusion do not affect his dignity and worth. The clients should be made to understand that the one who seeks advice is the one that matters. Thus the counselor should express a warm, positive, acceptance attitude towards the clients.

2.3.8 Accurate, emphasis and understanding

This involves feeling with client being continually selective as to his own feelings, values, beliefs, issues conflicts and halts and being able to communicate them in words of gestures.

2.3.9 Confidentiality

Whatever transpires in any counseling session should not be discussed with other parties unless the clients give his explicit permission in writing. A client becomes more free and willing to share or open up when he has the servitude that the counselor is trustworthy. The counselor must bear in mind that all the time the clients trust them and they must not themselves mistrust the client nor give any reason to mistrust them. It is the duty of the counselor to guard the client's secrets and see that no harm comes to them. However, at certain circumstance may reveal the secrets hence break the confidence such as a student who is planning to burn the school or organize a strike.

2.3.10 Patience/availability/flexibility/commitment

If a counselor is in a hurry the client feels rushed. A counselor helping a stammering client may resort to finishing sentence for the client, if he has little patience but an effective counselor will feel at home with the client and encourage the stammerer to build confidence in him. A counselor should also be reachable in all categories of availability physically and mentally. There should be a notice to show wherever and when they shall be available. Flexibility involves scheduling clients of making ourselves available when needed as well as being prompt to act when called for. Such a situation may arise when a client declares he feels suicidal or threatens another person life, for sure it would be

unthinkable and disastrous in such a case for a counselor not to respond, counselor need also be committed in the duties because in Kenyan school counselors are regular teachers with full teaching load and with no extra live allocated to them on the master time table.

2.3.11 Emotional stability

Effective counselors need to be emotionally stable in their dealing with the clients. Counselors need to weigh their emotions and act appropriately to given situations. For instance a counselor should not just cry because the client is crying. In effective counseling one should not be swayed by emotions because one can fall a victim of some relationship, such as where a male counselor falls head over heels in love with female clients and vice versa.

2.3.12 Readiness to consult, research and summarization.

Effective counseling should be able to refer their clients to other counselors who are specialized in certain areas. Some may view this as referral as a sign of inadequacy, but it is a great deal of competency to be able to identify issues that need to be referred. On the other hand, it will be unethical to take on a case one knows he cannot handle for example a client may need medical on legal attention. In summarization this pulls the thread together so that the gain can see the whole picture and gain greater understanding of the whole session. It helps the client to be aware and confirm whether what has been summarized and what they said and meant. K .Gitau and G.M Lule (200:10) this study will seek to highlight whether this counseling skills are being appropriately used in schools to ensure effective counseling and reduce the cover of school riots.

2:4 Counseling theories

Counseling and psychotherapy are concerned with behavior change. They involve application of the principle of learning or learning theories. Counselors adopt different types of clients in different kinds of situations (Nayarama 2002:101).

According to Jones (1995), a theory is unsubstantiated hypothesis on speculation concerning reality which is not yet definitely known to be so. When a theory is confirmed it becomes a fact. Counselors are decision makers as they are always called upon to make choices about how to think about client's behavior, how to treat them and how to respond on a moment-moment basis during a counseling process. Theories therefore provide counselors with concepts which allow systematic thinking about human development and counseling practice (Egan 1998:40).

In the field of counseling, theories help the counselor to systemize the observation in order that the observed phenomenon of process makes sense to himself and to be able to easily communicate it to others. A theory therefore provides a systematic way of dealing with a problem.

Singleton et al (1988) asserts that all research should be grounded on a theory. Glatthorn (1999) defines a theory as a series of concepts organized into assumptions and generalization tend to hypothesize about a phenomenon. Kerlinger (1979) argues that a theory is a set of interrelated construct (variables) definitions and proposition that represent a systematic view of phenomenon by showing relation between variables. (Khiasa Khalo, 1995) further assets theoretical framework as essential to the

understanding of factors.

According to Gitau and Lule (2000:14) a theory is a formulation of the underlying principles of certain observed phenomenon and has been verified to some extent. These theories are not rigid and inflexible, but are working assumptions which often provide ways of analyzing and organizing evidence in search for something better.

They are drawn from a number of approaches although they differ in emphasis. Theories give counseling relationship some direction and without a theory counseling may be blind and dangerous; but again a theory without practice would be sterile. Theories provide counselors with a framework which help them to make more predictive hypothesis. This study will focus on client-centered or person-centered therapy and theories of modernization by Anthony Giddens.

2.4.1 Person centered theory by Carl Rogers

This theory was advanced by Carl Rogers and it explains that the Counselor creates an atmosphere which the self evolves that is, the client has to understand himself. The said atmosphere provided by the counselor enables the client to appreciate himself and thus the client becomes re-assured, encouraged and affirmed. The teacher counselor can apply this theory by creating an enabling environment for students to express themselves, open up, realize their potential and hence meet their goals. The counselor needs to be empathetic and understanding in his approach. The client is able to develop in a positive and constructive manner in a climate of respect and trust (Rogers 1967: 56).

According to Rogers (1967:58) the counselor should possess the attitude of congruence,

unconditional positive regard and genuine empathy towards the client (Jones 1995:58). Due to the believe that the individual has the inherent capacity to move away from maladjustment towards psychological health, the counselor places the primary responsibility of the client and rejects the assumption that the therapist knows best.

This approach is applicable in guidance and counseling in secondary schools because students face a host of problems as adolescents, which they expect to be solved by sympathetic attitude of teacher's failure to which the deviance behavior can worsen and lead to violence or strikes in schools. In cases on maladjusted behaviour / attitudes, the counselor should know that what the students require are conditions of warmth and encouragement to be able to express the good already within either through verbalization, feelings or behaviour and not condemnation on past life. The counselors should not be a judge but he / she is to 'establish a relationship free from threat and unrestricted scope, able to facilitate individual growth and development (Schertzer and Stone, 1980: 337).

The person centered theory is an approach that strongly assumes that clients fully understand the factors in their lives that are causing them to be unhappy and they have the capability of for self direction and constructive personal change (Rogers, 1967:38). The author of this theory believes that people can solve their problems if they offered a conducive relationship by the counselor. Such a relationship he emphasizes should show deep faith in the tendency of humans to develop in positive and constructive manner in a climate of respect and love (Rogers, 1967:56).

The author strongly advocated for quality of the counseling relationship where the

counselor plays the role of the facilitator leading the client towards self growth. He emphasized on the attitude, personal characteristics of the counselor and the quality of the relationship with the client as the major determinants of the outcome of a counseling process. He believes that if the clients are offered unconditional positive regard by a counselor and feel emphatically understood they find it easier to reveal their weaknesses, build a trust on themselves and develop a willingness to continue growing (Jones, 1995:18). The client therefore becomes an active participant in counseling process which is aimed at helping him/her become a fully functional person. The person centered theory therefore is important in effective counseling process which when applied appropriately can lead to improved discipline among students and reduce the level of school unrest.

2.4.2 Theories of modernization by Anthony Giddens

Giddens is a modern theorist who revised the theories of classical philosophers such as Talcott Parsons and Karl Marx among others. He asserted that modernity has affected social structures and had a different view from structural functionalism by Talcott Parsons who asserted that society is orderly and functions like a human body.

Anthony Giddens put forward that modernization has led to a risk society and though it has its advantages, it has many disadvantages also. He thus proposed the concept of trust and mistrust and familiarity. Giddens argued that wherever we have trust there should also be some level of mistrust in the modern society. Teachers, parents and other guardians have a tendency of trusting the students and assuming that all is well. However, these students though they may seem to be well behaved, a group of prefects can be the ring leaders of a fatal strike or riot in school because of the changes in social trends and deteriorating cultural and social norms.

Today, a school going student is faced with myriad of challenges presented by modernization unlike there before. For example, with advent of digital platforms, access to various communication platforms has increased. Numerous gadgets with cutting-edge technology are accessible to students during school holidays and to day scholars, on daily basis when they are out of school. These include laptops, tablets and mobile phones. Parents and teachers do not have control on what the student is accessing on the digital platforms which have been cited as major contributors of adverse students' behavior.

Modern society is fast evolving into a free society where fundamental rights are guaranteed under the constitution. Before banning of corporal punishment, it was very easy for school authorities to manage students' discipline. Today, teachers are left with the option of G&C as the only tool for managing students' discipline fearing the modern assertive parent who is willing to take legal action should his/her child be forced to undergo corporal punishment. Under the guise of human rights, the clarion call for child right has increased among students in learning institutions with most learners using it to assert untenable demands. This has led students craving for freedom and in most instances leading to unrests in schools. Therefore, this underscores the importance of modernization theory to modern day counseling.

2.5 Study gaps

From the studies carried out in Kenya on the role of effective counselling in curbing students unrest, none of them have been carried out in a pre-urban setting. They have either been carried out in a rural or urban setting (Otieno, 2004; Mutembei, 2006; Okoth, 2011; Kimani, 2009; Kimotho, 2001; Kindiki, 2000; Korir, 2008 and Were, 2003). This

study will fill this gap by conducting a study on the role of effective counselling in curbing students unrest in Kangundo sub-county, which is a pre urban setting.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter details how the study was carried out. It covers the design which was adopted to conduct the study, how data was collected and eventual analysis of the data in order to generate research findings for reporting.

3.2 Research Design

This study adopted a descriptive and cross-sectional survey research design. Cooper and Schindler (2008), define descriptive survey as being concerned with finding out who, what, where, when and how variables. Cross-sectional studies form a class of research methods that involve observation of all of a population, or a representative subset, at one specific point in time. The choice of the descriptive survey research design is based on the fact that in the study, the research is interested on the state of affairs already existing in the field and no variable would be manipulated. This study therefore was able to generalize the findings to a larger population. This study established the role of effective guidance and counselling in curbing students unrests in secondary schools in Kangundo Sub County.

3.3 Site Selection and Description

The study was conducted in Kangundo sub-county, Machakos County in Kenya. The selection of Kangundo was chosen purposely. Kangundo is about 60 Kilometers from Nairobi City and most of the workers in the city commute by bus on daily basis. The residents and most of the students in public secondary schools come from diverse ethnic and economic background. This made it an attractive research site. This site was selected

for several reasons; first because the researcher lives and works there and therefore is more familiar with the area. It was cost effective since the researcher did not need to travel over long distance. Thirdly since the researcher was not on study leave, she managed to conduct research after work and over the weekends. According to Creswell (2002), purposive sampling is a sampling technique that allows a researcher to use cases that have the required information with respect to his/her study.

3.4 Target population

3.4.1 Schools

This study targeted all the public secondary schools of various categories in Kangundo sub-county. There were a total of 26 public schools in the sub county.

3.4.2 Respondents

The study targeted three categories of respondents, namely; all the 26 principals and all the 26 teachers in charge of guidance and counselling and all the 7,510 students, in the 26 public secondary schools in Kangundo sub-county. The following categories of schools were the target population for data collection.

- i. Five Boys' Only boarding secondary schools
- ii. Eight Mixed day and boarding secondary schools
- iii. Two Girls' Only secondary schools
- iv. Nine Mixed Day schools
- v. Two Mixed Boarding.

3.4.3 Unit of Analysis

According to Bell (2005), units of analysis are objects or events under study, “the unit is simply what or whom to be described or analyzed”. The unit of analysis of this study was the students.

3.4.4 Unit of observation

According to Cooper and Schindler (2008), the unit of observation is the entity from which we measure the characteristics or obtain the data required in the research. In this study, the units of observation was the sampled students from the twelve schools, the respective teachers of guidance and counseling department and the school principals who were interviewed as key informants.

3.5 Sample size and Sampling procedure

3.5.1 The Schools

In determining the total number of schools to be involved in his study, the researcher used Mugenda & Mugenda (2003) formula, in which they argue that depending on time and resources available, the researcher should take the biggest sample size in order to increase their precision. They propose that a sample of 10% of the total population should be used when the population sampled from is relatively large populations and 30% for relatively smaller target population. The researcher included 12 schools in this study which constituted 46% of the total population size.

Probability sampling and specifically stratified random sampling was employed in sampling the schools from the different category of schools included in this study.

Proportional allocation was used to calculate the number of schools that were sampled from each school category as shown in table 3.1. All the principals and teacher-counselors in the selected schools were purposely sampled.

Table 3.1: Sampling Plan for Schools

School Category	Available schools per category	Proportional allocation	Schools allocated per category
Mixed Day	9	$\frac{9}{26} * 12 = 4.15$	4
Mixed Day & Boarding	8	$\frac{8}{26} * 12 = 3.69$	4
Boys' Only Boarding	5	$\frac{5}{26} * 12 = 2.30$	2
Girls' Only Boarding	2	$\frac{2}{26} * 12 = 0.92$	1
Mixed Boarding	2	$\frac{2}{26} * 12 = 0.92$	1
Total	26		12

3.5.2 The Students

The sample size was 96 students. This number was arrived purposely since the researcher desired to sample 8 students in the 12 schools involved in the study, necessitated by budgetary and time constraints. To reduce the potential for human bias in the selection of students to be included in the sample, the researcher used systematic random technique. Ken Black (2004) defines systematic sampling as a statistical method involving the selection of elements from an ordered sampling frame. The researcher first booked an

appointment with the school management to discuss the intended sampling procedure of students. The schools heads cooperated and the researcher obtained class lists of form two to four in each school (the study excluded form one class students). The following procedure was used to select the 8 students in every school;

- i. In each school, the sample size was known, that is, 8 students. This became the sample size 'n'
- ii. From class lists, the researcher prepared the school population, N, otherwise the sampling frame.
- iii. The sampling started by selecting an element from the list at random and then every k^{th} element in the frame was selected, where k , the sampling interval, calculated as:

$$K^{\text{th}} = \frac{N}{n}$$

After randomly picking the first element, that is, the student; the remaining 7 students were picked by picking the K^{th} student from the list. This procedure was repeated in all the schools

3.6 Data Collection

3.6.1 Collection of quantitative data

The data collection instrument employed was the questionnaire because of the advantages it has for the study including, time savings, upholding of confidentiality and for being the best source of primary data. To collect quantitative data from the students, the researcher prepared a questionnaire with both closed and open ended questions. Closed questions were expected to collect quantitative data while open ended questions collected

qualitative data by allowing respondents to provide their personal and unbiased views. To collect data from the principals and the teachers, a key informant guide was used.

3.6.2 Collection of qualitative data

To collect qualitative data from the key informants, that is, the principal and the teacher-counselors, a key informant guide was used. The researcher sought an appointment with the school management of the 12 schools that she visited. During these meetings, the researcher explained the objective of the intended research. This was to reduce resistance from the respondents. The three classes of data were collected on the same day. A field day would begin at the principal's desk. After briefing the principal, most cooperative school heads would link the researcher with H.O.D, G&C and the class-teachers. After preparing the sample frame, the researcher got assistance from class teachers to facilitate the identified students fill the questionnaires. The interviews for key informants were administered between when they were available. During the interviews, the researcher used field notebook to makes notes.

3.7. Piloting

After preparing the research instruments, they were piloted in A.I.C Manyatta Mixed Day and Boarding school in Kivaani Division of Kangundo Sub-county. Manyatta Secondary School was purposively selected for a number of reasons. It had a high student enrolment and it was mixed day and boarding thus giving the researcher the opportunity to test instruments in a school that had all the strata items, that is, Boarding Boys, Boarding Girls, Mixed Boarding, Mixed Day & Boarding and Mixed Day. Piloting involved one head teacher from this school, one teacher-counselor and 10 randomly selected students.

Students who were involved in the pilot study did not participate in the actual study. This enabled the researcher to finalize the instruments and enhance their validity and reliability.

3.7.1 Validity of Research Instrument

This refers to the ability of a test or research instrument to measure what it purports to measure (Ingule, Rono & Ndambuki, 1996). Validity of the research instruments used in this study was enhanced through the application of content validity procedures. Mugenda and Mugenda (1999) state that content validity is a matter of judgment by professionals or experts in the particular field. This is done to ensure that all possible items that should be used in measuring the concept under study are included. In order to establish the validity of the instruments the researcher sought expert opinions of the supervisors and lecturers in the Department of Special Education who were well versed in the area being studied. The researcher synchronized the supervisors' discussions and incorporated relevant comments and suggestions while developing and revising the research instruments to establish their content validity before data collection was done.

3.7.2 Reliability

This is a measure of the degree to which the instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999; Saunders, Lewis, and Thornhill, 2003). To establish reliability of the instruments, the test-retest method was used at an interval of one week between the first test and the second test using the same respondents. The scores of both tests were correlated and reliability established using the Spearman rank order correlation coefficient formula as 0.8. According to Mugenda

(1999), a correlation coefficient greater or equal to 0.75 shows a high reliability of the instrument.

3.8 Data analysis

On receipt of the completed questionnaires, the collected data was checked for errors in responses, omissions, exaggerations and biases. All analyses was done using SPSS. For easy management and longevity of the data, it was captured in Ms-Excel 2010 windows. All data was entered and verified after effective coding. Data was then scrutinized in relation to the objective of the study, otherwise with a potential abundance data; vast numbers of irrelevant summaries would be produced. Checking of Inconsistencies, anomalies, missing values, outliers (say data cleaning) was done in SPSS syntax. Analysis was descriptive in nature. Results for each item were based upon the number of cases which had valid data for that item.

The analysis used descriptive statistics to analyze the results of this study and draw conclusions. Descriptive statistics was aimed at identifying the pattern of the data and consistency of the responses in each of the hypothesized factors influencing the indicators (i.e. student unrests). Results were then presented in tables, charts and graphs with emphasis on frequency tables.

3.9 Logistical and Ethical Considerations

The researcher was cleared by the Board of Postgraduate studies before proceeding to the Ministry of Education to obtain a permit to conduct research. Upon obtaining the necessary authority to conduct research from the Permanent Secretary (PS) in the Ministry of Education, the researcher followed appropriate channels of authority by

obtaining permission from the City Education Office before proceeding to schools for data collection. The researcher was careful that the research subjects freely cooperated in giving the required information without coercion or bribery and instructions were provided in every instrument. To enhance confidentiality of information given, names of respondents were not included in the research tool.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter summarizes and discusses the results of the research based on the objectives and aims of the study and in relation to the literature review. Here, the researcher attempts to interpret, explain, compare and discuss the findings under the forms of guidance and counseling that are given to student in secondary schools, the attitudes of students towards guidance and counseling, the effect of guidance and counseling on behavior change leading to reduced school and the factors that hinder effective guidance and counseling for creation of a peaceful atmosphere in secondary schools. Qualitative and quantitative data of student respondents were collected by use of a questionnaire. Interview guide was used to administer oral interviews of key informants.

4.1. Response Rate

The study involved twelve (12) school heads, twelve (12) teacher-counselors and ninety six (96) students. Cumulatively, one twenty (120) respondents were targeted for this study and out of these; one hundred and fourteen (114) gave full responses. This constitutes an overwhelming (95%) response rate which according to Coopers (2009) is considered adequate for the study. For key informants; teacher-counselors and school heads, data was collected through administering oral interviews. This made response rate for this class of respondents to be 100%. Students were given structured questionnaires to fill. However, six respondents returned uncompleted questionnaires. Only those respondents who filled and completed the questionnaires were analyzed.

4.2. General Respondents Information

4.2.1 Respondents Age

The study probed respondents' age distribution. The results show that majority of respondents are aged between 17 as indicated by 24, representing 26.7%. Cumulatively, 82.3% of respondents were spread between 15 and 18 years. This age distribution confirms majority of respondents are at their prime adolescent stage. Table 4.1 gives information on respondents' age.

Table 4.1: Respondents Age (n=90)

Age	Frequency	Percent
13	2	2.2
14	3	3.3
15	13	14.4
16	14	15.6
17	24	26.7
18	23	25.6
19	5	5.6
20	4	4.4
21	2	2.2
Total	90	100.0

4.2.2: Respondents' Gender

The study also sought to establish the gender of respondents. From the results of the study, majority of respondents were male as indicated by 47, representing 52.2%. The female respondents were 43, representing 47.3%. The discrepancy in number of males and females can be explained by the fact that there were more Boys' Schools than Girls'

Only schools in the sample population. This information is captured in table 4.2 below.

Table 4.2: Respondents' Gender (n=90)

Gender	Frequency	Percent
Male	47	52.2
Female	43	47.8
Total	90	100.0

4.2.3: Respondents' Class form

The study also sought to establish the class forms studied by respondents. Table 4.3 captures information on respondents' class forms. Majority of respondents were in form four as indicated by 33, representing 36.7% of sampled students. Form twos' were 26, representing 28.9% and form threes' were 31, representing 34.4% of sampled students. Notably absent were form one respondents. This study was carried mid February, 2015 when form one class had just reported. Consequently, form one class was not sampled.

Table 4.3: Respondents' Class form (n=90)

Class Form	Frequency	Percent
Form 2	26	28.9
Form 3	31	34.4
Form 4	33	36.7
Total	90	100.0

4.2.4: Respondents' School Category

The study also sought to establish the school category of respondents. From the results of the study, majority of respondents were likely to come from a Mixed Day school, as represented by 33.3%. This can be attributed to sampling of 5 Mixed Day Schools, 4 Mixed Day and Boarding, 2 Boys' Only Schools, one Mixed Boarding and one Girls' Only schools. In this Sub-county, there are more mixed schools, followed slightly by mixed day and boarding schools. Single sex schools are few. This information is contained in table 4.4 below.

Table 4.4: Respondents' School Category (n=90)

School Category	Frequency	Percent
Boys' Only	16	17.8
Girls' Only	8	8.9
Mixed Day	30	33.3
Mixed Boarding	8	8.9
Mixed Day and Boarding	28	31.1
Total	90	100.0

4.3 Nature of Counseling Interventions Administered in Secondary Schools

The study found that most schools (31.1%) administer Entire School form of counseling followed closely by Group counseling (30.0%) and individual counseling at 18.9%. Other schools administered more than one form of counseling albeit very few. Both Individual-Group and Group-Entire school forms of counseling accounted to insignificant 2.2%. The study also established that 6.7% of Kangundo schools offer Individual – Entire school

forms of counseling. Nearly nine percent (8.9%) of sampled schools administer all the three forms of counseling. Slightly more than a third of sampled schools (36.7%) cumulatively indicated that they offered a form of counseling that includes individual counseling.

Guidance can be comfortably administered in form of Group or Entire school and achieve its intended end results. However, effective counseling involves one-to-one interactive sessions between the client and the competent counselor. This cannot be achieved through Group and Entire school forms of counseling. Most secondary school going students, as indicated by table 4.1 are at their prime adolescent age. At this age, they are faced with a myriad of personal challenges that need to be addressed individually. Table

4.5 gives data on forms of counseling offered in sampled schools.

Table 4.5: Forms of G&C administered in schools (n=90)

Form	Frequency	Percent
Individual	17	18.9
Group	27	30.0
Entire school	28	31.1
Individual-Group	2	2.2
Individual-Entire school	6	6.7
Group-Entire school	2	2.2
Individual-Group-Entire school	8	8.9
Total	90	100.0

4.3.1 Students' Responses as to whether their teacher-counselors organize peer groups

The researcher also sought to ascertain whether teacher-counselors organize students in groups for peer counseling. This information is presented in table 4.6 below. More than half of respondents (65.6%) said their teacher-counselors do not organize students in groups for peer counseling. Slightly more than a third of respondents (34.4%) indicated that their teacher-counselors do organize peer groups. These findings are consistent with earlier data from table 4.5 where 30.0% of respondents indicated that their schools offered group counseling.

Table 4.6: Students' response on whether teacher-counselors organize peer groups (n=90)

Response	Frequency	Percent
Yes	31	34.4
No	59	65.6
Total	90	100.0

When asked whether they organize students into peer groups for counseling, a third of teacher-counselors answered in the affirmative. During one of the interviews sessions administered after four O'clock in one of the sampled schools, a group of students sat patiently outside the counseling office. The researcher later established that the students

were actually peer counselors coming for a training session at the department. This indeed confirmed that some teacher-counselors do organize peer counseling.

Of those teachers who said they do not organize peer counseling, three (25.0%) of them claimed that their normal school program is loaded with syllabus coverage crash programs leaving no time for such programs. One teacher-counselor said, “By the time we are over with our normal school program, I need to take a rest before we resume the evening tuition”. Eight school heads interviewed, representing 66.7%, said the current school syllabus is huge and to cover it requires extraordinary approach where other non examinable school programs are sacrificed. Four school heads, representing 33.3%, affirmed their schools G&C departments indeed do organize peer counseling.

Peer group counseling is an effective G&C intervention. The study found that most schools are not organizing peer groups. The school heads admission that most of their efforts are geared towards syllabus coverage is significant on the toll heavily loaded syllabus places on other holistic school programs such as G&C.

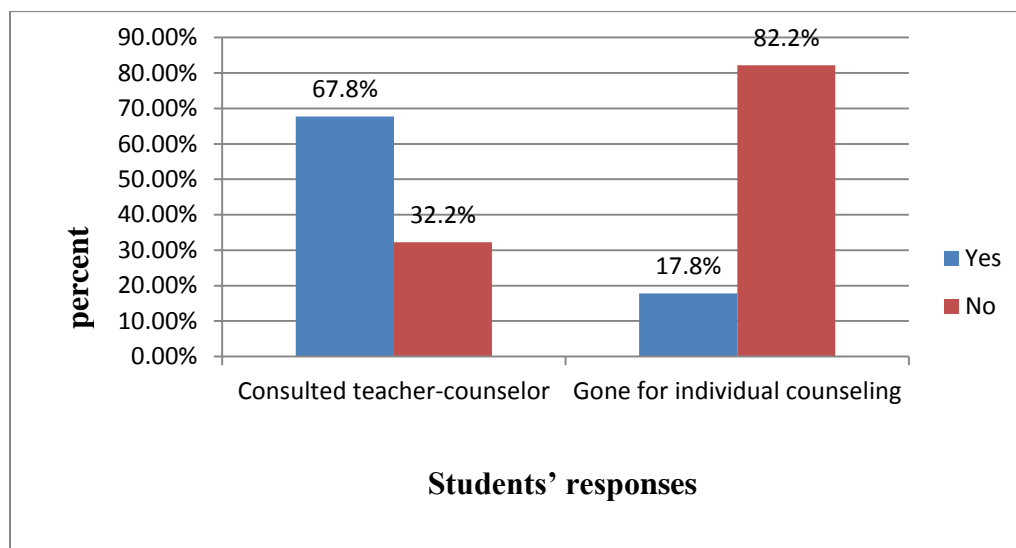
4.4. Attitudes of Students towards Guidance and Counseling

4.4.1 Students’ help seeking behavior

On probing the students’ attitudes towards G&C, the questions took a multiplicity of facets. The researcher sought to establish students’ help seeking behavior. To establish students’ help seeking behavior, students were asked whether they had consulted teacher-counselor. This question was silent on the nature of consultation, that is, group, entire school or individual. In most schools, group and entire school forms of counseling are compulsory. Therefore, individual form of counseling is largely voluntary and it would

be a good parameter to gauge students' attitude. In recognition of this, the researcher sought to know whether students had individually consulted their teacher counselors. Asked on whether they had consulted with the teacher-counselor, more than half of respondents (67.8%) answered in the affirmative. Pressed further on whether they had gone for individual counseling, only 17.8% of respondents said they had gone for individual counseling. It is clear that majority of respondents have had contacts with the teacher-counselor. However, it can be concluded that most of these contacts occurred during Group or Entire school forms of counseling. The small proportion of students seeking individual counseling is a clear testimony that students' attitude towards counseling is still negative. Figure 4.1 captures the information.

Figure 4.1: Students' Consultations with teacher-counselor and nature of consultations (n=90)



4.4.3 Attitude of students towards guidance and counseling departments.

The study also sought students' opinions on attitudes of their peers towards guidance and counseling department. This was achieved by use of opinion scale which ranged from

Very poor- to- poor- to- good-to-excellent. Majority of respondents, 47 representing 52.2% said their peers have poor attitudes towards their guidance and counseling departments. Only 40.0% of respondents said their peers have good-to-excellent attitudes towards their guidance and counseling departments. This, however, is less than 50.0% of respondents. Pressed for answers on why they said so, majority of respondents said their peers believe their teacher-counselors can leak their secrets to third parties including the administration. This information is captured in table 4.7

Table 4.7: Attitudes of students towards G&C departments in their schools (n=90)

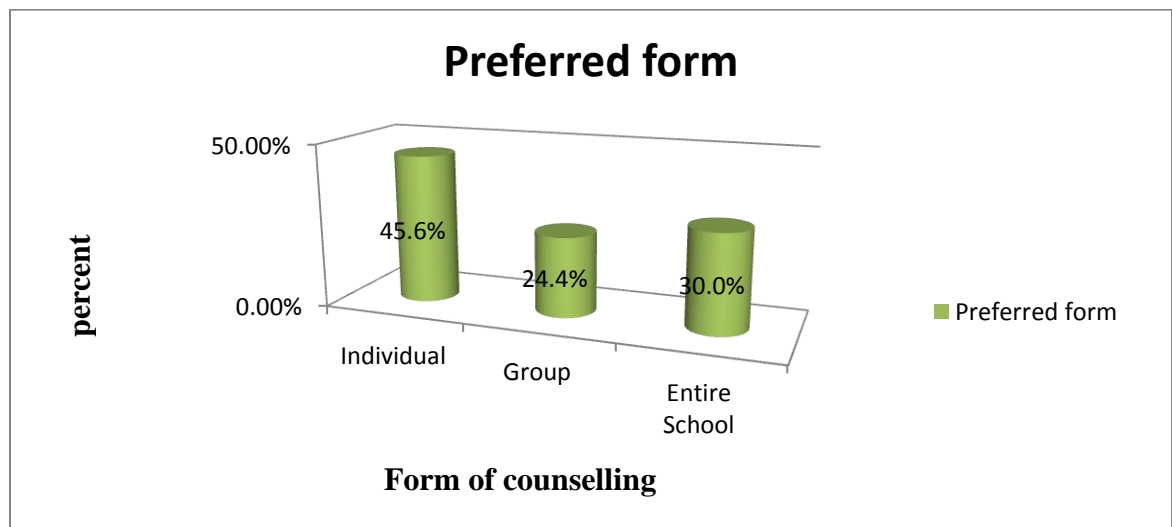
Attitudes	Frequency	Percent
Excellent	8	8.9
Good	28	31.1
Poor	47	52.2
Very poor	7	7.8
Total	90	100.0

4.4.4 Preferred form of counseling

The study also sought to establish students preferred form of counseling. As indicated by Figure 4.2 below, most respondents represented by 45.6% said they prefer counseling to take place in form of individual counseling. Thirty percent of respondents and 24.4% said they prefer counseling to take place in forms of entire school and group respectively.

Preference of 45.6% for individual counseling which is superior to other forms of counseling in addressing students' personal problems is still less than half (50.0%) and is indicative that students' attitudes towards guidance and counseling largely remains negative. Of those students who said they prefer individual counseling, pressed for their responses, majority concurred that individual counseling is appropriate for confidential personal issues because they are unwilling to disclose their private issues to their peers.

Figure 4.2: Students' preferred form of counseling (n=90)



4.4.5 Effect of Guidance and Counseling in Reducing School Riots

This objective was achieved through a multi-level approach. The researcher first sought to establish problems students face, how frequent do students face these problems, the frequency and the actual number of schools experiencing unrests. In order to draw a conclusive opinion on whether the existing G&C interventions are yielding results, that is, reducing students' unrest; the researcher sought secondary data from Kangundo Sub-county education office on reported cases of students' unrests for the last eight years

preceding the year of the study. Systematically, having established the influence of G&C on unrests, the researcher sought students' opinion on the role of G&C in resolving their problems and the role of G&C in influencing behavior change.

4.4.6 Problems experienced by Secondary School Students

The study sought to determine how frequent do secondary school students experience some problems. This was significant because the frequency of problems experienced by students would enable the researcher conclude on what actually contributes to students' unrests. Table 4.8 indicates that students experiences at varying degrees various problems. Cumulatively, 5.7% and 10.5% of respondents said they experience these problems at frequencies ranging from very often-to-often respectively. Another sizeable group of respondents, represented by 30.5%, indicated that they do rarely experience the problems. Almost half of respondents, as indicated by 53.3%, said they do experience the problems, however at various degrees. The researcher earlier found that most of the respondents are at their adolescent stage. At this stage, students experience a host of problems. Their problems arise out of the adolescent's interaction with the environment.

Table 4.8: Problems experienced by Secondary School Students (n=90)

Problem experienced by students	Very Often	Often	Rarely	Not All	Total	
					Frequency	Percent
Rudeness to teacher and other students	6(6.7)	15(16.7)	43(47.8)	26(28.8)	90	100.0
Suicidal feelings	3(3.3)	1(1.1)	10(11.1)	76(84.5)	90	100.0
Taking drugs	2(2.2)	4(4.5)	12(13.3)	72(80.0)	90	100.0
Feeling aggressive	8(8.9)	15(16.7)	32(35.6)	35(38.8)	90	100.0
Truancy	2(2.2)	10(11.1)	25(27.8)	53(58.9)	90	100.0
Excessive anxiety/curiosity	11(12.2)	15(16.7)	31(34.4)	33(36.7)	90	100.0
Difficulty in obeying school rules	4(4.4)	6(6.7)	39(43.3)	41(45.6)	90	100.0
Total	36(5.7)	66(10.5)	192(30.5)	336(53.3)	630	100.0

Asked which problems they mostly seek counsel for, most respondents said they seek counsel for stress management, academic issues and family issues. When the same question was asked to the teacher-counselors, majority of them concurred that most students are seeking assistance on family issues and stress management.

4.4.7 Frequency of Unrest in Secondary Schools

The study also sought to determine how frequent do schools experience unrests. Table 4.9 indicates that schools do experience unrests at; Quite Often at 4.4%, Often at 12.2%

and rarely at 37.8%. It is only 45.6% of schools which do not experience students' unrest. More than half of schools experience any one form of unrest though at varying frequencies.

Table 4.9: Frequency of Schools' unrest (n = 90)

Frequency of unrests	Frequency	Percent
Quite Often	4	4.4
Often	11	12.2
Hardly Occur	34	37.8
Not At All	41	45.6
Total	90	100.0

Asked to estimate the likelihood of student unrests in their schools, 3(25.0%) teacher counselors said it is low, while 9(75.0%) said it is very low. During the oral interview, a teacher-counselor from a Boys' Only school said, "Until last year, strikes here were very common and frequent. This has however changed with posting of a new principal who puts emphasis on G&C programs to identify and solve our boys' problems before they escalate." Another teacher-counselor joked "our school been a pure day school, we hear about strikes from our boarding peers and it is not that we have rolled effective G&C programs." Most teacher-counselors from day schools placed the likelihood of a students' unrest at very low. Of the three teachers who said the likelihood of unrest was low, two

of them were from single sex boarding schools. Generally, these findings indicate that the frequency of schools' unrests is reducing as more schools are putting elaborate guidance and counseling interventions.

4.4.8 Schools Experiencing Students' Unrests

The study also sought to determine the actual number of schools that experienced students' unrest in the last year, 2014, from respondents. Most respondents, 59 represented by 65.6%, indicated that their schools did not experience any form of unrest. Only slightly more than a third of respondents, represented by 34.4% said their schools experienced unrest. This information is consistent with data from Figure 4.3 which shows that the documented cases of schools' unrests were 23.1% at the Kangundo Sub-county Education Office. This data is presented in table 4.10 below.

Table 4.10: Number of Schools Experiencing Students' Unrest (n = 90)

Response	Frequency	Percent
Yes	31	34.4
No	59	65.6
Total	90	100.0

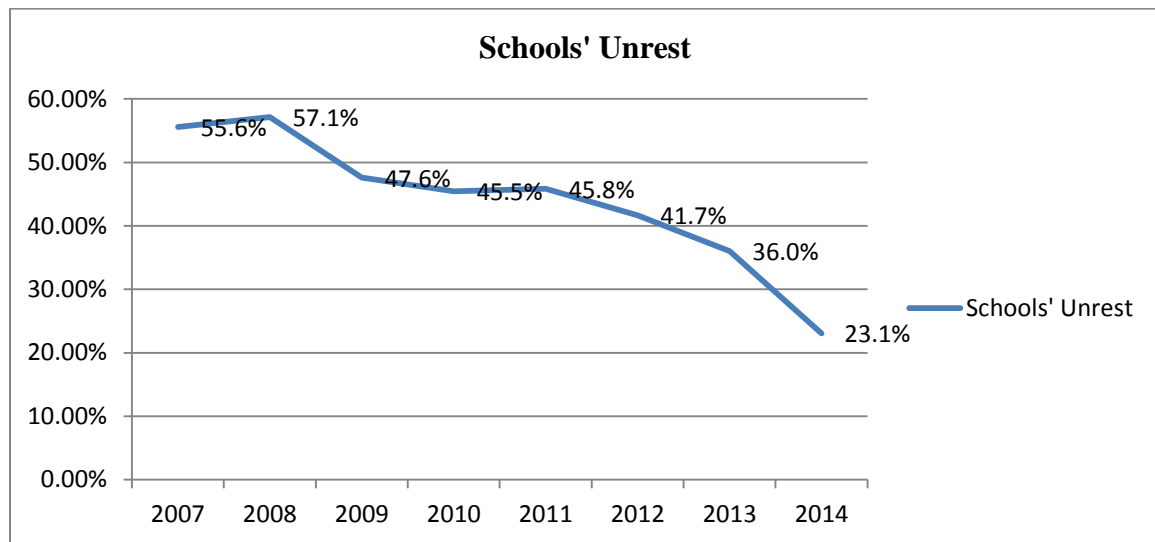
On the respondents who said their schools experienced unrest, asked on how did counseling departments intervened to control the situation, majority of respondents said teacher-counselors talked to ring leaders to tone down. A student observed, "Literally when every one of us did not want to hear anything from the principal nor the deputy, it took the intervention of our counseling teacher, who doubles as a lady pastor, to persuade

our ring leaders and they called off a planned demo!” On those respondents who indicated that their schools did not experience unrests, they owed it to proactive guidance and counseling interventions that have enabled the students to appreciate the impacts of students’ unrest on interrupting their academic programs and the financial implications.

Asked whether their schools had experienced schools unrests, 3(25.0%) of teacher-counselors said their schools had experienced some form of students’ unrest in the last year of study, that is, 2014. This data is consistent with that of 34.4% student respondents who said their schools experienced unrests during the last year of study, that is, 2014. On those teacher-counselors who said their schools did not experience unrests, probed on how guidance and counseling has contributed to smooth running of their schools, majority said their departments have developed proactive guidance and counseling policies.

Secondary data obtained from Kangundo Sub-county Education office indicates that the number of schools experiencing unrests has been decreasing for the last eight years since 2007. In 2008, 57.1% of schools experienced unrest. However, the number of schools experiencing unrests has been gradually decreasing reaching all time low of 23.1% in 2014. Figure 4.3 was drawn using data of reported cases of schools’ unrest in Kangundo Sub-county.

Figure 4.3: Schools' Unrest in Kangundo Sub-county since 2007



Source: Secondary Data from Kangundo Sub-county Education Office

4.4.9. The role of Guidance and Counseling in resolving students' problem.

The study sought students' opinions on the role of G&C in resolving problems they face. Cumulatively, majority of respondents, represented by 80.7% said guidance and counseling has been able to address most of their problems. Only small proportion of respondents represented by 19.3% disagreed that guidance and counseling has not been able to address their problems. This implies that 19.3% of students' problems still remain unresolved and are attributable to 34.4% of schools unrest the study found in table 4.11. The study found in table 4.5 that it is only slightly more than a third of respondents (36.7%) cumulatively indicated their schools offered a form of counseling that includes individual counseling. It can therefore be inferred that most schools have enhanced guidance interventions during group and entire school forms of counseling. However, to fully address the remaining 19.3% of students' problems, effective guidance should

equally be enhanced and this will be a critical in achieving Zero Schools' unrests. Effective counseling takes the form of one-to-one and it cannot be achieved during group or entire school forms of counseling.

Table 4.11: Problems resolved by Guidance and counseling (n = 90).

Problems Resolved by G&C	YES	NO	Total	
			percent	Frequency
Rudeness to teachers and other students	69(76.7)	21(23.3)	100.0	90
Coping with personal problem	74(82.2)	16(17.8)	100.0	90
Relating with parents	81(90.0)	9(10.0)	100.0	90
Communication with teachers	78(86.7)	12(13.3)	100.0	90
Relationship with peers	71(78.9)	19(21.1)	100.0	90
Low academic performance	74(82.2)	16(17.8)	100.0	90
Noise making in class	67(74.4)	23(25.6)	100.0	90
Interest in school programme	73(81.1)	17(18.9)	100.0	90
Bullying other students	67(74.4)	23(25.6)	100.0	90
Total	654 (80.7)	156(19.3)	100.0	810

4.4.10 Role of Guidance and Counseling in influencing Behavior change among students

The study also sought to establish to what extent has guidance and counseling influenced behavior change among students. A large majority of respondents, 75 representing 83.3%, said G&C has contributed towards positive behavior change among students.

Only 15, representing 16.7%, said G&C has not influenced behavior change. Conclusively, the 16.7% of respondents saying G&C has not influenced behavior change is reflective of earlier data from table 4.11 where 19.3% of respondents concurred that G&C has not been able to resolve the problems they experience. This information is captured in table 4.12.

Table 4.12: Students’ responses as to whether G&C has contributed to behavior change

(n = 90)

Response	Frequency	Percent
Yes	75	83.3
No	15	16.7
Total	90	100.0

Asked to comment on the contribution of guidance and counseling towards students’ discipline, majority of students said it has improved students’ discipline. A student observed in his response, “Most students who are referred to counseling departments usually change. Myself, I used to smoke and when the counseling teacher talked to me and showed me the consequences including lung cancer, I got so scared and I ceased smoking”

The school heads were asked to weigh in on what other ways can guidance and counseling intervene to alleviate cases of unrest in public schools. Most school principals said guidance and counseling departments can enable the school administration develop

proactive policies that addresses students' issues before they get out of hand. They argued most students' riots are caused by unresolved students' problems and most of time they are at the dark as administrators. There was a general consensus among the school heads that they only know of students' problems when they riot. Most school heads concurred that the counseling departments can accumulate information useful in establishing common students' problems that they need to be addressed and rectified on time. A school head said, 'counseling departments are friendly to students and they can provide alternative communication channel to students'.

4.5 Factors that Hinder Effective Guidance and Counseling

Several factors are said to hinder effective guidance and counseling. This study sought to establish these hindrances to effective guidance and counseling.

4.5.1 Location and availability of counseling office

During the researchers visitations to the schools, it was established that majority of schools had a counseling office. Few schools did not have a guidance and counseling office especially the newly established schools under the initiative of Constituency Development Fund. On those schools that had a counseling office, the researcher established that the location was not suitable to students. Most of these offices were either located too close to offices or classrooms. During the oral interview with the teacher-counselors, majority of them indicated that counseling takes place in their counseling office. For the few schools that did not have counseling offices, teacher-counselors indicated that they counsel students in convenient places like under a tree, classroom or at the dining hall. Indeed, the researcher found a teacher-counselor in one

day school counseling a student at the playing grounds. In the schools that did not have counseling office, their schools heads said given resources, they would build an office in a convenient location.

4.5.2 Teacher-Counselors

The researcher sought to establish whether schools had teacher-counselors. In the oral interview of principals and teacher-counselors, it was confirmed that all schools had a teacher-counselor(s). During the researcher's visitations, it was established that some schools had better organized guidance and counseling departments than others.

4.5.3 Availability of Teacher-counselors

The study sought to determine the availability of teacher-counselor(s). The single largest proportion of respondents, 71 representing 78.9% said their teacher-counselor is only available to a small extent. Only 6 respondents, representing 6.7% and 9 representing 10% indicated their teacher-counselors' availability range from moderate to a large extent respectively. It can be inferred that more than two thirds of teacher-counselors are not available when a student needs them for counseling as indicated by 71 respondents representing 78.9%. All the teacher-counselors interviewed said their teaching load exceeded fifteen lessons per week. One teacher said, 'with the biting teacher-shortage, some of us who teach languages have over thirty lessons. By the time normal school time is over, all you fill like is to rush home and have a rest notwithstanding a student waiting at your department for counseling'.

This, therefore, could explain why majority of respondents said their teacher-counselors

are available to a small extent. It can be concluded that most teachers detailed to counsel students are not available when students desperately need their services. From the teachers' sentiment, this again can be attributed to the biting teacher shortage and overloaded syllabus. This information is captured in table 4.13

Table 4.13: Availability of teacher-counselors (n = 90)

Availability of G&C teacher	Frequency	Percent
Available to a large extent	6	6.7
Available to moderate extent	9	10.0
Available to small extent	71	78.9
Never available	4	4.4
Total	90	100.0

4.5.4 Time for Counseling

The study sought to establish whether schools set time for counseling. Respondents were required to give responses as to whether their schools had guidance and counseling timetable. Most respondents (70.0%) said their schools had set time for counseling. During the oral interview with the teacher-counselors, most teacher-counselors argued that their schools usually set a day in a week for group or entire school forms of guidance and counseling but no effort is made to set aside time for individual counseling. A teacher-counselor was quoted saying, "it is up to the student with personal issues to look for available teacher-counselor as it is not catered for in our block time table"

This, therefore, confirms schools are not putting emphasis on individual counseling. The time set for G&C was set to cater for Entire School and Group counseling. Setting timetable for counseling would place burden on the G&C teacher to be available. This explains why non availability of teacher-counselors was 46.7% as indicated by table 4.13. Table 4.14 gives the data.

Table 4.14: Availability of Time-table for G&C (n = 90)

Is there time set for G&C	Frequency	Percent
Yes	63	70.0
No	27	30.0
Total	90	100.0

4.5.5 Guidance and Counseling Policies

The researcher sought to determine guidance and counseling policies in place in the sampled schools. It was established that most schools, as indicated by 56.7% of respondents do not strictly follow their guidance and counseling time-table. It is only 43.3% of respondents who indicated that their schools strictly follow their time-tables for counseling. More than half of schools, as represented by 56.7%, not following their time-table is a clear indication of poor guidance and counseling policies. It indicates lack of supervision and motivation of the counseling staff involved. This information is captured in table 4.15

Table 4.15: Adherence of Guidance and counseling time-table (n = 90)

Responses whether Time-table is strictly followed	Frequency	Percent
Yes	39	43.3
No	51	56.7
Total	90	100.0

Teacher-counselors were asked whether their guidance and counseling department are active. All teacher-counselors affirmed that their departments are active. Teacher-counselors were also asked whether they had a counseling program. 7(58.3%) of teacher-counselors said they have an elaborate programme which involves all other teachers. These programmes, they argued, involve the department assigning topics to teachers to research on and talk to students on scheduled days. 5(41.7%) of teacher-counselors said their programmes involves training peer counselors and holding weekly peer counseling punctuated by external guest speakers. Asked on how well organized is their counseling departments, 8(66.7%) of teacher-counselors said the level of organization was average. Nearly a third of teacher-counselors, 4 representing 33.3%, said their departments' level of organization was poor.

4.5.6 Professional conduct of Teacher-counselor(s)

The study also sought respondents' opinions on the conduct of their teacher-counselors. Respondents were required to give opinions on whether they can entrust their secrets with their teacher-counselors. Majority of respondents (68.4%) said they cannot trust their teacher-counselors with their secrets. Only 31.6% of the respondents indicated that they

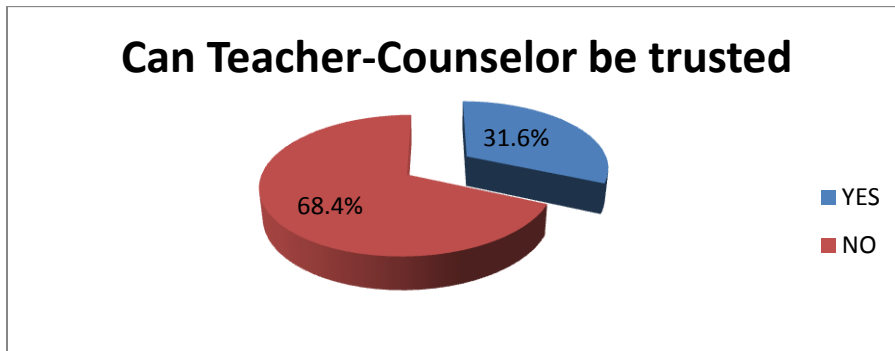
can trust their teacher-counselors with their secrets. Pressed for their responses, majority of respondents were in agreement that most of their teacher-counselors can broadcast their secrets to other members of staff. One student said, 'I cannot share my secrets with my teacher-counselor, I don't want my confidential issues to be broadcast at the staffroom. Another student feared, 'some of my top secrets touches on drugs; how will I be assured my teacher-counselor will not inform the discipline panel and form basis for my expulsion?'

Elsewhere, from figure 4.2, students were required to give responses on form of counseling they prefer. The single largest group (45.6%) said they prefer individual counseling. However, from figure 4.1, when asked whether they had individually consulted the teacher-counselor, it is only 17.8% of respondents indicated to have gone for individual counseling. It is evident that part of the reason why majority of respondents did not consult their teacher-counselor despite their preference for individual counseling was because they could not trust them,

Teacher-counselors were asked whether they keep student records. Four (4) teacher-counselors, representing 33.3% of teacher-counselors affirmed that they keep students records. Of those who keep students' records, two (2) of them, said they usually allow access to other members of discipline panel on demand. On where the students' records are kept, two representing 50.0% of those who keep records said they do not have safe lockers and they keep them in their lockers at the staffroom.

Two (2) teacher-counselors, representing 50.0% of those who keep records said they keep them under key and lock at their counseling office. This confirms students' fears that their secrets are not safe with their teacher counselors. Most teacher-counselors, as represented by 66.7% do not keep students records. This makes follow-ups programs very difficult. Figure 4.4 shows students responses as to whether they could trust their teacher-counselors with their secrets.

Figure 4.4: Students responses as to whether they could trust their teacher-counselors (n = 90)



4.5.7 Professional qualification of the teacher-counselor

The study probed further on how teacher-counselors are equipped to tackle students' personal problems as indicated by respondents. Table 4.16 below was drawn from five items opinion scale and the parameters to be measured were five. Each cell was expected to score the maximum students responses, that is, ninety and there were six cells in a column.

Therefore, the total responses of each column was the product of ninety (responses) and six columns totaling to five hundred and forty. From the table, the single largest majority of 45.6% of respondents were neutral on skills of their teacher-counselors. Only 12.6% of

respondents affirmed that they Strongly Agree that their teacher-counselors are skilled and another 30.4% said they Agree their teacher-counselors have the required skills. Summed together, that is, the respondents who Strongly Agree and Agree, 43.0% of respondents believe their teacher-counselors are skilled. This implies that it is only less than half of respondents who believe that their teacher-counselors are up to their task.

Table 4.16: Students Assessment of their Teacher-Counselors' counseling skills (n = 90)

Assessment	SA	A	N	D	SD	Total	
						Percent	frequency
A good listener	11(12.2)	28(31.1)	47(52.2)	3(3.4)	1(1.1)	100.0	90
Provides good link between students, school & parents	14(15.6)	27(30.0)	36(40.0)	9(10.0)	4(4.4)	100.0	90
Provides solutions to student problems	9(10.0)	29(32.2)	41(45.6)	7(7.8)	4(4.4)	100.0	90
Is a good teacher, dedicated to work	13(14.4)	24(26.7)	39(43.3)	5(5.6)	9(10.0)	100.0	90
Is sympathetic and understanding	9(10.0)	31(34.4)	40(44.4)	6(6.7)	4(4.5)	100.0	90
Promotes peace/harmonious living among students and	12(13.3)	25(27.8)	43(47.8)	8(8.9)	2(2.2)	100.0	90

teachers							
Total	68(12.6)	164(30.4)	246(45.6)	38(7.0)	24(4.4)	100.0	540

KEY: SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

Teacher-counselors, during the oral interview, were asked their highest levels of education. Only two teacher-counselors, representing 16.7% of teacher-counselors said they have attained Masters Degree in education. Ten (10) teacher-counselors, representing 83.3% said they have basic degrees in Education. Probed further whether they have undergone specialized training in counseling at certificate or diploma level, only 1 teacher-counselor, representing 8.3% affirmed to have trained up to diploma level in guidance and counseling. Asked whether they have been sponsored by their schools to attend seminars or workshops on guidance and counseling, only 4 teacher-counselors, representing 33.4%, said they have attended workshops and seminars in guidance and counseling. Teacher-counselors were asked the main criterion used by their schools to appoint teacher-counselors. Majority of teachers said their schools consider counseling interest, motivation, moral standing and level of education

The school heads were asked whether their schools had a trained-counselor(s), only 1 school head affirmed to have a trained-counselor confirming earlier teacher-counselors responses on their levels of training in counseling skills. Asked on the criteria they use to

appoint the teacher-counselor(s), most school heads said they consider teachers' passion for counseling, age, moral standing, training in counseling and their availability. One school head said, 'when appointing a teacher-counselor, I perhaps consider their passion and moral standing. I cannot appoint a drunkard to counsel students on drugs for obvious reasons'. Asked on what they think they need to do to enhance effective counseling, all the school heads concurred that they need to allocate more financial resources to train teacher-counselors. One principal was quoted, ' my school requires a trained counselor, the one in charge is so unethical that she broadcasts students' secrets and I have noted this is making them shy away the department'.

Conclusively, it is only 41.7% of teacher-counselors interviewed the study found to have some training in counseling leaving 58.3% without any formal training in counseling. Worse still, the 33.3% who said they attended workshops and seminars are not adequately equipped with the necessary skills for effective counseling. Disclosing students' secrets and allowing confidential counseling records to third parties exposes the sorry state of training of teacher-counselors on basic counseling skill of confidentiality.

4.5.8 Support from Others

The study sought to determine the level of support counseling interventions receive from parents, teachers and the school heads. Most teacher-counselors said they receive minimal support from parents. A teacher-counselor told the researcher, 'Last term, I identified a student who was coming to school drunk. When I called his father, he came to school so drunk and hurling insults at me. This is the situation teacher-counselors have

to contend with.’

Most teacher-counselors said they receive good moral support from the school head but little financial support. They argued their school heads fail to sponsor them for workshops and seminars. In almost all schools, teacher-counselors argued their principals facilitate external guest speakers once per term. There need to be more funds to buy guidance and counseling resources.

Most teacher-counselors said they receive very minimal support from other members of teaching staff. They were all in agreement that the other members of staff are overworked by their increased workload and this leaves them with little time to compliment their guidance and counseling interventions.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter provides the summary of the findings from chapter four, and it also gives the conclusions and recommendations of the study based on the objectives of the study. The objective of this study was to evaluate the role of effective counseling in curbing students' unrest using Kangundo sub-county as a case study. The findings would lead to conclusions on how best to maintain discipline through guidance and counseling services and consequently curb student unrest.

5.2 Summary of findings

The aim of the study was to probe on nature of guidance and counseling interventions that are given to student in secondary schools, the attitudes of students towards guidance and counseling, the effect of guidance and counseling on behavior change leading to reduced school unrests and the factors that hinder effective guidance and counseling for creation of a peaceful atmosphere in secondary schools.

On the nature of Guidance and Counseling interventions offered in the sampled secondary schools, the study found that most schools (31.1%) administer Entire School form of counseling followed closely by Group counseling (30.0%) and individual counseling at 18.9%. Other schools administered more than one form of counseling albeit very few. Both Individual-Group and Group-Entire school forms of counseling accounted to insignificant 2.2%. The study also established that 6.7% of Kangundo schools offer Individual – Entire school forms of counseling. 8.9% of sampled schools administer all

the three forms of counseling. Slightly more than a third of sampled schools (36.7%) cumulatively indicated that they offered a form of counseling that includes individual counseling.

On attitudes of students, the study found that more than half of respondents (67.8%) had counseling contacts with the teacher-counselors and out of these, it is only 17.8% of respondents who said that they had gone for individual counseling. Majority of respondents, 52.2% indicated that their peers have poor attitudes towards their guidance and counseling departments. Only 26.7% of respondents cumulatively sought the help of teacher-counselor. Most respondents represented by 45.6% said they prefer counseling to take place in form of individual counseling.

In investigating the research question three; To what extent has Guidance and Counseling contributed to behavior change and reduced levels of student riots in Kangundo secondary schools? .The researcher first attempted to probe on problems experienced by secondary school students and how often they face them. The study found out that majority of respondents experience various problems at varying degrees. On other common problems respondents sought help for, the study found that majority of students are seeking help on family issues, stress management and academic matters.

The researcher also sought to investigate the number of schools experiencing schools' unrests and the frequency of the unrest. The study found that more than half of schools experience any one form of unrest though at varying frequencies. Slightly more than a

third of schools, represented by 34.4% of respondents experienced unrest in 2014. The researcher also sought to establish whether guidance and counseling was effective in addressing students' problems. The study found that majority of respondents, represented by 80.7% were able to address most of their problems through guidance and counseling interventions. Only small proportion of respondents represented by 19.3% disagreed that guidance and counseling was not been able to address their problems. The researcher also sought to establish whether G&C can contribute towards behavior change. The study found that large majority of respondents, 75 represented by 83.3%, agreed G&C has contributed towards positive behavior change among students. Only 15, represented by 16.7%, said G&C has not influenced behavior change. Finally, to attain objective three the researcher obtained secondary data on trends of strikes in Kangundo Sub-county for the last eight years. The secondary data indicated that the number of schools experiencing unrests has fallen from all time high of 57.1% to 23.1% in 2014. This data was consistent with students' responses that a third of schools (34.4%) experienced unrests in year 2014. The discrepancy arising from reported cases and students' responses was largely due to the fact that not all cases of unrests are reported.

On factors that have hindered effective guidance and counseling, the researcher examined various aspects. On the suitability and location of the G&C office, most offices were found to be located near classrooms, offices or the staffrooms. The study found that all schools had a counseling teacher. However, the availability of the teacher counselor was wanting. More than two thirds of respondents indicated that their teacher-counselors were only available to a small extent.

The study also found out that even though most schools have set some time/days for guidance and counseling, the time tables are not followed as indicated by 56.7% of respondents who said their schools did not strictly obey their G&C timetables. Majority of respondents (68.4%) said they could not trust their teacher-counselors with their secrets. The study also established that most teacher-counselors do not keep students records and those who keep them expose them to third parties. It was further established that it is only 43.0% of respondents who believe their teacher-counselors have the necessary skills for counseling. Additionally, the study found out that only 41.7% of teacher-counselors interviewed during the study have some relevant training in counseling leaving 58.3% without any formal training in counseling. The study also found that most teachers have very high work load impacting negatively on their availability. Most teacher-counselors said they receive minimal support from parents. Most teacher-counselors said they receive good moral support from the school head but little financial support. Most teacher-counselors said they receive very minimal support from other members of teaching staff.

5.3 Conclusions

The study found that majority of students problems (80.7%) have been addressed through G&C services. The study also found that most schools administer group and entire school forms of guidance and counseling. The study concludes that, with most students not receiving individual form of counseling which requires enhanced one-on-one interactive sessions between the counselor and counselee, most students are receiving more of guidance than counseling. The study found that students' attitudes remain largely negative. It can be concluded from these findings that negative attitudes towards G&C

departments is impacting negatively on students to seek individual counseling which is more superior to other forms in addressing personal problems that cannot be addressed through guidance.

Some students said guidance and counseling has not been able to address their problems. The study concludes that the unresolved students' problems are responsible to the remaining a third of schools experiencing students' unrest. The study also found that family related problems and stress management to be major problems afflicting secondary school going students. The study further concludes that guidance and counseling interventions should be enhanced to fully address students' problems and this will lead to schools achieving zero school riots. This is because effective guidance and counseling contributes to positive behavior change hence reducing school riots. The study also established that there are various hindrances to effective guidance and counseling. The study concludes that eradication of these hindrances will lead to effective guidance and counseling interventions hence reduce school riots.

5.4 Recommendations

The researcher recommends the following;

- i. Government should ensure schools offer all forms of guidance and counseling with special emphasis on individual counseling.
- ii. Specific efforts should be made to reduce negative students' attitude towards guidance and counseling.
- iii. Counseling interventions should be tailored to address emerging family related problems among students and stress management.

- iv. Government should work towards reducing the current school syllabus load so as to enable schools to comfortably implement other holistic programs such as G&C programs.
- v. Schools to develop teacher-counselors counseling skills through allocation of resources.

5.5 Recommendations for further research

Since the study focused on the Role of Effective Guidance and Counseling in curbing student unrests in Kangundo Sub-county, Machakos County, it is suggested that further studies be done in other Sub-counties in other Counties since different sub-counties have different geographical and social contexts, that is, what may be true in Machakos may not be necessarily true in Mandela County which brings different research context. The study further recommends quantitative studies be done on the same to test whether relationships exists.

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APPENDICES

Appendix I: Letter of Introduction

UNIVERSITY OF NAIROBI
SOCIOLOGY
DEPARTMENT
P.O. BOX 30197
NAIROBI

Dear Respondent;

Re: Questionnaire/Interview Schedule for study of the Relevance of Effective Guidance and counseling in curbing student unrest in Public Secondary Schools.

I welcome you to participate in this study. The purpose of this research is to investigate the relevance of effective Guidance and Counseling in curbing student unrest in Secondary schools; in Kangundo district.

Kindly spare some time and provide information by responding to the Questionnaire that follow. All the information given will be treated in confidence.

Thank you for your cooperation.

Yours faithfully,

Tabitha Ngii Mboya

M.A. Student in Counseling

Appendix II: Students' questionnaire

Good morning/Evening:

My name is Tabitha Mboya from the University of Nairobi. I'm carrying out a research study on the Relevance of Effective Guidance and Counseling in curbing student unrest in public secondary schools. I kindly request you to spare some time and participate in this important study by providing honest response. There are no right or wrong answers to questions that ask you to give your own opinion.

SECTION A

Name of the School

Questionnaire Number

1. Respondents age []

2. Respondents gender
 - (a) Male []
 - (b) Female []

3. School category (Tick the appropriate)
 - (a) Mixed Day Secondary School []
 - (b) Boys Boarding []
 - (c) Girls Boarding []

4. Class (Tick one)

Form one	<input type="checkbox"/> []	Form Two	<input type="checkbox"/> []
Form Three	<input type="checkbox"/> []	Form Four	<input type="checkbox"/> []

5. How available is the guidance and counseling teacher?
 - (a) Very available []
 - (b) Often available []

- (c) Available [] (d) Often not available []
(e) Never available []

6. Have you ever consulted with the guidance and counseling teacher/team

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

7. Is there time set for counseling in your school?

- Yes [] No []

8. Is the time – table strictly followed?

- Yes [] No []

9. Have you ever gone for individual counseling?

- Yes [] No []

10. What do you think is the attitude of students towards guidance and Counseling department in your school?

- Good [] Poor []
Excellent [] Very poor []

Give reasons for your answers

11. What can you commend on the contribution of Guidance and counseling towards student's discipline

12. Has guidance and counseling in your school influenced any behavior change among students?

- Yes [] No []

Explain your answers

13. How often do students riot in your school (tick where appropriate)

Quite often [] Often []

Not at all [] Hardly occur []

14. Do you think guidance and counseling has influenced student attitude toward strikes and riots? Yes [] No []

Explain your answer

15. If so, on what problem(s) did you seek counsel?

(a) _____

(b) _____

If not, why?

16. (a) What form of counseling are administered in your school? (Tick where appropriate)

I. Individual counseling []

II. Group counseling []

III. The entire school []

(b) Which one of the above is most preferred by most of the students?

(i) Individual [] (ii) Group [] (ii) Entire school []

Give reasons for your

answer _____

17. Have you ever had school unrest in your school for the whole of last year?

Yes []

No []

18. (a) If Yes, how did the Guidance and Counseling department intervene to control the situation.

b) If no, how has the guidance and counseling department assisted in promoting peace in the school?

19. In your opinion, has counseling helped you in resolving the following problems?
(Tick where appropriate)

		YES	NO
(a)	Rudeness to teachers and other students		
(b)	Coping with personal problem		
(c)	Relating with parents		
(d)	Communication with teachers		
(e)	Relationship with peers		
(f)	Low academic performance		
(g)	Noise making in class		
(i)	Interest in school programme		
(h)	Bullying other students		

20. How often do you personally experience the following problems? Answer as honestly as possible.

	Problem	Very often	Often	Rare	Not at all
1.	Rudeness to teacher and other students				
2.	Suicidal feelings				
3.	Taking drugs				
4.	Feeling aggressive				
5.	Truancy				
6.	Excessive anxiety/curiosity				
7.	Difficulty in obeying school rules				

21. does the teacher – counselor organize peer-group counseling?

Yes [] No []

22. What problems do you mostly seek counseling for?

23. In your opinion can the teacher-counselor be trusted with student secrets?

Yes [] No []

Explain your answer

24. In a scale of 1-5, indicate your opinion on the teacher- counselor in your school. (The parameters are categorized as- 1.Strongly agree 2. Agree 3. Neutral 4. Disagree 5. Strongly disagree)

		1	2	3	4	5
1	A good listener					
2	A good link between students, school & parents					
3	Provides solutions to student problems					
4	Is a good teacher, dedicated to work					
5	Is sympathetic and understanding					
6	Promotes peace/harmonious living among students and teachers					

Thank you for your cooperation.

Appendix III: Key Informant Guide for Teacher Counselors

The aim of the interview is to explore the relevance of effective Guidance and Counseling in Curbing Students' unrest in public secondary schools.

Name of school

School Category

1. What is the highest level of education that you have attained?
2. Is the school's counseling department active in student counseling?
3. How well organized is the counseling department in your school?
4. Who refers students to the teacher – counselor?
5. What resources has the school administration provided for counseling services?
6. How frequent do students see you when they are having emotional problems?
7. What are the common problems that students seek counsel for?
8. Is there a counseling programme in your school?
9. Where does counseling take place in your school?
10. (a) Do you have fixed time/days when students should come for counseling?
11. Do you keep student's records?
If yes, where are they kept?

–

12. Other than yourself, are there others who have access to those records? If yes under what conditions?

If No, why?

—

13. Have you ever been sponsored by the school to attend any training or seminar on counseling?

14. How many teaching lessons do you have in a week?

16. What support in counseling programmes do you get from other teachers?

17. In your opinion, do parents actively support the counseling services?

Why do you say so?

18. What support do you get from the school head?

19. What other support do you need from him/her ?

21. Has your school experienced any school unrest recently?

22. What are the main considerations for a teacher to be appointed in the counseling department?

23. Do you organize peer counseling?

24. What in your opinion is the likelihood of an occurrence of unrest in your school?

Thank you for your cooperation

Appendix IV: Key Informant Guide for School Heads

The aim of this interview is to explore the relevance of effective guidance and counseling in public secondary schools.

Name of school

School category

1. For how long have you been a school head?
2. What is the total number of students in your school?
3. (a) Does your school have a trained counselor?

(b) If yes, what is the level of training?
6. What facilities does your school have for carrying out effective counseling interventions?
7. What other support, in your opinion does the counseling teacher require
8. What is the criterion used to appoint the counseling teacher/team in your school?
9. Has your school been involved in a student's unrest in the last year?
(a) If yes, give the contribution of the counseling department towards calming of the strike

(b) If No, what do you think the counseling interventions have helped to contributed to the smooth running of the school?
10. Does your school organize peer group counseling?
11. In your opinion, what more do you need to do to enhance effective counseling programmes in your school?

13. In your opinion, in what other ways can guidance and counseling intervene to alleviate cases of unrest in public schools.

Thank you for your cooperation.

Appendix V: Number of Schools Involved in Unrest in Kangundo Sub-County Since 2007.

Year	Registered schools	Number of schools involved	Percentage
2014	26	6	23.07
2013	25	9	36.00
2012	24	10	41.67
2011	24	11	45.83
2010	22	10	45.45
2009	21	10	47.61
2008	21	12	57.14
2007	18	10	55.56

Source: Kangundo Sub-county Education Office

Appendix VI: List of Sampled Schools

<u>School Name</u>	<u>School Category</u>	<u>Zone</u>
1. Misyani Girls secondary school	- Girls' Only Boarding	KDO
2. Matungulu Boys	- Boys' Only Boarding	KDO
3. Kangundo D.E.B secondary school	- Mixed Day	KDO
4. Kathithyamaa Secondary school	- Mixed Day	KDO
5. Kangundo Boys school	- Boys' Only Boarding	KDO
6. Manyatta Secondary School	-Mixed Day and Boarding	MNYT
7. Kitwii secondary school	- Mixed Day and Boarding	MNYT
8. Imilini secondary school	- Mixed Day and Boarding	MNYT
9. Kakuyuni secondary school	- Mixed Day and Boarding	KKY
10. Kavilinguni secondary school	- Mixed Day	KKY
11. Kawethei secondary school	-Mixed Boarding	KWT
12. St. Mary's Mukunike secondary school	-Mixed Day	KWT

KEY:- KDO: Kangundo, MNYT: Manyatta, KKY: Kakuyuni, KWT: Kawethei