STUDENTS' PERCEPTION OF THE GUIDANCE AND COUNSELING PROGRAMME

A Comparative Study Between Secondary School Boys and Girls in Kericho District, Kenya

By

Esther Koech

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DECLARATION

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

Koech.

Esther Koech

Student

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

Prof. Gerald N. Kimani

Associate Professor, Chairman

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this project to my family members who have given me support throughout the study period.

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ABSTRACT

The ever-growing complexity of the society coupled with social problems and rapid development of science and technology place a heavy demand on education. A student faces many difficult situations in today's life. He/she has to make wise choices in curricular and other activities, acquire basic skills for optimum achievement and adjustment to his/her peers, teachers and parents. With increased demands on the school, there is great challenge to adapt these demands and change patterns and to help institutions prepare citizens for future challenges.

The purpose of this study is to establish the variations in perception on Guidance and Counseling Programmes between boys and girls in secondary schools in Kericho District. It will compare the responses of girls and boys and is motivated by the belief that underutilization of psychological services in schools is due to inadequate support for students in need of such services. The African socio-cultural set-up often discourages girls from learning and subsequently lowers their aspirations and output. The provision of efficient counseling should assist the improvement of the self-image of both boys and girls and should broaden their educational and occupational aspirations.

A successful implementation of school-based Guidance and Counseling Programmes requires the concerted effort and a constant support of all stakeholders to effectively prepare students to develop more positive attitudes and approaches to life's challenges. The key stakeholders include the head teachers or principals, teachers, students, parents and school management. An effective Guidance and counseling Programme on the other hand, makes management of the schools and other institutions easier by ensuring timely management misunderstandings between the students and the institutional administration structures. Consequently, it is imperative that institutions provide suitable settings where guidance and counseling can be conducted because some of the problems encountered by students are very unique and require special attention.

The study was conducted in two distinct phases: phase one involved a survey of the students' socio-economic, demographic, psychosocial, cognitive and behavioural attributes. Phase two was intended to elicit in-depth information on the school-based

G & C Programmes and students' responses from the teachers' point of view. The exercise targeted teachers directly involved in G & C programmes and the information yielded was used for descriptive purposes to beef up and validate the quantitative data obtained through the survey.

The study found that gender disparity is pronounced in accessibility to key social services such as education and health in most developing countries including Kenya. More female students than male students reported a positive perception of the Guidance and counseling (G & C) programme in schools. It is possible that the way students perceive the school-based G&C programme also varies by the place they stay, especially when they are not in school the people they interact with and lifestyles they are exposed to.

Based on the chi-square tests results, there is no significant difference between students' perception on G & C programme and religion. Age is of little significance in perception to G & C programme. The majority of the students reported that the school-based G & C programme was important to their lives. Most students indicated that teachers had a wide knowledge of issues concerning the youth as well as G & C skills.

Although most students provide an impression that the programmes are fully operational and that they are satisfied with issues such as appropriateness, quality of services, provider friendliness and providers' understanding of the issues affecting the young people, the programmes are grossly under-equipped with both physical and human resources. The teachers hinted that in most schools, there are no proper facilities such as counseling room that is fully convenient to the clientele. The government adopted the integrated approach when establishing the programme, where the G & C offices were created within the existing buildings, rather than free-standing G & C centres.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

The counseling profession emerged in the 19th Century and evolved rapidly in response to escalating needs for psychological support necessitated by the effects of rapid industrialization and urbanization in the United States of America, (Richards, 1881 as cited in Aubrey, 1982). At the turn of the 20th Century, the United States faced a confluence of social and economic problems such as skewed distribution of a growing work force, dealing with an increasingly educated population, meeting the needs of immigrants and the preservation of social values as family connections were weakened by the emerging socio-economic and cultural changes (Aubrey, 1982; Herr, 1985). Perhaps the earliest notion of professional counseling in response to societal development pressures was that of Lysander S. Richard, who published a slim volume titled 'Vocophy' (Aubrey, 1982). Even though Richards' publication was the first systematic study of vocational help, later researchers dismissed his efforts because it lacked watertight proof of the assertions therein.

In school setting, during the 1920s, Boston and New York educational systems employed counselors to assist students in making essential educational and vocational choices. It was also during the 1920s that the certification of school counselors began in these two cities. Presently, many African countries have also established similar services in schools to support students.

However, the Second World War strongly influenced development of the counseling profession. The immediate post war era saw the proliferation of a variety of psychological instruments. Even though counselors were not the "major creators of the instruments, they were users. Accordingly, counselors began to use standardized counseling instruments as tools for use in military, educational and clinical settings. The process was marked the beginning of the use of scientific approaches to counseling (Aubrey, 1982). Other historical events that facilitated development of the profession include the Great Depression, due to loss of employment for millions of people. The event demonstrated the need for career counseling to

assist adults and youths identify, develop, and learn to market new vocational skills. The notions that the society would be better off with individuals and their occupations matched for greater efficiency and satisfaction continued to shape the vocational guidance movement (Olsen, 1983).

More still, the evolution of the American Counseling Association, (ACA), had a lot of influence on the development and advancement of professional counseling. Although its official inception is noted as 1952, ACA can trace its organizational beginnings to the turn of the 20th Century with the formation of one of its founding divisions, the then National Vocational Guidance Association (NVGA). Having roots in vocational guidance, education and psychology have made an interesting, rich, and often rock evolution *of* counseling unto itself, even before the founding of ACA (Norris, 1954).

The development of Guidance and Counseling in the education sector has been similar to that of its development in other sectors. Over the past fifty years, the role of school counselors has broadened from the earlier emphasis on facilitating vocational choices to facilitating students' total development in all areas - personal, social, emotional, career, and cognitive dimensions. Today's counselors develop and implement preventive guidance programs in large groups as well as providing individual and small group counseling. In addition, they act as coordinators of counseling services, and consultants to teachers, administrators, and parents (Hollis, 2000).

In Africa, guidance and counseling took a traditional context where guidance involved educating the youth about the tradition and culture of the community. Elders undertook guidance, using knowledge passed on from generation to generation, which depended a lot on age, exposure and expertise. Many countries have realized the importance of Guidance and Counseling services in schools and colleges. In our times, under the pressure of modern demands and the complexity of modern living, counseling has achieved the status of a developed discipline and skilled art.

The development of Counseling in Kenya has its own unique history. As the society

develops, problems also increase in institutions that stimulate the desire to incorporate counseling in our learning institutions. After Kenya's independence, the education sector has experienced significant developments some of which have yielded various challenges. For instance, due to lack of Guidance and Counseling facilities in most schools, secondary school graduates leave without any idea about the kind of jobs they should train for. Others move from job to job in an attempt to discover jobs that are suited to their abilities. Consequently, unemployment among school leavers has arisen. Hence the need for guidance and counseling programmes through which students will discover their potential and interests (Ndambuki and Mutie, 2000).

The Government of Kenya (GoK) acknowledges the importance of incorporating Guidance and Counseling in the school system. The guidance movement in Kenya is becoming increasingly important because the country is faced with many new problems requiring special psychological or social services, which are peripheral to education. Such problems include choice of careers, indiscipline, school dropouts and others. This suggests that the perception of students to counseling is important in determining how effectively counseling services in schools can be improved to be beneficial to both students and schools (Ndambuki and Mutie, 2000).

One of the major initiatives the GoK has undertaken has been to strengthen Guidance and Counseling Programmes in secondary schools. Other private agencies also provide Guidance and Counseling services both in and outside schools. To ensure efficiency and effectiveness, counseling courses are offered by the public universities.

Lack of proper Guidance and Counseling Programmes in secondary schools has inhibited professional development of many students due to poor and inappropriate career choices. Graduates join other levels of education without proper career choices, which lead to low levels of motivation in their work place in future. A study carried out in Kericho District by Heads of schools showed that students were generally not ready to admit they encountered various problems. Besides, they had a wrong notion of what Guidance and Counseling really is, while others were afraid of being seen by peers seeking the help of teacher-

counselors.

According to the Totally- Integrated Quality Education and Training (TIQET) report, 1999, Guidance and Counseling Unit in the Ministry of Education Science and Technology (MoES&T) provides very effective services to secondary schools and training colleges as well as being able to conduct in-services courses for primary school head teachers in various districts. The report observed that Guidance and Counseling services are necessary in all educational institutions. The commission therefore recommended that teacher counselors must be trained to handle counseling in schools and to encourage students to seek counseling. It singled out learners infected and/or affected by HIV/AIDS who require professional Guidance and Counseling services not only for themselves but also members of their immediate families. The commission that conducted the study, pointed out that in view of the increase in anti-social behavior, there is an urgent need to have adequate and professionally trained staff to handle Guidance and Counseling in education and training institutions throughout the country. The report recommended that a national program be instituted for the professional training of teachers to handle Guidance and Counseling in education and (raining that it is offered to professionally trained and mature staff.

Through proper Guidance and Counseling, learners can understand and appreciate teenage challenges and handle problems they face effectively. It has assumed great significance in school, especially at the secondary level, in responding to challenging and problems associated with adolescence development and the associated challenges. In schools it is meant to help students adjust to changes and make choices that make them function better. The banning of corporal punishment in schools has left Guidance and Counseling as the alternative that is advanced by the government in curbing teenage problems such as indiscipline and drug use.

1.2 Statement of the Problem

The ever-growing complexity of the society coupled with social problems and rapid development of science and technology place a heavy demand on education. A student faces many difficult situations in today's life. He/she has to make wise choices in curricular and

other activities, acquire basic skills for optimum achievement and adjustment to his/her peers, teachers and parents (Ndambuki and Mutie, 2000). With increased demands on the school, there is great challenge to adapt these demands and change patterns and to help institutions prepare citizens for future challenges.

Most secondary school students are in the adolescence stage. They are at their pre-puberty or puberty stage and their physical development during this is rapid marked. Adolescence is a crucial time for identity formation, to find a place for him in society as a distinct entity. This is also the stage when youth make major decisions. Making choices is major aspect of development. Guidance and Counseling has assumed great significance in schools in responding to problems and challenges associated with development at this stage. It has done much in responding to the increased cases of indiscipline in schools. Adolescence need to make decisions concerning careers, college opportunities, values, lifestyles and what to do with lives. The other function of guidance and counseling has been to help them make choices concerning their career choices, (Tyler, 1953).

Some of the major issues arising from secondary schools that make it necessary to strengthen Guidance and Counseling in Kericho District includes drug abuse, indiscipline and poor performance in schools. In some cases, youth venture into drug abuse only for experiment before getting addicted. Most of them start from tobacco before they graduate into bhang. Some have graduated into criminals. The report published by the National Agency for the Campaign Against Drugs (NACADA) reveals that 92% of youth in the country have experimented with a variety of drugs (NACADA, 2001). Although this is a national report, it also applies to Kericho, being one of the districts in Kenya. It is the role of teachers to educate and counsel the youth on negative effects of drugs and that is why this study will go a long way in doing this. More still, Kericho District like many districts has been faced by student strikes. In the year 2004 alone five schools went on strike in one term two of which three were 'boys only' schools and two were mixed schools, in 2005 three schools went on strike of which two were 'boys' only schools and one was mixed school. This shows that indiscipline is major problem in secondary schools in the district.

Worse still, the academic performance in the district has not been impressive. Kericho District was ranked 38 of 64 in 2003, 43 out of 64 in 2004 and 47 out of 64 in 2006 in the KCSE examination results. This poor performance can be improved through helping students to identify their abilities and limitations and also to take responsibility for their work in school. Therefore, strengthening Guidance and Counseling has the potential of turning around district's performance.

Additionally, Educational Guidance and Counseling has emerged as a discipline to provide help to students in schools so that they are not overwhelmed by internal conflicts. It has also become increasingly accepted as a positive programme that can enhance discipline in educational institutions. The need for helping young boys and girls deal with problems of growing up and adjusting to physical changes is one of the major concerns of the school-based Guidance and Counseling Programmes.

Several studies have been conducted on perception towards psychological health services among adolescent school goers. Students have either negative or positive attitude towards professional psychological help. Gender differences in seeking counseling were found to be significant in predicting the likelihood of seeking help when one is experiencing an upsetting personal problem. Female students had greater potential interests in counseling than did males (Solberg et al, 1994; Cook, 1984). Women were more receptive to mental health treatment than men (Tischer and Holzer, 1987). According to Lesler et al (1981), 10 - 20% of the excess psychiatric morbidity identified in women might be due to gender differences in problem recognition.

1.3 Purpose of the Study

The purpose of this study is to establish the variations in perception on Guidance and Counseling Programmes between boys and girls in secondary schools in Kericho District. It will compare the responses of girls and boys and is motivated by the belief that underutilization of psychological services in schools is due to inadequate support for students in need of such services. The African socio-cultural set-up often discourages girls from learning and subsequently lowers their aspirations and output. The provision of

efficient counseling should assist the improvement of the self-image of both boys and girls and should broaden their educational and occupational aspirations (Ndambuki and Mutie, 2002).

1.4 Study Objectives

The objectives of the study are as follows: -

1) Examine the perception students towards school-based Guidance and Counseling Programmes in Kericho District.

2) Establish how students' perception on school-based Guidance and Counseling vary by background attributes such as socio-economic, demographic, psychosocial, cognitive and behavioural aspects.

3) Assess and document views of the students on how they can be motivated to respond more positively towards Guidance and Counseling services.

4) Establish the teacher's perception of the students' response to Guidance and Counseling Programmes.

5) Find out if there are any measures to promote youth-friendliness in the school-based Guidance and Counseling Programmes, the impact of such measures and the lessons that can be derived for replication in other places.

6) Assess the challenges facing Guidance and Counseling Programmes in secondary schools in Kericho District.

1.5 Research Hypotheses

l'he following hypotheses are derived from figure 2.2; the conceptual and operational framework and will be tested, to determine their statistical significance in explaining the students' perception of the school-based G&C Programme.

1. H_0: There is no significant difference between students' perceptions on G&C

Programme and the socio-economic variables such as residence, ethnicity and religion.

2. H_0: There is no significant variation between students' perceptions on G&C Programmes and demographic variables such as age and sex of an individual.

3. H_a: There is no significant variation between students' perceptions on G&C Programme and psychosocial characteristics such as, perception on quality of services, perception on teachers friendliness, and perception of the teachers understanding of youth problems.

4. H_0: Students' perceptions on G&C Programmes do not vary significantly with cognitive aspects of an individual such as knowledge of the teacher in charge of G&C Programmes and the G&C office within school.

5. *Ho-* There is no significant difference between students' -perceptions on G&C Programmes and behavioral attributes of an individual such as alcoholism and drug use.

1.6 Significance of the Study

An effective intervention to improve perceptions of the boys and girls on school-based Guidance and Counseling Programmes in the country can only be developed and implemented successfully with a clear understanding of the background situation of the students as well as the existing perceptions. This study intends to provide information that will stimulate the government's policy making machinery, secondary schools in Kericho District and other stakeholders to gauge intensity of the emerging needs and develop innovative strategies to strengthen the programmes thereby improve service uptake by the students, their perceptions as well as student indiscipline and drop-out in the district and the country at large. The output will also be of help to Universities and Teacher Training Colleges in the design of their training programmes on Guidance and Counseling in order to impart useful skills to teachers based on the emerging needs among students. The findings of this research are also geared towards improving the stock of information available on school-based Guidance and Counseling Programmes in the country and will serve as a useful resource material for the secondary education stakeholders in general.

1.7 Basic Assumptions of the Study:

This study is based on the following assumptions: -

1. That all secondary schools in Kericho District have functional Guidance and Counseling Programmes to meet the needs of students.
2. That the MoES&T is fully committed to strengthening of school-based Guidance and Counseling Programmes in the country to make them more responsive to the needs of the young people.
3. Secondary school students are capable of making independent decisions and choices about their lifestyles.
4. That all schools have head teachers who have adequate information about Guidance and Counseling.
5. It is further assumed that the output will not only serve the academic purpose but will also stimulate school-based Guidance and Counseling Programmes to reconsider their strategies with the aim of making them more youth-friendly to improve perception and service uptake.

1.8 Limitations of the Study

The main limitations of the study are broadly categorized as logistical and methodological. In social research, the amount of resources available determines the size of samples to be drawn from target populations, which in turn affects the accuracy of outputs. According to Bryman and Cramer (1997), a small sample, widens the confidence interval (error margin). This does not only lead to less accurate prediction of the population parameters but also increases the chances of committing type II error by accepting the null (Ho) hypothesis when it is actually not true. The logistical support for the present study is limited and the researcher faces a critical challenge of balancing the resources available with the representativeness of the samples to be drawn.

Moser and Kalton (1979) assert that the success of ex-post facto designs is dictated by availability and willingness of the respondents to cooperate honestly and in good faith when providing responses. Incorrect responses and non-response are likely to compromise

accuracy of the study. Worse still, sensitive and personal information such as the alcoholism and drug use also encourages incorrect answers. However, the researcher will ensure that respondents are motivated to uphold honesty when they tackle sensitive issues in the questionnaires. Moreover, the use of self-administered questionnaires often suffers from low response rates. This is also likely to affect the sample size. Accordingly, the researcher will ensure that the respondents are empowered to enable them understand that by participating in the study they will be playing an important role in enhancing better management practices in secondary schools in the country for improved performance.

1.9 Delimitations of the Study

The study will be carried out in Kericho District but will not involve all schools in the district; rather it will be based on a sample of 18 schools drawn by probability and non-probability procedures. Further, the study will be delimited to students and teachers handling Guidance and Counseling issues only. This leaves other key players such as parents and school management structures.

1.10 Definition of Significant Terms

Counseling - The process in which a trained person helps a person to function more effectively and improve his or her life by addressing in a preventive, developmental and remedial way.

Guidance - The process of helping students through dissemination of information and advice necessary for making informed choices so as to realize personal growth.

Perception - Psychological state that predispose a person to react favourably or unfavourably towards an environment or object.

Teacher Counselors - Teachers who have undergone training and have acquired skills for use in Guidance and counseling in secondary schools.

Learning Style - The way a person perceives and responds to the living environment.

Counselee/Clients - Students who have problems or a need that causes anxiety and which if not addressed could affect their academic performance.

Interventions - All actions of the school and community in the process of Guidance and Counseling.

1.11 Organization of the research

The study is organized into five chapters. The first one entails the background and problem statement of the study, purpose of the study, research questions and objectives, basic assumptions, limitations and delimitations as well as definition of significant terminologies. The second chapter consists of a review of related literature on definitions of the Counseling profession, the Counseling Process, perception and its components, factors affecting perception on the school-based counseling programmes, youth friendly services, theoretical explanation of behaviour change through Guidance and Counseling as well as a conceptual framework. Chapter three covers the research methodology to be used in the study, research design, study population, data collection instruments, sampling design and procedures, study plan for data collection as well as analysis procedures.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter was to explore theoretical and empirical studies related to Guidance and Counseling as well as perceptions of secondary school boys and girls on school-based Guidance and Counseling Programmes, with a view to identifying strengths and weaknesses in the contents. The study was built on the strengths of the past literature, its findings have been used to reinforce areas that have not been adequately explored. It also makes viable recommendations for future studies and programme strengthening initiatives. Some of the items the chapter is keen about includes definitions of guidance and counseling and its relationship to learning; perception and perception components; a critical assessment of the extent of gender influence on attitudes towards counseling programmes as well as factors that predispose both boys and girls to seek or fail to seek psychological help. The review also looks at the reasons for reluctance to seek psychological help even when it is readily available and accessible.

2.2 Definitions of Guidance and Counseling

Counseling is a helping relationship involving two parties or persons. On the one hand is the helper (counselor), who is a trained helper and the client (counselee), who is the person requiring help. The counselor's role is to make life more satisfying by enhancing the work values, personal resources and capacity for self-determination of the person being counseled. In the counseling relationship, the concerned person and the person with a need discuss the problems and interventions in order to come up with action plans. This relationship is usually person-to-person, although sometimes it may involve more than two people. The relationship starts with the initial encounter of the counselor and the client. Clients may be referred to the counselor or may go on their own volition or the counselors may initiate the process. The counselor helps the counselee to overcome the negative self-image, which is common especially with the adolescents so that that they move towards a greater level of self-acceptance and self-understanding. Many a times, people have biased self-perceptions, distorted attitudes, which retards the move towards self-fulfillment. The counselor plays the supportive role of assuring such persons of good achievement in life.

Even though Guidance and Counseling is a profession that is more than a century old, there is no universal definition of the concepts, as they are understood differently within various socio-cultural contexts. In this regard various scholars have made efforts to universalize definitions of the Guidance and Counseling profession. Some of the definitions are explored in the succeeding sections. For instance, Peterson, (1977) defined guidance as "a means of helping individuals to understand and use wisely the educational, vocational and personal opportunities they have as a form of systematic assistance in achieving satisfactory adjustment to school and life in general". Following the definition, guidance enables individuals to understand their abilities, develop and relate them to their aspirations in life. Guidance is designed to help individuals re-examine their plans to make them more realistic. In a school setting, the guidance and counseling process facilitates realization of an individual's goals in life. It equips students with knowledge to make rational decisions weigh options of how implement such decisions.

According to Smith (1955) counseling is "a process in which the counselor assists to make interpretations of facts relating to a choice, plan or adjustments, which he needs to make" (P. 6). In the same vein, Harhn and MacLean, (1955) defines counseling as "a process which takes place in a one-to-one relationship between a counselor and an individual beset by problems, with which he cannot cope alone and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties" (Ibid).

More still, Pepinsky and Pepinsky (1954) contend that counseling is "that interaction, which (1) occurs between two individuals - counselor and client, (2) takes place in a place of professional setting (3) is initiated and maintained to facilitate changes in the behaviour of a client" (P. 3). Skovholt *et at* (1998) also believe that counseling is "the process in which a trained professional helps a person or a group, to function more effectively and improve his or bet life by addressing problems in a preventive, developmental or remedial way" (P. 360).

From the definitions, it emerges that counseling is a profession endeavoring to uphold ethical

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standards in the society by enabling individuals to make rational and viable decisions. Although all of them are useful by enhancing understanding of the terminologies of guidance and counseling, this study applies the definition advanced by Gustard (1953), which defines counseling as "a learning - oriented process carried out 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 context the total personal 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 be a happier and more productive member of the society" (P. 23).

A successful implementation of school-based Guidance and Counseling Programmes requires the concerted effort and a constant support of all stakeholders to effectively prepare students to develop more positive attitudes and approaches to life's challenges. The key stakeholders include the head teachers or principals, teachers, students, parents and school management. An effective Guidance and counseling Programme on the other hand, makes management of the schools and other institutions easier by ensuring timely management misunderstandings between the students and the institutional administration structures. Consequently, it is imperative that institutions provide suitable settings where guidance and counseling can be conducted because some of the problems encountered by students are very unique and require special attention.

2.3 The Counseling Process

The counseling process follows three basic stages: a beginning, interventions and an end. The process begins with the initial encounter of the counselor and the client. According to Ndambuki and Mutie (2004), in most cases clients seek help because they want to challenge something in themselves, in their environment or find a solution to personal issues. These could be attitude, perception of self or others, habits or behaviours. The authors assert that there are no permanent solutions to problems without some change in the client and the latter has to change through a learning process that consists of three stages: Viz. self-exploration, self-understanding and action. These stages have been found to true through observation of human behaviour and personal experience by renowned advocates of self-

exploration, understanding and action (P. 134).

Before looking at the counseling process, it is important to mention that counseling is based on theories that have been formulated through research and testing. The purpose is to enable us understand human behaviour, how it comes about and how it can be changed. These theories focus on the human interaction between the counselor and client. Batuth and Robinson (1987), assert that' the therapeutic focus is on strategy or procedure as in the other orientations, but is concerned with creating an I - thou relationship focused on the present. The counselor in such a system creates a climate that allows such a "person to person" encounter. Knowing the client is more important than knowing about the client.

2.4 Perception and Perception Components

The term perception is widely used by the public to denote a psychological state that predisposes a person to act favourably or unfavourably to an event or situation. This viewpoint favours defining perception as having several components and restricted definition. Allport (1954) defined perception a "mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". Eargly and Chaiken (1993) defined perception as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour" (P. 1). Although formal definitions of perception vary, most contemporary social psychologists seem to agree that the characteristic attribute of perception is its evaluation (pro-con, positive, negative) dimensions (Ajzen, 1989; Ajzen, 1993; Fishbein and Ajzen, 1976).

The definition that will be used in this study' is that "perception is an individual's disposition to respond favourably or unfavourably-to an object, person, institution or event or to any other discriminate aspect of the individual's world" (Ajzen, 1989, p. 124). The definition is favoured in this study because of its evaluative nature, which refers to overt or converts evaluative responding of cognitive, affective or behavioural responses (Eargly and Chaiken, 1993). Although the most popular classification system distinguishes between cognitive, affect and behaviour (Ajzen, 1989; McGuire, 1985), it is useful to separate verbal from non-verbal

responses within each of these three categories.

Cognitive Responses: Cognitive responses of a verbal nature are expressions of beliefs that link the object with certain characteristics or attributes, for example, the belief expression that counseling is a helpful source of individuals (Ajzen, 1989; Eargly and Chaiken, 1993). Cognitive responses of non-verbal nature are more difficult to assess and the information they provide about perception is usually direct

Affective Responses: The second category of responses from which attitudes can be inferred has to do with perception object, for example, expressions of admirations or disgust, appreciation or disdain. Thus, a person who claims to admire counselors or feel good about the available medical care would seem to hold a favourable perception towards the counseling profession and health care system. On the contrary, a person who indicates that the mere thoughts of counselors and psychiatrists are disgusting would seem to hold a negative attitude (Ajzen 1989; Eargly, 1993). Facial expressions, as well as various physiological and other bodily reactions are often assumed to reflect affective responses in a non-verbal fashion.

Behavioural Responses: Characteristics of this category are behavioural inclinations, intentions, commitments and actions with respect to the perception object, for example, people with negative perceptions towards the counseling profession might indicate a refusal to be seen by counselors and psychologists, (Sherman and Fazio, 1983). On the other hand, those with positive attitudes might express intention to attend professional seminars and meetings or they might indicate a readiness to read about advances in counseling and psychological (Ajzen, 1993; Ajzen, 1989; Eargly and Chaiken, 1993). Ajzen (1989) asserts that consistent with typical operationalization, many investigators have assumed that verbal responses reflect a person's perception, whereas nonverbal *(overt)* actions are measures of behaviour. However, both verbal and nonverbal responses are observable behaviours. As noted by Ajzen (1989), neither verbal nor nonverbal are more or less a measure of attitude than the other and both types of behaviour can reflect the same underlying disposition. Moreover, the validity of overt behaviour as indicators of a latent disposition cannot be taken for granted, any more so than the validity of verbal

responses to questionnaire items. Both types of behavior must be submitted to standards scaling procedures and only some responses - whether verbal or nonverbal will be found adequate for the assessment of a give attitude (Ajzen, 1993; 1989; Ajzen and Fishbein, 1980; Jackson and Paunomen, 1985).

2.5 Perception Versus Behaviours

In summary, an individual's favourable or unfavuorable perception towards a person, institution or event can be inferred from verbal responses towards the object in question. These responses can be of a cognitive nature, reflecting object concerning its likely characteristics; they can be of an effective nature, affecting the person's feelings; and they can be of behavioural nature, indicating how a person acts with respect to the object (Ajzen, 1993).

2.6 Factors Affecting Perception on School-based G&C Programmes

The students enter secondary school at around age 13. This is a period of emotional, social, mental and moral development. Adolescence comes with a host of problems that need to be met and resolved with understanding. The high school years coincide with early adolescence and post puberty years. Several studies have been conducted on perception towards counseling services with different gender groups and the results show that there are key factors that play major roles in predicting attitudes towards psychological help.

In a college sample, help-seeking behaviour has been found to have a positive correlation with age, gender, education, social support and prior counseling experience' (Cramer, 2002; Solsberg, et al, 1994). Solsberg, et al (1994) asserts that gender differences in help-seeking behaviour were found to be significant in predicting help-seeking behaviour for psychological treatment. Women were found to have higher rates of help-seeking behaviour than men". Gender difference: in help-seeking were also examined by Flum (1998). Kessler, Brown and Broman (1981) and Leaf, Bruce, Tischler and Hoizer (1987), who speculated that the increased incidence of help-seeking behaviour among women and the higher rate of labeled emotional problems may be due to the greater ability of women to verbalize vague emotional distress in terms of conscious problems requiring assistance. Findings by Leaf,

Bruce, Tischler and Hoizer (1987), showed that women were more receptive to mental health treatment than men and less concerned about the reactions of their families. Similarly, Kessler et al concluded that "10%-25 of the excess psychiatric-morbidity identified in women might be due to gender differences in problem recognition (1981)". This is similar to Cook's (1984) findings that female college students had greater potential interest in counseling than did males.

Tinsley, Aubin and Brown, indicated that students who experienced a personal problem would be significantly more likely to seek help from a close friend than from a professional counselor and they would be more likely to consult with a professional counselor than they would with and academic advisor or instructor. On average, only 365 (18 out of 49 of the total participants} indicated that they would seek professional help at some point for personal problems compared to those who indicated that they would turn to close friend (58%) and close relatives (45%). A total of 64% (56 out of 87 of the students) believed they would deal with a personal concern themselves rather than see a professional counselor for career concerns.

2.7 Stigma and Help-seeking Behaviour of Students

In light of the advances made in the counseling profession, stigma is still experienced by individuals who need or use psychological and mental health services (Gaw, 1993). This stigma appears to be associated with treatment, denial of the problem or lack of problem recognition and a sense of self-reliance with regard to solving personal problems, (Farina et al, 1996; Nieradzik and Cochrane, 1985; Brown, 1997; Yokopenic, Clark and Anechensel, 1983). Schonrt-Reichl and Muller (1996) research indicates that people who arc in need of help often fail to use helping resources because it represents an open admission of inadequacy. Even in children, the stigma associated with mental health treatment is not receiving any because of the perceived stigma with mental illness. Moreover, some parents are afraid they will be blamed for their child's state of mental illness. Stigma is often singled out as the primary factor inhibiting psychological and mental health service utilization.

2.8 Youth-Friendly Guidance and Counseling Services

According to Nelson et al (2000), services are understood to be youth friendly if they have policies and attributes that attract youth to the facility, provides a comfortable and an appropriate setting for youth, meet the needs of young people and are able to retain their clientele for follow-up and repeat visits. Some of the adaptations needed to make services youth-friendly have been identified by young people themselves, other youth friendly characteristics have been identified by the service providers, including some that have been evaluated as part of an overall effort to provide effective G & C services for the youth (Ibid).

From a young person's perspective, there are a number of barriers, broadly understood in terms of access and quality- to seeking G & C services. The two issues often determine whether or not young people are willing or able to effectively utilize G & C services. Access refers to the extent to which youth can obtain appropriate G & C services at a level of effort and cost that is both acceptable and within the means of a large majority of youth in a given country (Nelson et al, 2000). Service quality, on the other hand refers to the attractiveness and benefits of the services that clients receive at the G & C facility (Ibid). The following are some of the essential characteristics of the youth friendly G & C services: -

Facility Characteristics
- Convenient hours
- Convenient location
- Adequate space and sufficient privacy
- Comfortable surroundings

Provider and Staff Characteristics
- Specially trained staff
- Respect for young people
- Privacy and confidentiality honoured
- Adequate time for client-provider interaction

Administrative/Process Characteristics
- Youth/student involvement
- Group Discussions available
- Necessary referrals available
- Affordable fees, if any
- Wide range of services available
- Educational materials available on site and to take away
- Publicity that informs and reassures the youth

Young Peoples' Psycho-social Characteristics
- Perception of privacy at the facility
- Perception that confidentiality is honoured
- Perception that youth are welcome regardless of lifestyles
- Perception that surrounding is comfortable
- Perception that providers are attentive to youth needs

According to UNFPA (1998), young people are quite explicit about what they want from health service providers. They value their privacy and identity and desire to make decisions for themselves, based on correct information. Accordingly, their needs from G & C service providers are simple: -

| |
|---|
| ▪ Be confidential |
| ▪ Provide relevant information and services |
| ▪ Accept them as they are-do not moralize or demoralize them |
| ▪ Ask them about and respect their opinions about services |

▪ Allow them to decide for themselves
▪ Make them feel welcome and comfortable
▪ Don't judge them
▪ Provide services at a time and within the time they have available.

In short, young people need education, respect and empowerment, (UNFPA, 1998). More still, MoH (2001), points out that it is essential for both service providers and service sites to be youth friendly, understanding, non-judgmental and accepting youths' language, dress and behaviour. All G & C teachers should be respectful of the feelings and emotional turmoil that the students/young people commonly experience.

2.9 Theoretical Framework for Behaviour Change Through Guidance and Counseling

The theories of reasoned action and planned behaviour propounded by Bandura (1991) and Ajzen (1991), define people as reasonable beings who systematically process and use all information available to them when they plan their behaviour (Dyk, 2001). The theories assert that to change peoples' behaviour, it is necessary to understand and change cognitive structures that govern specific behaviour. It is not possible to change a person's behaviour without adequate understanding of the individual's intentions, beliefs, attitudes, subjective norms and his or herself efficacy. Figure 2.1 provides an overview of the cognitive, emotional and social components that should be included in any programme that is designed to bring about sexual behaviour change.

Figure 2.1: Cognitive, emotional and social factors influencing behaviour change
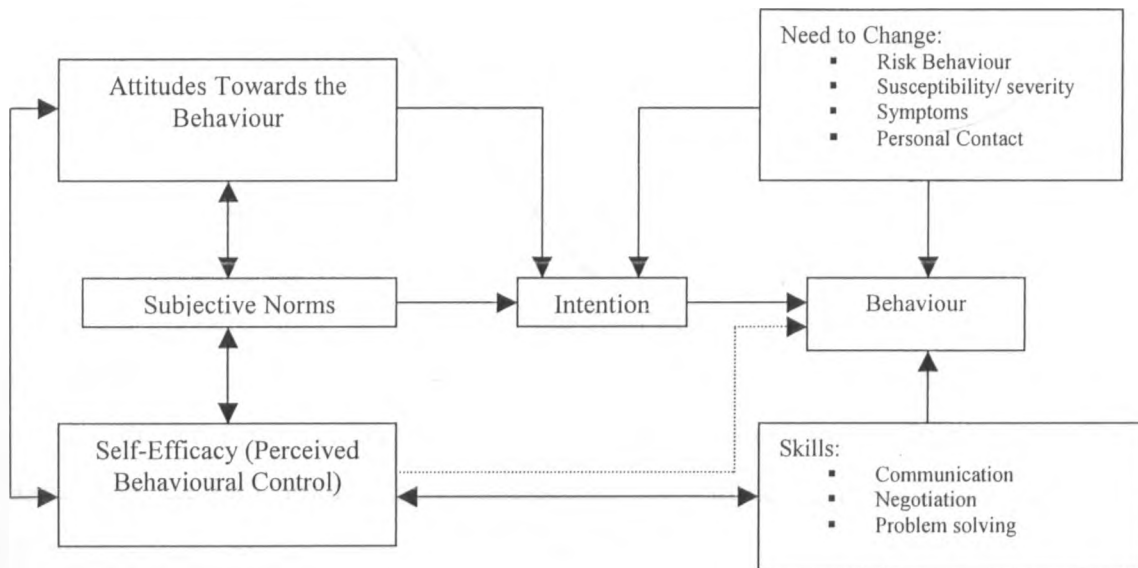
Source: Adapted from Dyk (2001:83)

Recognition of the need to Change

Before people can change any particular behaviour, they first need to recognize the *NEED* to change that behaviour. The factors that often contribute to the realization that a particular behaviour should change include:

1. The individual's self-description of being at risk.
2. The perception of an individual's susceptibility or vulnerability to effects of a particular behaviour
3. The perception that the present behaviour will have serious consequences and that it will affect the persons whole life
4. The belief that performing a specific behaviour will decrease susceptibility to the negative effects of the present behaviou
5. A concern about good health in general

Specificity of the behaviour to be changed

It is important to be specific about the behaviour to be changed. So, if adolescent sexuality is one of the major issues affecting students in Kericho District, instead of using vague statements such as safer sex practices, it is essential to refer to particular actions such as

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abstinence, one sexual partner or use of condoms. Prevention strategies vary according to the particular aspect of the behaviour that one is considering. Behaviour change initiatives such as G & C Programmes should identify the Action, Target, Context and Time of the behaviour to be changed.

Intention to perform a specific behaviour

Efforts to change behaviour of the youth must stimulate students to develop the intention of changing the behaviour. According to the theory of reasoned action, a person's behaviour can be predicted if one can determine whether he or she has an intention to carry out that specific behaviour. Intentions reflect all the motivational factors that influence specific behaviour. Intentions are indicators of how hard people are willing to try or how much effort they are planning to put into performance of behaviour. The stronger the intention or the commitment to do something, the greater the probability that a person will perform a behaviour change.

The same principles that apply to behaviour change (specificity, action, target, context and time) should also be taken into account when one is trying to change or reinforce intentions. In order to change behaviour, it is necessary to reinforce the intention that directly corresponds to the specific behaviour. However, intentions do not always predict behaviour. When people do not have control over their behaviour, the best intentions may not necessarily translate into behaviour. Also, good intentions may be hampered by lack of opportunities and resources e.g. money and necessary skills.

Attitudes towards specific behaviour

The intention to change behaviour such as smoking or drinking depends on an individual's attitudes towards that particular behaviour. If for example, students truly believe that non-smoking will have a positive outcome on their academic achievement, then the probability that they will actually stop smoking will be much greater. It is therefore of utmost importance to establish a person's attitude towards a specific behaviour that needs to be influenced before a change is expected to occur.

Influence of subjective norms on behaviour

The intention to change behaviour also depends on the subjective norms of the individual. Subjective norms are influenced by:

1. The beliefs of an important reference groups or individuals in a person's life.
2. The desire to please these reference groups or individuals. For instance, if drug abuse is readily acceptable to immediate friends or relatives, then it will be very difficult for that person to change his/her behavior to lead a drug free life.

SELF-EFFICACY

To have an intention to change behaviour is not enough. People should also believe that they have the ability to perform the desired behaviour. Self-efficacy refers to a person's belief in his or her ability to control behaviour or to carry out specific behaviour successfully. According to Bandura (1991):

> "Peoples beliefs in their efficacy influence their efficacy influence the choices thy make, their aspirations, how much effort they mobilize in a given activity, how long they persevere in the face of difficulties and setbacks; whether their thought patterns are self-hindering or self-aiding, the amount of stress they experience in coping with the difficult environmental demands and their vulnerability to depression (p.257)."

Ajzen (1991) uses the term "perceived behaviour control" to refer to peoples' perception of the ease or difficulty of changing a particular behaviour. People with high self-efficacy or a high perception of behaviour control are better motivated to master new situations and behaviour and they are more persistent in their attempts to reach specific goals than people with low self-efficacy. For instance, Ajzen (1991) points out that low self-efficacy have been found to correlate positively with high-risk sexual practices among the youth in developing countries, with an unwillingness to change behaviour and with relapses from low to high-risk behaviour. Hence the chances that a person will change his/her behaviour are much better if that person:

> - Forms of strong intention
> - Demonstrates a favourable attitude
> - Possesses positive subjective norms
> - Possesses a high level of self-efficacy and the perception that he/she can control his/her behaviour.

Intentions, attitudes, subjective norms and perception of behaviour control may however be undermined if a person becomes discouraged or disheartened by obstacles or difficulties that seem to block his or her progress towards behaviour change.

Obstacles and rewards to behaviour change

People will only change their behaviour if they perceive that the new behaviour as potentially effective, beneficial and practically feasible (Dyk, 2001}. The probability of a person changing his or her behaviour depends on that person's perception of the benefits and rewards that will accrue from the new behaviour as well as the person's perception of the disadvantages or obstacles that will result from the changed behaviour. Major obstacles identified include:

- People abandon attempts to change behaviour if they find it stressful to initiate or to maintain the behaviour
- Society's intolerance towards certain behaviours makes it more difficult for people to change their behaviour
- Alcohol and recreational drugs, which diminishes a person power to make responsible decisions
- Unavailability or inaccessibility of guidance and counseling services
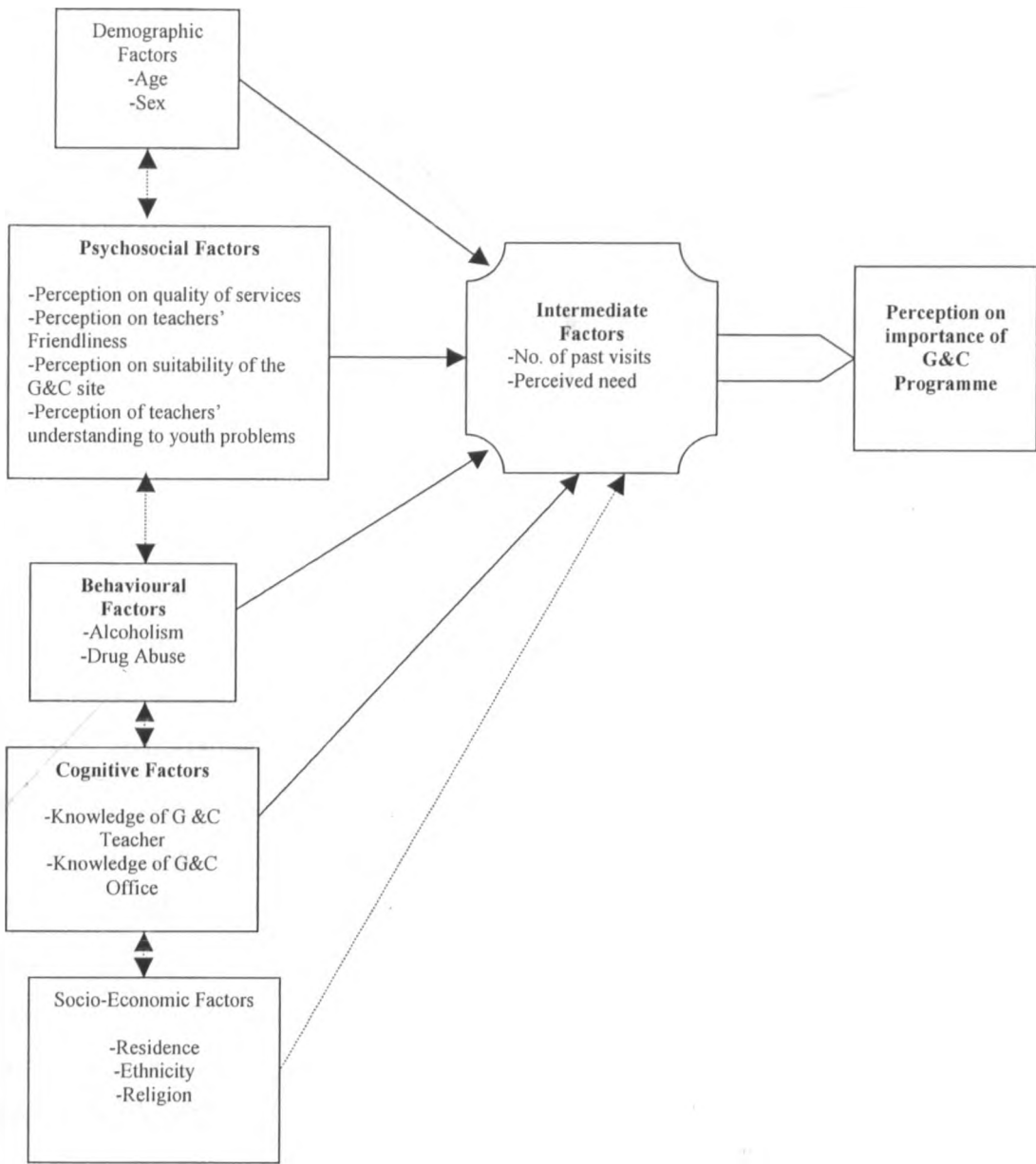- Cultural norms and religious norms and religious beliefs

2.10 Application of the theories to perception of school-based G & C programmes

The basic tenets of the theories of reasoned reaction and planned behaviour are modifiable and can be used to explain the overall perception of secondary school students on the school-based Guidance and Counseling programmes. In this case, the students are assumed to be reasonable beings capable of using all the information and resources at their disposal when they decide to take up Guidance and Counseling services. While a change in behaviour is largely propelled by cognitive elements such as intentions, beliefs, altitudes, subjective norms and self-efficacy, the perceptions of an individual on psychological assistance offered by a facility is a function of several concepts, which range from' socio-economic, demographic, psychosocial, cognitive and behavioural factors. These factors interact and prevail upon individual students to either develop a positive or negative perception on the school-based Guidance and Counseling services.

However, the background factors do not influence individual's perceptions directly, rather they act through a set of intermediate factors, which include the number of past visits to the school G & C facility and perceived need for. Psychological help. The perceived need stimulates the intention to visit the school facility for help. Also activated by the perceived need for psychological assistance is self-efficacy, which refers to the ability or will of an individual to take the initiative to consult teacher(s) in charge of Guidance and Counseling for support. Based on the theoretical statement, this study derives a conceptual and operational framework, indicated in figure 2.2.

Figure 2.2: The Conceptual and Operational Framework


```
Demographic
Factors
-Age
-Sex


Psychosocial Factors

-Perception on quality of services
-Perception on teachers'
Friendliness
-Perception on suitability of the
G&C site
-Perception of teachers'
understanding to youth problems


Behavioural
Factors
-Alcoholism
-Drug Abuse


Cognitive Factors

-Knowledge of G &C
Teacher
-Knowledge of G&C
Office


Socio-Economic Factors

-Residence
-Ethnicity
-Religion


Intermediate
Factors
-No. of past visits
-Perceived need


Perception on
importance of
G&C
Programme
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CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter describes how the requisite data was obtained, processed and analyzed to fulfill the study objectives. The items considered include the research design(s) adopted, target population, sampling design and procedures, the types of data, the study plan, research instruments for data collection, and data analysis techniques. The latter included quantitative and qualitative data analysis methods. The last section of the chapter focuses on details of reliability and validity aspects of the research instruments and the data obtained.

3.2 Research Design

A study design is the investigator's plan of action for answering the research questions and realizing the study objectives. The nature of the research design has implications for the kinds of statistical manipulations that can be performed on the resulting data. This study utilized both quantitative and qualitative approaches. For quantitative dimension, the study adopted an ex-post facto design. According to Bryman and Cramer (1997), ex-post facto designs are often called correlational designs to denote the tendency for such research to reveal relationships between variables and to draw attention to their limited capacity in connection with the elucidation of causal processes. Precisely because in ex-post facto research, variables are not manipulated (and are often not capable of manipulation), the ability of the researcher to influence the cause and effect are limited because the manifestation has already occurred (Bryman and Cramer, 1997; Kerlinger, 1973). Better still, the researcher does not manipulate any of the variables of interest and the data resulting to all variables (dependent and independent) are-collected simultaneously unlike in experimental designs (Ibid). The qualitative dimension on the other hand, will adopt case study designs where qualitative techniques such as in-depth interviews and observation will be applied to obtain relevant information from teachers in charge of the G & C Programmes.

Consequently, this study was conducted in two distinct phases: phase one involved a survey

of the students' socio-economic, demographic, psychosocial, cognitive and behavioural attributes. The design was most appropriate for the phase because it was capable of eliciting a diverse range of information about the background characteristics of the respondents along with their perceptions and experiences with the school-based G & C Programmes. The information obtained was used for descriptive and inferential purposes. Phase two was intended to elicit in-depth information on the school-based G & C Programmes and students' responses from the teachers' point of view. The exercise targeted teachers directly involved in G & C programmes and the information yielded was used for descriptive purposes to beef up and validate the quantitative data obtained through the survey.

3.3 Target Population

The study targeted public and private secondary school students of both sexes in Kericho District. According to the District Education Office records, Kericho district has a total of 71 secondary school. The majority of these schools are dual- sex schools and only a few are either purely boys' or purely girls' schools. The total number of students in secondary schools in the year 2005 was 5,876 distributed as indicated in 3.1 below.

Table 3.1: The number of secondary schools in Kericho District, April 2006

Category	Girls	Boys	Mixed	Total
Public	7	7	52	66
Private	3	1	1	5
Total	10	8	53	71

Source: District Education Office, 2006

The district's performance in national examination has not been impressive over the years having been position 52/66 in the year 2004 and 41/71 in 2005.Teenage pregnancies and students' unrest in schools are some of the issues that can be addressed more effectively through guidance and counseling progammes in schools.
The study intended to draw a probability sample from the population of students enrolled in secondary school in the District. More still, the study targeted teachers in charge of the G & C Programmes from which a non. probability sample was drawn.

3.4 Sampling Design and Procedures

In most cases, it is difficult to subject the whole population of interest to investigations because of the prohibitive costs in terms of financial resources and time. A sample is the sub-set of the population that can be analyzed at reasonable cost and used to make generalizations about the population parameters with ease. It is imperative that samples be as representative as possible, because too small a sample is likely to yield underestimated information due to the effect of sampling error. Samples are drawn from well-defined lists of the target population known as the sampling frame. According to Nassiuma (2000), a representative sample can be drawn using the formula below:

$$n = \frac{NC^2}{C+(N-1)\,e^2}$$

Where: -
N= population size
n= sample size
C= coefficient of variation, and the value equals or less than 30%
e= the error margin, which varies between 2 and 5%

Nevertheless, the formula is only applicable where the population size is known. In situations where a population is too small to be sampled, it is logical to include all the elements in the sample (Mugenda and Mugenda 1999). This study applied both probability and non-probability sampling procedures to obtain the secondary school students as well as G & C teachers as elucidated in the sections that follow.

3.4.1 Sampling the Students

Obtaining a representative sample of students involved two distinct steps: first, the study sampled the schools and in this regard, a sampling frame of all the schools in the district was prepared. To ensure effective representation, the sampling frame was stratified on the basis of the type[1] and category[2] of schools. The main advantage of stratification is that it ensures

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[1] Boys', Girls' and Mixed

inclusion in the sample of sub-groups, which would otherwise be omitted entirely by other sampling methods because of their small numbers in the population. Table 3.1 shows that the district has 8 boys', 10 girls' and 53 mixed secondary, schools. Using the formula in section 3.4, at a co-efficient of variation of 10%, the exercise drew 2 boys', 2 girls' and 11 mixed schools to form a sample size of 15 public schools. Simple random sampling technique was then applied to select the 15 public schools. Due to the small number of private schools, purposive sampling was applied to select 1 boy's, 1 girls' and 1 mixed private school to be included in the study. In total, the exercise drew a sample of 18 secondary schools.

The second step involved sampling of the students from each of the schools. A sampling frame of all students in each school was prepared in consultation with school administrations. The sampling frame was stratified on the basis of forms for girls' and boys' schools and on the basis of forms and sex in the case of mixed secondary schools. Simple random sampling technique was applied-to draw 10 students from each form to be included in the study. For mixed schools, the exercise drew 5 girls and 5 boys from each form. The study intended to sample 40 students from each school to yield a total sample size of 720 students (360 boys and 360 girls) for the study.

3.4.2 Sampling the Teachers

The teachers were selected purposively on the basis of direct involvement in school based G & C Programmes. One' teacher was selected from each school. This yielded a total of 18 teachers for in-depth interviews following a schedule.

3.5 Data

This study used primary and secondary data, both qualitative and quantitative. Primary data was collected from secondary school students and teachers directly involved in school-based-G & C programmes. Secondary data was sourced through documentary review and analysis. Some of the documents reviewed included G & C Programme Records.

3.6 Research Instruments

The study intended to use two sets of research instruments to capture information from

students and teachers. The tools are discussed in details in the succeeding sections.

3.6.1 Student's Questionnaire

The tool was self-administered because the respondents, being youth, could feel uneasy responding to some sensitive issues with regard to their psychological or behavioural life. Self-administered questionnaires provided some degree of confidentiality and were likely to motivate the young people to inscribe their thoughts and opinions freely. The tool was used to capture information on the background characteristics of the students for purposes of establishing their effect on the students' perception on school-based G & C Programmes. The background characteristics of interest included socio-economic variables such as place of residence, ethnicity and religion; demographic attributes such as age and sex; psychosocial aspects such as perception of the school-based G & C Programme, quality of services and personality of teachers providing the services; cognitive aspects such as knowledge of the teacher(s) in charge of G & C services, G & C office; behavioural variables such as alcoholism and drug use. Besides the background characteristics, the tool also elicited information on the views of the students on how they felt they could be motivated to respond more positively towards school-based G & C Programmes.

3.6.2 Interview Guide for Teachers

The tool was used to source information from teacher(s) directly involved in the G & C programmes in the schools. According to Gay (1992), in-depth interviews allow researchers to follow up respondents' answers to obtain more information and clarify vague statements: The main issues captured included perception about the response of students towards G & C services; existence of any measures or techniques to promote youth-friendliness in the G & C centres and the impact of such; lessons derivable from the interventions that promoted positive responses; as well as challenges faced by schools in their efforts to encourage more students to utilize the services provided and how such could be surmounted.

3.7 Study Plan

3.7.1 Human Resource

The study began with recruitment of one research assistant to assist in data collection,

processing and analysis procedures. As part of quality assurance, the minimum qualification of the research assistant is a master's degree in social sciences and a one-year experience in social research. The next activity was a consensus-building session involving the principle investigator and the research assistant. The purpose was to discuss feasibility of the proposed study design, cost and plan. The session was also used to evaluate the study tools to ensure that they correlated with the research questions and objectives. Upon the end of the session, necessary adjustments were effected. A days' training was conducted; the purpose was for mastery of the research instruments for easy administration. The exercise also involved evaluation of the data sourcing skills of the research assistant through mock interviews; planning the procedures and approaches to data collection and sharing outstanding data sourcing skills from experience.

3.7.2 Pre-Testing

Pre-testing is essential because it provided insight to enable the researcher improve efficiency of the instruments, adjusted strategies and approaches to maximize response rate and eliminated issues that would have compromised reliability and validity of the data sourced. The research instruments were pre-tested in two[3] secondary schools chosen randomly. The exercise focused on the students, which were selected randomly following the procedures outlined in section 3.4.1 and two teachers were selected purposively by virtue of being responsible for G & C services at the time of the study. The sampled elements were not included in the main study, as the sampling procedure was restricted, that is, sampling without replacement. The data collected was processed, analyzed and interpreted. The results were used to modify the tools, strategies and approaches and logistical arrangements for the main study.

3.7.3 Main Study

The study began immediately after pre-testing and adjustment of the research instruments. Sampling procedures were done to obtain the study units. The sampled schools were informed in advance about the impending study to enable them make necessary arrangements to facilitate the process and ensure maximum response rate. Data collection took one month

and was done in two distinct phases: the first phase involved assessment of students' background information and perception towards G & C Programmes while the second phase involved in-depth interviews with teachers.

3.8 Data Processing and Analysis

Data analysis sought to provide answers to the research questions. This study performed both quantitative and qualitative analyses procedures.

3.8.1 Quantitative Data Analysis

The choice of quantitative analysis procedures depends on how well the techniques suits the study objectives and is determined by the scale of measurement of the variables in question. Quantitative analysis began with field editing to minimize errors. Data coding, entry, cleaning, transformation, analysis and interpretation followed in that order. Analysis was performed in three levels, Viz. univariate to produce frequency distributions; Bivariate and multivariate analyses to test hypotheses. Bivariate analysis was performed using cross tabulations with chi-square tests while multivariate analysis involved the use of Binary Logistic Regression Model with G-statistics test. Statistical Package for Social Sciences (SPSS) and Microsoft Excel were used to facilitate the processes.

3.8.1a The Chi-Square Test (X^2)

The X^2 test was used to determine whether frequency distributions differed significantly. The use of the X^2 test necessitated preparation of cross-tabulation of the variables. The chi-square test was then applied to the cross-tabulations to determine whether there was a significant difference between students' perception of the school-based G & C Programme and the socio-economic, demographic, psychosocial, cognitive and behavioural background attributes of the students. The test suits both nominal and ordinal variables and the procedure was performed using SPSS package. Some of the weaknesses of the test are that it cannot tell the magnitude and direction of the association between variables in question. Manually, the X^2 test can be calculated using the formula below:

$$X^2 = \frac{(O-E)^2}{E}$$

$$E = \frac{RT*CT}{GT}$$

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3.8.1b Binary Logistic Regression Model

The choice of this multivariate technique is greatly influenced by the scale of measurement of the dependent variable. It is applicable when a study attempts to predict a categorical (dichotomous) dependent variable from a set of predictor or independent variables. In this study, the dependent variable is the 'Perception on school-based G & C Programmes'. Its possible response values are 'important or '"not important; "I or 0'. The main advantage of the technique is that it takes independent variables of all scales of measurements- nominal, ordinal, interval and ratio. Besides, logistic regression makes no assumption about the distributions of the predictor variables unlike Linear Regressions. Generally, the use of the model follows three distinct stages: -

1) Obtaining estimates of the regression co-efficients (odds ratios) using maximum likelihood method.
2) Testing the significance of the obtained estimates of the regression coefficients using student t-lest.
3} Testing the statistical significance (the explanatory power) of the model using G-statistics

The model was run using SPSS package and combined the statistical hypotheses to explain factors affecting perception of secondary students in Kericho District on the G & C Programmes in their respective schools.

3.8.2 Qualitative Data Analysis

Qualitative information obtained through the in-depth interviews with teachers was processed and analyzed through the following steps:

1. Coding and classification of various responses.
2. Identifying key responses for various themes.
3. Listing and tallying key responses by specific themes.
4. Identifying patterns emerging from key responses.
5. Studying the inter relationships between, identified patterns.
6. Drawing inferences from the patterns and their interrelationships.

Processing of the qualitative data began from the field. After each interviewing session, the study team put together all the relevant responses from the discussions. Coding and classification of various responses were carried out for individual sessions. This information was then grouped. Finally information from the various respondents was summarized by each theme.

3.9 Reliability and Validity Issues

The concepts of reliability and validity are important because they ensure scientific usefulness of any research work. Reliability refers to the consistency of a measure. The ability of the instrument used in research to consistently measure the characteristics of interest over time. Reliability in research is influenced by random error. Thus as error increases reliability decreases. The error may arise at the time of data collection. The errors may be due to inaccuracy by the researcher and inaccuracy of the instrument.

In this study, a high level of reliability was preferred. Since it is influenced by the way questions are formulated and asked, this study ensured that questions were designed and put across in the simplest way possible. The study also conducted parallel-forms technique to determine the reliability of the research instruments. In this regard, the researcher developed two parallel versions of the instruments, which were then administered to the same group of respondents during pre-testing/piloting. The reliability estimate stood at 0.7834 or 78.3%.

Validity, on the other hand, refers to the degree or magnitude to which the instruments measured what they purported to measure. It is also critical in all forms of research and the acceptable level is largely dependent on logical reasoning of the researchers, experience,

common sense and professionalism. This study made relevant judgments on the content of the responses, the criterion used in measurements and psychological aspects of the respondents to ensure high levels of validity.

CHAPTER FOUR

4.0 STUDY FINDINGS

4.1 Introduction

This chapter presents the findings of the study. It begins by assessing the salient background characteristics of the respondents- students and teachers. It is essential to view the distribution of the respondents by the characteristics, which are likely to influence an individual's perception of the school-based G & C programme. Also highlighted in the section are the findings from bivariate and multivariate analyses. Bivariate analysis involved cross tabulation of the dependent variable by each of the independent and intermediate variables outlined in the framework in chapter three. The procedure had two main purposes, namely:

1. Establish the existence of statistical association between the dependent variable (perception on the G & C programme) and each of the dependent as well as intermediate variables.

2. Determine the statistical significance of the associations between the dependent variable and each of the independent as well as intermediate variables using Chi-square tests.

The procedures culminated in testing the following null hypotheses:

1. H_0: There is no significant difference between students' perceptions on G&C Programme and the socio-economic variables such as residence, ethnicity and religion.

2. H_0: There is no significant variation between students' perceptions on G&C Programmes and demographic variables such as age and sex of an individual.

3. H_0: There is no significant variation between students' perceptions on G&C Programme and psychosocial characteristics such as, perception on quality of services, perception on teachers friendliness, and perception of the teachers understanding of youth problems.

4. H_0: Students' perceptions on G&C Programmes do not vary significantly with cognitive aspects of an individual such as knowledge of the teacher in charge of G&C Programmes and the G&C office within school.

5. Ho- There is no significant difference between students' -perceptions on G&C Programmes and behavioral attributes of an individual such as alcoholism and drug use

4.2 Characteristics of the Respondents

4.2.1 Students

The study intended to obtain requisite data from 720 students however; only 648 (about 90 percent) were successfully covered and returned the self-administered questionnaires, which were issued out under supervision of the school head teachers. The information contained in this section, therefore, reflects the attributes and views of 648 secondary school students from Kericho District. Accordingly, figure 4.2.1 indicates the distribution of the students by gender, where female students accounted for 51 percent and male students formed 49 percent of respondents in this category.

Figure 4.2.1: Distribution of the student respondents by gender
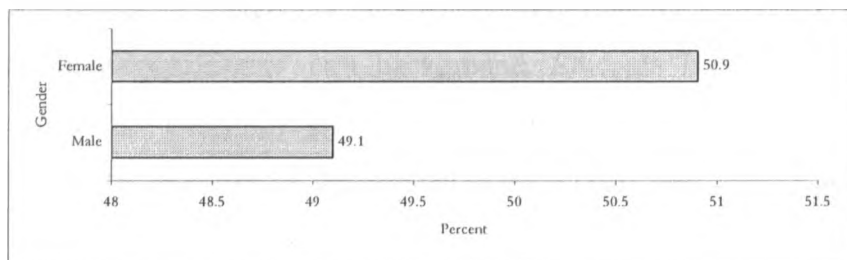
Source: Author (2006)

Gender disparity is pronounced in accessibility of key social services such as education and health in most developing countries including Kenya. Besides, the African family set up adopts various methods of socialization process for boys and girls. Some of the processes have permanent effect on the cognitive development of the boys and girls. It is vital to assess how perceptions of the school based G & C programmes could also vary by gender to ensure that interventions are designed to target members of a particular gender.

Perception of the G & C programme by gender

The study found out that more female (52 percent) than male students (48 percent) reported a positive perception of the G & C programme in the school. For those who felt that such programme had no value in their academic lives, 75 percent were males while 25 percent constituted female students. The results are presented in table 4.1.

Table 4.1: Perception of the G & C by gender

| Importance of G & C Programme	Gender (%)	
	Male	Female
Important	48.4	51.6
Not important	75.0	25.0

Source: Author (2006)

Additional findings through chi-square tests showed that the association between perception of the G & C programme and gender had no statistical significance at 95% confidence level with 1 degree of freedom (sig. =0.136; p value=0.05). In view of this, the null hypothesis that: there is no significant variation between students' perceptions on G&C Programmes and sex was rejected and the alternative accepted.

Distribution by ethnicity

The study findings show that about 83 percent of the students were from the Kalenjin community while about 5 percent had Kikuyu/Embu/Meru background. Students from the Kisii/Kuria community accounted for about 9 percent. Figure 4.2.2 provides the distribution of students by their ethnicity. It illustrates that majority of the student respondents were from Kalenjin and Kikuyu/Embu/Meru communities.

Figure 4.2.2: Distribution of the respondents by ethnicity
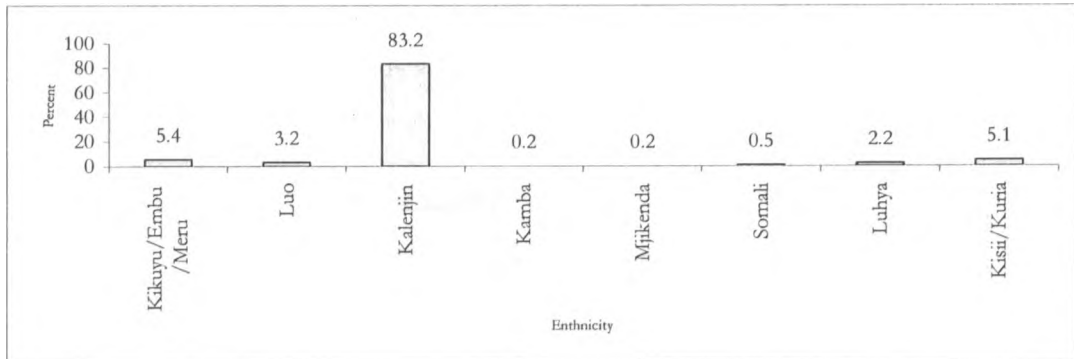
Source: Author (2006)

Kenya is a multi-cultural society and each ethnic community has its beliefs and value systems. It is important to establish how perception varies by students from different cultural settings.

Perception of the G & C programme by ethnicity

The results also indicated that most of the students (84 percent) who thought that the G & C programme was important were from the Kalenjin community, similarly for those who indicted that the programme was not important to them, majority (38 percent) were also from the same community. The findings are

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presented in table 4.2.

Table 4.2: Perception of the G & C by ethnicity

| Importance of G & C Programme	Ethnicity (%)							
	Kikuyu/Embu/Meru	Luo	Kalenjin	Kamba	Mjikenda	Somali	Luhya	Kisii/Kuria
Important	5.2	3.0	84.1	0.2	0.2	0.2	2.2	4.7
Not important	12.5	12.5	37.5	0.0	0.0	12.5	0.0	25.0

Source: Author (2006)

In addition, the chi-square tests indicated that the association between perception of the G & C programme and ethnicity has statistical significance at 95% confidence level with 7 degrees of freedom (Sig. = 0.000; p value = 0.05). Consequently, the null hypothesis: there is no significant difference between students' perceptions on G&C Programme and ethnicity is retained for lack of enough evidence for rejection.

Distribution by residence especially when out of school

The students were requested to indicate their residences especially when they were out of school. The study found out that most of the students (73 percent) were rural dwellers. Only 28 percent indicated that they resided in the urban areas when schools close. Figure 4.2.3 presents the findings.

Figure 4.2.3: The distribution of respondents by residence
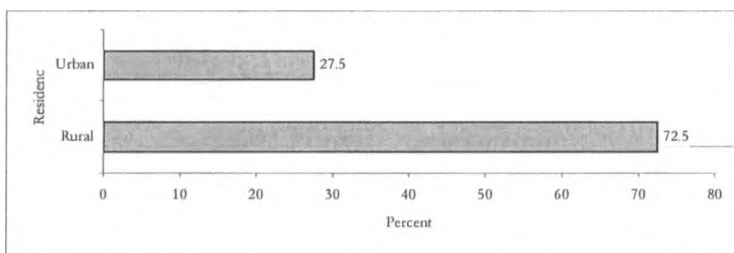
Source: Author (2006)

Rural and urban settings in Kenya have different settings, values and perceptions. It is possible that the way students perceive the school-based G & C programme also varies by the place they stay, especially when they are not in school, the people they interact with and the lifestyles they are exposed to.

Perception of the G & C programme by residence

The analysis reveals that perception of the G & C programmes varies with residence. In this regard,

majority of the students (73 percent), who hinted that the programme was important were rural folks,; while those who felt that the programme was not important were mainly urban dwellers (63 percent). The findings are presented in table 4.3.

Table 4.3: Perception of the G & C by residence

| Importance of G & C Programme	Residence (%)	
	Rural	Urban
Important	73.4	26.6
Not important	37.5	62.5

Source: Author (2006)

The findings confirmed that the environment in which an individual is socialized and grows bears significant influence on the cognitive as well as psychosocial disposition of the person. The chi-square tests revealed that the association between the two variables is statistically significant at 95% confidence level with 1 degree of freedom, (Sig. =024; p value =0.05). Consequently the null hypothesis that there is no significant difference between students' perceptions on G&C Programme and residence is retained due to lack of sufficient evidence to warrant rejection. Below is the summary of chi-square tests.

Distribution by religion

It was noted that majority of the students respondents (79 percent) were protestants, about 18 percent had a catholic background, while traditional African faith and Muslims accounted for about 3 and 1 percents respectively. .

Figure 4.2.4: The distribution of respondents by religion

Religion is a strong cultural element that bears much influence on an individual's cognitive development and psychosocial development. In this regard, religion can shape perceptions towards certain entities in the society. It is vital to assess how the perceptions of students in Kericho District could vary by type of religious background.
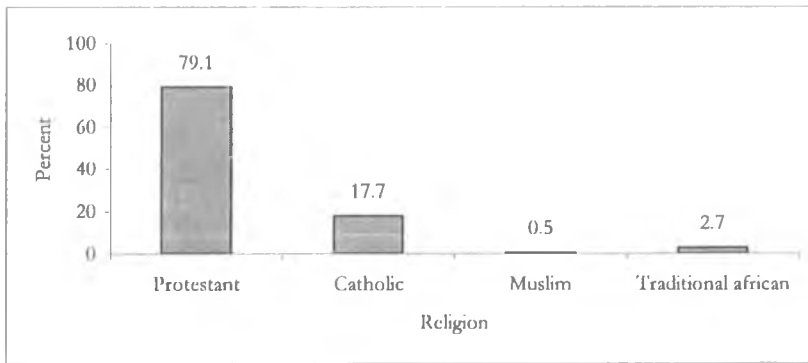
Source:Author (2006)

Perception of the G & C programme by religion

Further analysis revealed that majority of the students (79 percent) who believed that the G & C programme in school was important to their lives proclaimed the protestant faith. This was followed by the catholic faithfuls (18 percent) and traditional African religious followers (3 percent). By contrast, the students who reported that such programme was not important, still majority (71 percent) were Protestants. Table 4.3 illustrates the findings.

Table 4.4: Perception of the G & C by religion

| Importance of G & C Programme	Religion (%)			
	Protestant	Catholic	Muslim	Traditional African
Important	79.4	17.5	0.5	2.5
Not important	71.4	14.3	0.0	14.3

Source:Author (2006)

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More still, the chi-square tests revealed that the association between the perception of G & C programme and religion has no statistical significance at 95% confidence level with 3 degrees of freedom (sig. =0.309; p value=0.05). Based on this, the null hypothesis: there is no significant difference between students' perceptions on G&C Programme and religion is rejected and the alternative accepted.

Distribution by age

More still, the students were asked to provide their ages in completed years and the study noted that majority of the student respondents (86 percent) fell in the age group of 15 to 19 years. Figure 4.2.6 also shows that those who were aged between 10 and 14 constituted 11 percent, while students who indicated that they were 20 years and above formed another 3 percent.

Figure 4.2.5: The distribution of respondents by age
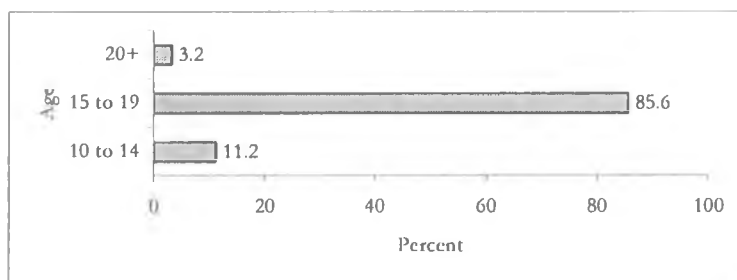
Source: Author (2006)

Perception of the G & C programme by age

Table 4.5 indicates that majority of the students (85 percent) who stated that the school-based G & C programme was important to their lives were aged between 15 and 19 years. This was followed by the students aged 10 to 14 years. However, all those who expressed negative perception of the programme feel under the 15 to 19 years. As already elucidated in the preceding sections, age is a critical factor that influences exposure to various issues and perception that follows.

Table 4.5: Perception of the G & C by age

| Importance of G & C Programme	Age (%)		
	10 to 14	15 to 19	20+
Important	11.4	85.3	3.3
Not important	0.0	100.0	0.0

Source: Author (2006)

However, further analysis through chi-square tests showed that at 95% confidence level with 2 degrees of

freedom, the there was no statistical significance in the association between the two variables (sig. =0.503; p value =0.05). Consequently, the null hypothesis stating that: there is no significant variation between students' perceptions on G&C Programmes and age was rejected and the alternative accepted.

Distribution by forms

According to figure 4.2.3, majority of the students who participated in the study were in forms one and two and this accounted for 26 percent and 28 percent respectively of the total respondents, while those in forms three and four accounted for 24 percent and 23 percent respectively. Perception of the students could vary by the forms/class of study. This is because of the variation in ages of students across the forms.

Figure 4.2.6: The distribution of respondents by form
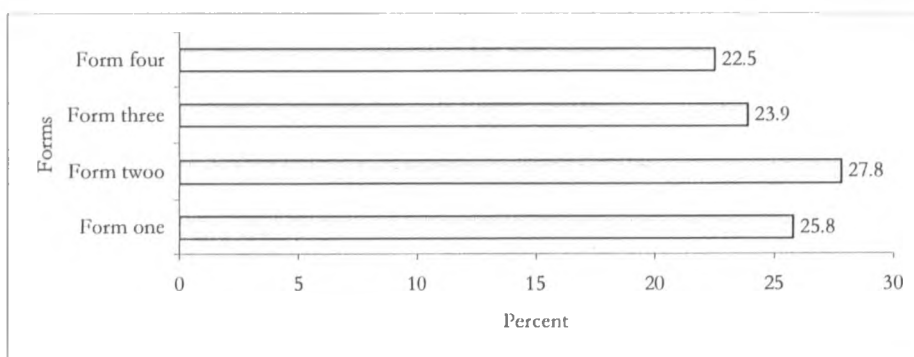
Source: Author (2006)
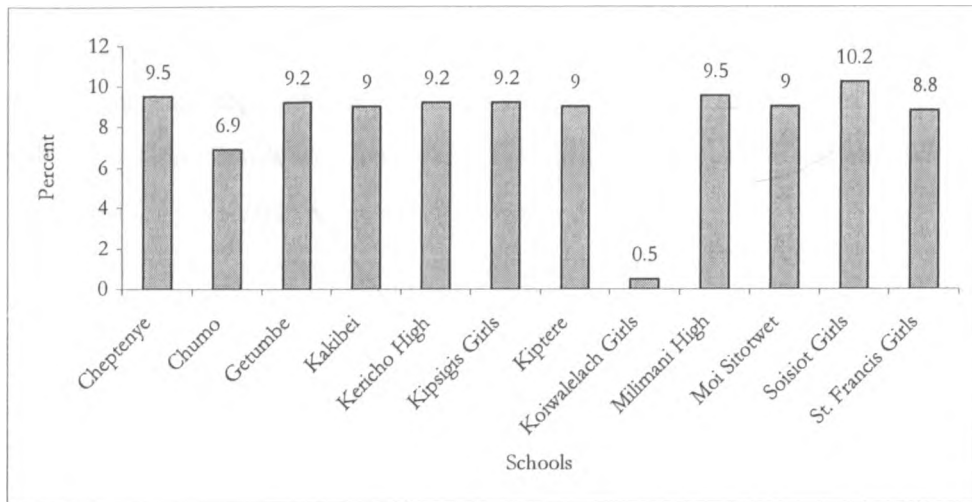
Distribution by schools

Additional findings indicated each school that took part in the exercise gave out an equal number of student respondents except in a few cases of Chumo and Koiwalelach Girls that contributed about 7 and 1 percent respectively of the respondents. The distribution is better illustrated in figure 4.2.7.

Figure 4.2.7: The distribution of respondents by Schools

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Source: Author (2006)

Distribution by category of school

The study further noted that majority of the students (74 percent) were drawn from the public schools, while 25 percent were students from private schools. A further 1 percent indicated that they were students from a national school. The information is indicated in figure 4.2.8.

Figure 4.2.8: The distribution of respondents by category of Schools
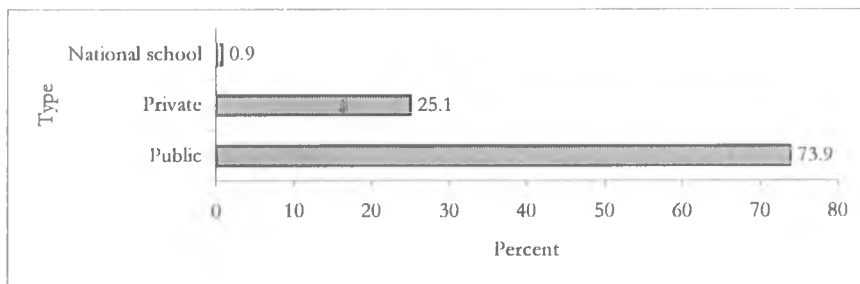
Source: Author (2006)

Distribution by type of school

According to figure 4.2.9, about 46 percent of the students indicated that they were learning in mixed schools. Another 29 percent reported that they were students in girls' school while those from boys' schools constituted 25 percent of the total respondents.

Figure 4.2.9: The distribution of respondents by type of Schools

Source: Author (2006)

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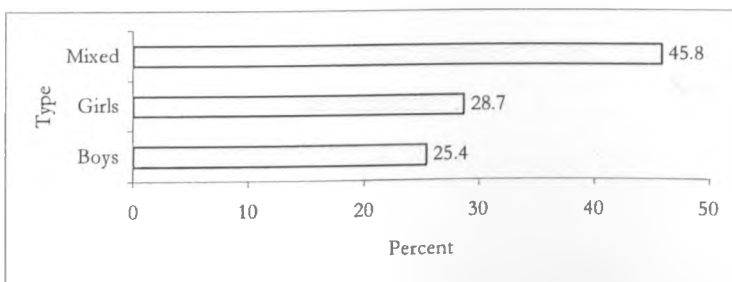
Distribution by administrative divisions

The study findings also indicated that the student respondents were mainly drawn from three administrative divisions, namely Sigbwet (about 34 percent), Belgut (31 percent) and Ainamoi (27 percent). Other divisions that were also covered marginally include Sosiot and Waldai (3 percent each). Figure 4.2.10 illustrates the distributions.

Figure 4.2.10: The distribution of respondents by administration divisions

School	Frequency
Cheptenye	1
Getumba	1
Kakibei	1
Kericho	1
Kipsigis	1
Kiptere	1
Milimani	1
Moi Sitotwet	1
Sosiot	1
St Francis	1
Total	**10**

Source: Author (2006).

4.2.2 Teachers

The study also revealed that the teachers who were involved in the in-depth interviews were drawn as indicated in table 4.6 a total of 10 teachers were interviewed.
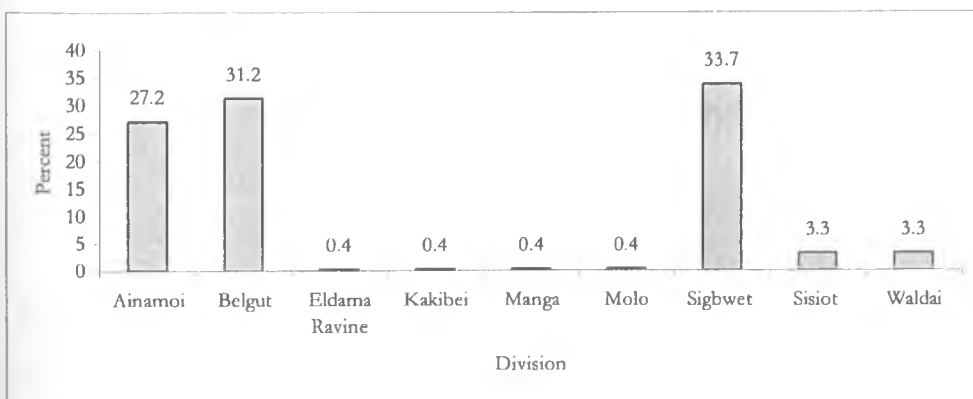
Table 4.6: Distribution of the teachers by school

Source: Author (2006).

Distribution by category of school

The findings show that the 80 percent of the teachers who were interviewed reported that they were stationed in public institutions. Only 20 percent came from the private schools. Figure 4.2.11 illustrates the information.

Figure 4.2.11: The distribution of teachers by category of school
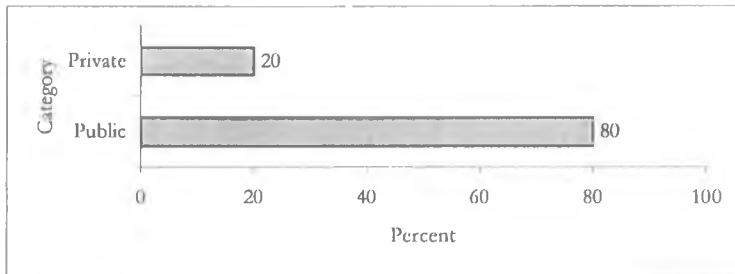
Source: Author (2006).

Distribution by type of school

Additionally, the study revealed that 40 percent of the teachers were from mixed schools, while those who reported that they were stationed in either girls' or boys' schools accounted for 30 percent in each case. The information is presented in figure 4.2.12.

Figure 4.2.12: The distribution of teachers by type of school
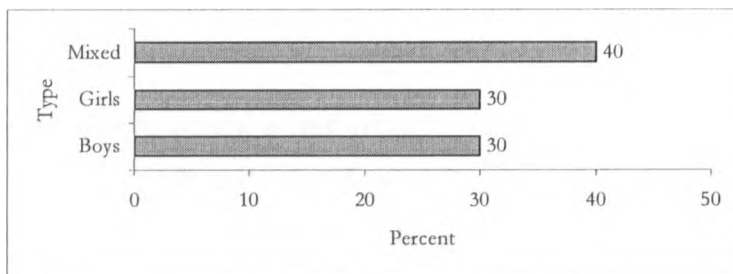
Source: Author (2006).

Distribution by level of education

Most of the teachers interviewed (60 percent) reported that they had attained university level of education. Figure 4.2.13 also indicates that another 20 percent hinted that they held college and O-level education respectively.

Figure 4.2.13: The distribution of teachers by highest level of education
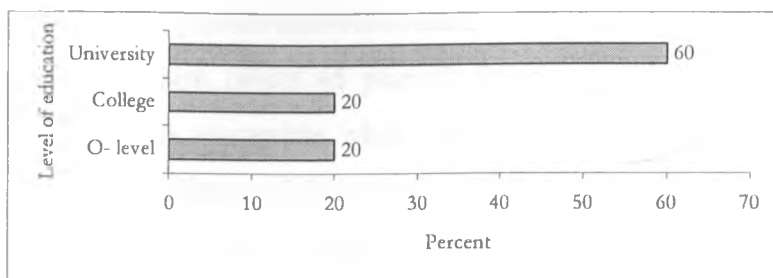
Source: Author (2006).

Distribution by special training in G & C

Even though the teachers indicated that they had some training in G & C activities, majority (56 percent) reported that they held certificates while 11 percent hinted that the had attained degree qualifications. However, as shown in figure 4.2.14, a significant proportion reported that they had other types of trainings in form of short courses such as seminars and workshops.

Figure 4.2.14: The distribution of teachers by special training in G & C
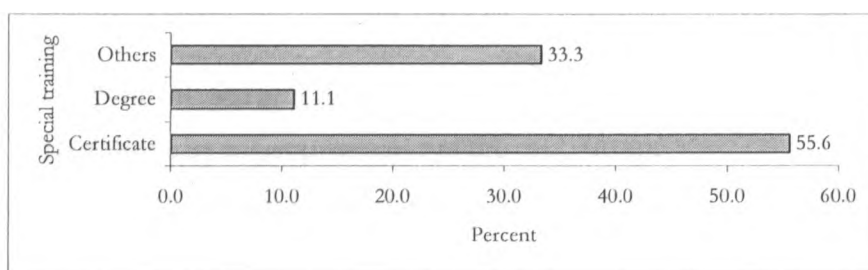
Source: Author (2006).

4.3 Findings

4.3.1 According to Students

Whether G & C programme in school is important

The study found out that almost all students (98 percent) were of the view that the school-based G & C programme was important for their lives both in school and in the outside world. By contrast a paltry 2 percent opined that they saw no value in the programme. The findings are presented in figure 4.3.1.

Figure 4.3.1: Whether G & C programme in school is important

Source: Author (2006)

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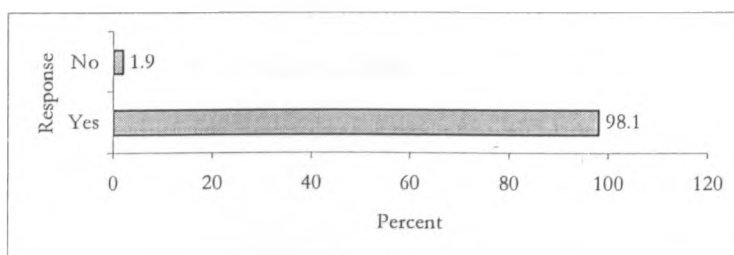
Rating the appropriateness of the G & C programme

The students were further requested to provide their views about the appropriateness of the school-based G & C programme and most of them (about 45 percent) thought that the programme was very appropriate.; 35 percent felt that it was appropriate, while a further 19 percent believed the programme was only fair appropriate. By contrast, figure 4.3.2 shows that 1 percent of the students were of the view that the programme was either inappropriate or very inappropriate

Figure 4.3.2: Rating the appropriateness of the G & C programme
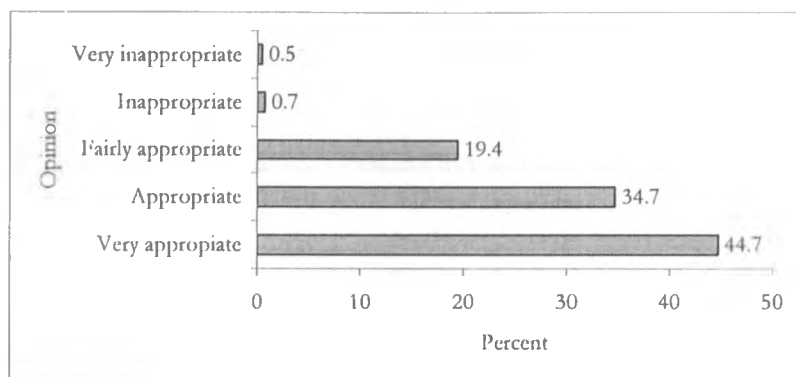
Source: Author (2006).

Perception of the G & C programme by appropriateness of the programme

The study requested students to rate the appropriateness of the school-based G & C programme on a Likert scale of 1 to 5. The results indicated that those who indicated that the programme was important, majority (45 percent) opined that the programme was very appropriate. This was followed by 35 percent who felt that the programme was appropriate. For another 18 percent, the programme was fairly appropriate. By contrast, the students who expressed negative perception about the programme, majority (75 percent) believed the programme was fairly appropriate. While 13 percent indicated that the programme was appropriate, to another similar proportion (13 percent) the programme was very inappropriate. Table 4.7 presents the findings.

Table 4.7: Perception of the G & C by appropriateness of the programme

Importance of G & C Programme	Appropriateness of Programme (%)				
	Very appropriate	Appropriate	Fairly appropriate	Inappropriate	Very inappropriate
Important	45.5	35.2	18.3	0.7	0.2
Not important	0.0	12.5	75.0	0.0	12.5

Source: Author (2006).

The chi-square tests revealed that the association between the perception of the G & C programme and appropriateness of the programme is statistically significant at 95 % confidence level with 4 degrees of freedom (sig. =0.000; p value =0.05). Accordingly, the null hypothesis: there is no significant variation between students' perceptions on G&C Programme and appropriateness of the programme was retained for lack of sufficient evidence to warrant rejection.

Rating the quality of G & C services

According to figure 4.3.3, majority of the students (42 percent) reported that the quality of services in their school-based G & C facilities was very good, those who indicated that the quality such services were good accounted for 39 percent. A further 17 percent expressed moderate satisfaction with the quality of services in their schools, while about 1 percent thought that such services were either poor or very poor.

Figure 4.3.3: Rating quality of the G & C services
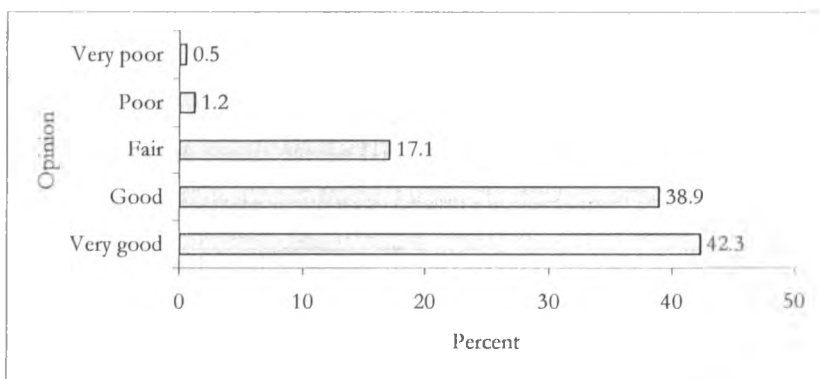
Source: Author (2006).

Perception of the G & C programme by quality of services

The study found out that students who expressed positive perception of the school based G & C programme, majority (43 percent) believed that quality of services was very good; another 40 percent were of the view that the quality of such services was good. Those who thought it was fair constituted 17 percent. However, among students who expressed negative perception about the programme, majority believed the quality of services rendered was fair, but for 25 percent, it was very poor. Table 4.8 summarizes the output.

Table 4.8: Perception of the G & C by quality of services

Importance of G & C Programme	Quality of G & C services (%)				
	Very good	Good	Fair	Poor	Very poor
Important	43.0	39.6	16.7	0.7	0.0
Not important	12.5	12.5	37.5	12.5	25.0

Source: Author (2006).

Further analysis through the chi-square tests indicated that perception of the G & C programme and quality of services had an association that was statistically significant at 95% level of confidence with 4 degrees of freedom (sig. =0.000; p value =0.05). Based on this finding, the null hypothesis stating that there is no significant variation between students' perceptions on G&C Programme and quality of services was retained for inadequate evidence for rejection.

Rating the friendliness of the G & C staff/teachers

The study revealed that almost half of the students who took part in the study thought that staff/teachers providing G & C services in their respective schools were very friendly to the clientele, 39 percent opined that the staff were friendly to the youth, while 10 percent indicated that they were fair. Figure 4.3.4 shows that those who thought the providers were not friendly constituted a paltry 2 percent; while 1 percent hinted that the staff were very unfriendly.

Figure 4.3.4: Rating the friendliness of the G & C staff
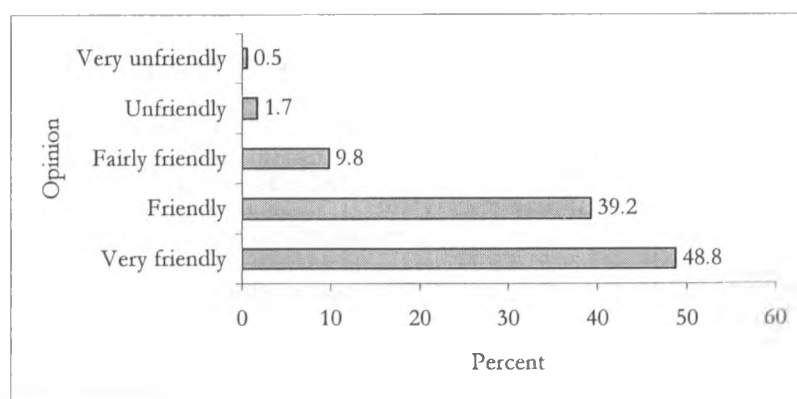
Source: Author (2006).

Perception of the G & C programme by friendliness of service providers

The students were also requested to provide their opinions on the friendliness of the providers/teachers

towards the clientele. Accordingly, the findings showed that students who felt that the G & C programme was important, most of them (49 percent) hinted that the teachers/providers were very friendly; a further 40 percent believed that the providers/teachers were friendly. However, for those who reported that the programme was not important to their lives, 38 percent opined that the providers were only fairly friendly. For 13 percent, they were very unfriendly. The results are illustrated in table 4.9.

Table 4.9: Perception of the G & C by friendliness of providers/teachers

Importance of G & C Programme	Friendliness of providers (%)				
	Very friendly	Friendly	Fairly friendly	Unfriendly	Very unfriendly
Important	49.4	39.9	9.3	1.2	0.2
Not important	25.0	0.0	37.5	25.0	12.5

Source: Author (2006).

More still the chi-square calculations indicated that the association between perception of the G & C programme and opinion on quality of services, was statistically significant at 95% confidence level with 4 degrees of freedom, (sig. =0.000; p value =0.05). Following these results, the study failed to reject the null hypothesis that there is no significant variation between students' perceptions on G&C Programme and teachers/providers' friendliness. The summary of chi-square calculations is tabulated below.

Rating the understanding of the providers on youth issues

It is important for service providers targeting young people to have a wide knowledge of the issues affecting them. To this end the students were requested to provide a rating of the teachers and other staff in the school-based G & C programme on how they perceived the latter's understanding of issues of concern to the youth and majority of them (about 45 percent) hinted that such understanding was very good, another 36 percent thought that they were good, while 17 percent were of the opinion that they understanding of the providers were fair. By contrast 1 percent of the students expressed dissatisfaction with the knowledge of the teachers about issues affecting them. The information is presented in figure 4.3.5.

Figure 4.3.5: Rating the understanding of the G & C providers on youth issues
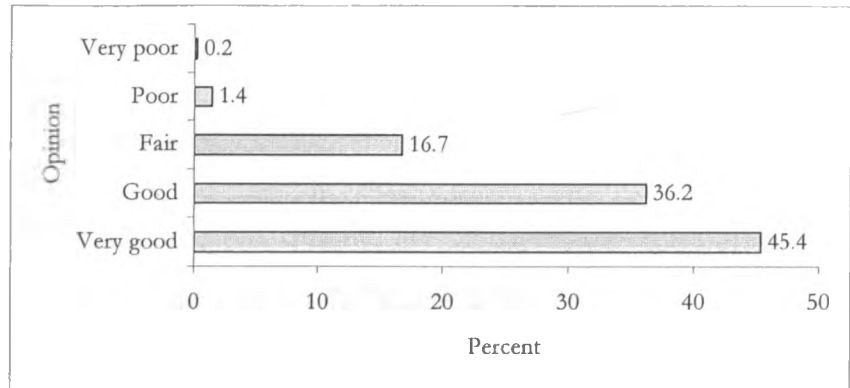
Source: Author (2006).

Perception of the G & C programme by providers' understanding of youth issues

It was also noted that among students who reported that the school-based G & C programme was important to their lives, majority (46 percent) stated that the providers/teachers had a very good understanding of the issues affecting them; another 36 percent highlighted that their teachers displayed a good understanding of their problems, while 16 percent thought that the understanding was fair. However, students who reported that the programme had no value to them, 38 percent indicated that the understanding of their teachers on issues affecting the youth was either good or fair respectively. Table 4.10 shows that another 13 percent felt that teachers/providers were either poor or very poor at understanding the problems of young people.

Table 4.10: Perception of the G & C by providers' understanding of the issues affecting the youth

Importance of G & C Programme	Providers' understanding of youth issue (%)				
	Very good	Good	Fair	Poor	Very poor
Important	46.4	36.0	16.3	1.2	0.0
Not important	0.0	37.5	37.5	12.5	12.5

Source: Author (2006).

The chi-square tests found out statistically significant association between the two variables, at 95% level of confidence with 4 degrees of freedom (sig. =0.000; p value =0.05). Consequently, the null hypothesis was not rejected for inadequacy of reasons for such action..

Whether the students ever felt the need for psychological assistance

Figure 4.3.6 shows that most of the students (86 percent) admitted that they had felt the need for

psychological support during the year preceding the study. However, 14 percent said that never had they felt the need for such support. The probability that an individual would consume health services arises from the felt need for such services.

Figure 4.3.6: Ever felt the need for psychological assistance
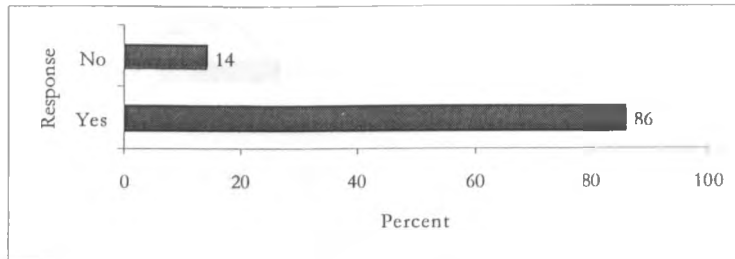
Source: Author (2006).

Perception of the G & C programme by ever-felt need for psychological assistance

Noting that the felt need for health services triggers uptake and perceptions, the study assessed whether students had ever felt the need for psychological assistance and the findings indicated that 87 percent of those who had positive perceptions said they had felt the need for psychological assistance, however, 13 percent highlighted that they had never felt the need. More still, among students with negative perception about the programme, the need had been felt by half (50 percent) while another half hinted they had not. The findings are presented in table 4.11.

Table 4.11: Perception of the G & C by ever-felt need for psychological assistance

	Ever-felt need for psychological assistance (%)	
Importance of G & C Programme	Yes	No
Important	86.7	13.3
Not important	50.0	50.0

Source: Author (2006).

The results from the chi-square tests showed that a statistically significant association existed between the two variables at 95% confidence level with 1 degree of freedom (sig. =0.003; p value =0.05).

Number of visits made to the G & C facility in the past year

Assessment of the number of visits made to the facility found out that majority of the students (74 percent) had made more than three visits, while 16 percent had gone there only once to seek psychological support. More still, about 3 percent had the visits thrice or twice however, about 5

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percent informed the study that they had never visited the facilities. Figure 4.3.7 summarizes the findings.

Figure 4.3.7: Number of visits made to G & C facility
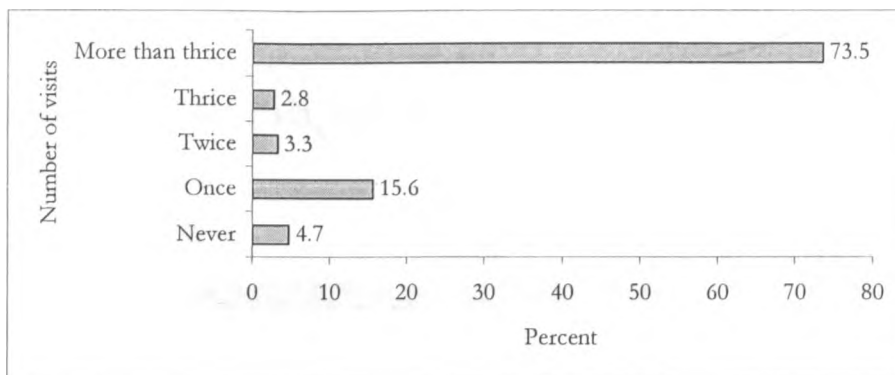
Source: Author (2006).

Perception of the G & C programme by number of visits in the past year

The number of visits made to a health facility is a direct indicator of the perception formed about the facility, quality of services, and its staff, among other attributes. Based on this view, the study assessed the frequency of visits made to the school G & C facility in the past year and found out that among those who valued the programme, majority (74 percent) cited that they made more than four visits, followed by about 16 percent who said they had visited the facilities once. By contrast, among students with negative perception, a half (50 percent) reported that they had never made any visits to the facilities, however, 38 percent indicated that they had visited more than four times. The output is summarized in table 4.12.

Table 4.12: Perception of the G & C by the number of visits in the past year

Importance of G & C Programme	Number of visits (%)				
	Never	Once	Twice	Thrice	More than Thrice
Important	3.9	15.5	3.4	2.9	74.3
Not important	50.0	12.5	0.0	0.0	37.5

Source: Author (2006).

Further analysis through chi-square tests, showed that the association between the two variables was statistically significant at 95% confidence level with 4 degrees of freedom, *(sig. =0.000; p value =0.05).*

Knowledge of the teachers in charge of G & C in the school

The study requested students to state the names of the teachers in charge of the school-based programmes. The responses were crosschecked with the true names of such officials. It emerged

from the exercise that most of the students (97 percent) were familiar with the teachers responsible for G & C services. However, only 3 percent of the students did not get the names of the teachers providing services in their respective schools right. Figure 4.3.8 illustrates the findings.

Figure 4.3.8: Knowledge of the teachers in charge of G & C
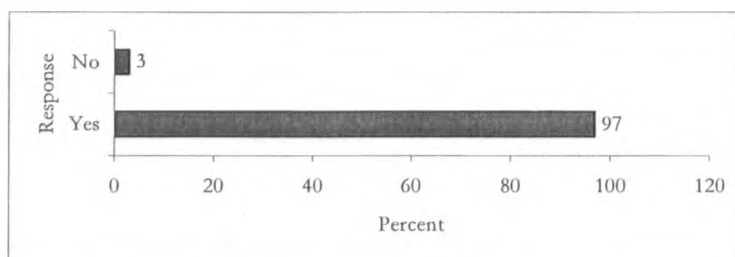
Source: Author (2006).

Perception of the G & C programme by knowledge of the teachers in charge

Efforts were made to assess whether the students actually knew the teachers/providers of G & C services in the school. The study found out that among students who had reported that the programme was important to their lives, more than 97 percent indicated they knew the teachers while only a paltry 3 percent admitted they did not know the teachers in charge. However, table 4.13 illustrate that for those who had developed a negative perception, 88 percent knew the teachers in charge while a significant proportion, 13 percent admitted they did not know the teachers.

Table 4.13: Perception of the G & C by knowledge of teachers in charge

Importance of G & C Programme	Knowledge of teachers in charge (%)	
	Yes	No
Important	97.2	2.8
Not important	87.5	12.5

Source: Author (2006).

Additional analysis through chi-square tests found out that the association between the two variables had no statistical significance at 95% confidence level with 1 degree of freedom *(sig. =0.109; p value =0.05).* Consequently, the null hypothesis stating that: students' perceptions on G&C Programmes do not vary significantly with knowledge of the teacher in charge of G&C Programme was rejected.

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Knowledge of the exact location of the G & C facilities within school

More still, the students were requested to identify the nearest building to the G & C facility within school compound. This would prove that the students have some knowledge about the exact location of the facility. Once again the responses were matched against the true answers and the findings reveal that almost three quarters of the respondents (75 percent) confirmed correctly the exact location of the G & C facilities in their respective schools. However, 25 percent could not get it right meaning that a significant proportion of the students are not conversant with the G & C facilities. The findings are presented in figure 4.3.9.

Figure 4.3.9: Knowledge of the exact location of G & C within school
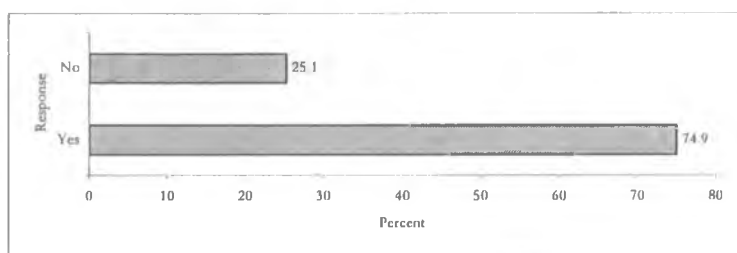
Source: Author (2006).

Perception of the G & C programme by knowledge of the G & C facility

According to table 4.14, about three-quarters (75 percent) of the students with positive perception reported that they knew the exact location of the G & C facility in their respective school. Twenty-five percent however could not locate the facility. For the students who had reported that the programme was not important to their lives, 86 percent could locate the G & C facility, while 14 percent hinted that they did not know the location of the facility within school.

Table 4.14: Perception of the G & C by knowledge G & C facility

Importance of G & C Programme	Knowledge of location of facility (%)	
	Yes	No
Important	74.7	25.3
Not important	85.7	14.3

Source: Author (2006).

Besides, the chi-square tests confirmed lack of statistical significance in the association between the two variables at 95% confidence level with 1 degree of freedom (sig. =0.504; p value =0.05). Hence, the null

hypothesis, which stated that students' perceptions on G&C Programmes do not vary significantly with knowledge of the G&C office within school, was rejected.

Frequency of alcoholism

The study investigated some of the critical behavioural inclinations of the students that would have significant effect on the perception about the school-based G & C programmes and noted that most students (89 percent) hinted that they had never taken alcoholic beverages, 10 percent admitted that they did so only occasionally, while about 1 percent confirmed that they were regular partakers of alcoholic drinks. The findings are presented in figure 4.3.10.

Figure 4.3.10: Frequency of alcoholism
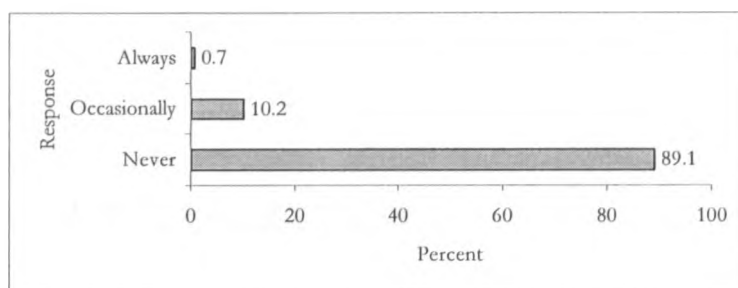
Source: Author (2006)

Perception of the G & C programme by frequency of alcoholism

Assessment of some of the behavioural attributes of the students with regards to alcoholism, found out that among students with positive perception of the G & C programme majority (89 percent) reported that they had never taken alcoholic beverages; 10 percent admitted that they took it occasionally while about 1 percent hinted that they took it always. By contrast, three-quarters (75 percent) of the students who had indicated negative perception for the programme said that they had never taken alcohol, about 13 percent highlighted that they did it occasionally while another 13 percent admitted being regular partakers of liquor. The findings are summarized in table 4.15.

Table 4.15: Perception of the G & C by frequency of alcoholism

Importance of G & C Programme	Frequency of alcoholism (%)		
	Never	Occasionally	Always
Important	89.3	10.2	0.5
Not important	75.0	12.5	12.5

Source: Author (2006)

Further analysis through chi-square tests found out a statistically significant association between the two variables at 95% confidence level with 2 degrees of freedom (Sig.=0.000; p value =0.05). Based on this,

the null hypothesis that there is no significant difference between students' -perceptions on G&C

Programmes and alcoholism was retained. The chi-square results are tabulated below.

Frequency of drug abuse

Students were further requested to indicate how often they took hard drugs such as bhang and cocaine. In this regard, the findings indicated that almost all the participants (98 percent) had never taken such hard stuff; about two percent confirmed that they did so only occasionally. However, about 1 percent hinted that they were drug addicts. Figure 4.3.11 illustrates the findings.

Figure 4.3.11: Frequency of drug abuse
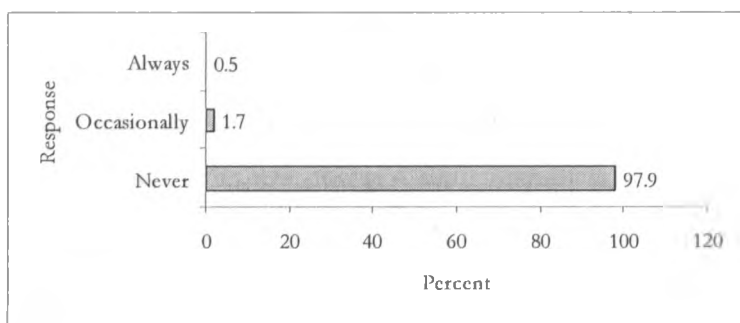
Source: Author (2006)

Perception of the G & C programme by frequency of drug abuse

The study examined the students' behaviour with regards to abuse of hard drugs such as bhang, cocaine among others. The results showed that almost all the students (98 percent) with positive perception towards the G & C programme reported that they had never consumed any hard drug; another 2 percent said that they took such drugs only occasionally. By contrast, among students who saw no value in the programme, about 88 percent had not taken any hard drug while 13 percent confirmed that they took the drugs always. The findings are tabulated in table 4.16.

Table 4.16: Perception of the G & C by frequency of drug abuse

Importance of G & C Programme	Frequency of drug abuse (%)		
	Never	Occasionally	Always
Important	98.1	1.7	0.2
Not important	87.5	0.0	12.5

Source: Author (2006).

The chi-square calculations showed that there was a significant association between perception of the G

& C programme and drug abuse at 95% confidence level with 2 degrees of freedom. In view of this, the null hypothesis, which stated that there is no significant difference between students' -perceptions on G&C Programmes and drug abuse, was not rejected.

Measures to improve the school-based G & C programme

The students indicated that even though the school-based G & C programme was a good idea, it was still in its developmental stages and needed strengthening through various measures to make it more effective in addressing their needs. Some of the suggestions put forward include, establishment of the G & C offices, specially designed to promote privacy and confidentiality, training of teachers on the need to be polite and friendly when addressing young people with problems, recruitment of young teacher/counselors who understand better the life of young people especially in view of the contemporary socio-economic situation. Besides, it was suggested that there was need for deeper understanding of the issues of concern to the young people by the teachers who are charged with responsibility of providing G & C services. The students also felt that allowing shy students to communicate with their teachers on critical problems affecting them through writing would be a noble practice. Besides students opine that some of their colleagues should be given responsibilities to counsel their peers, they feel better when attended to by follow youths. It was also suggested that schools should regularly invite professional counselors to talk with students, besides availing books on guidance and counseling to enable some of them build careers.

From the bivariate analyses, the following variables were found to have significant association with the dependent variable: residence, ethnicity, appropriateness of the G & C programme, quality of services, teachers'/providers' friendliness, providers' understanding of the issues affecting the youth, frequency of alcoholism, frequency of drug abuse, as well as ever felt need for psychological assistance and the number of visits in the past year. The variables were then incorporated into the binary logistic model to establish the net effect on the perception of the students about the school-based G & C programme.

4.3.2 According to Teachers

Response of students to the G & C services

The study noted that most students were responding to the G & C services positively. This was seen in their regular visits to the facilities to seek psychological support. Nevertheless the teachers feel that, the response is still below expectation. A significant proportion of students is still closed and is not willing to share their inner thoughts with the teacher counselors. Some of them believe that the facilities are for behaviour correction and moulding, hence tend to shy away. Yet others still do not see the need for such services. This makes the teachers believe that the facilities are still not fully utilized.

Measures instituted to promote youth friendliness

The study was informed that the schools in Kericho District have instituted various measures to promote youth friendliness in their respective G & C facilities. Some of the measures highlighted include: - Establishment of special offices away from staff room, where some teachers carry out counseling sessions; upholding confidentiality of the individual cases; students are encouraged to interact themselves through various discussion groups; establishment of school orientation programmes targeting new students in each form; establishment of the peer mediation groups headed by strong individuals; establishment of the student health club to facilitate discussions on individual experiences; as well as invitation programmes for guest counselors to inject professional experiences about life and careers. Besides, efforts have been made to minimize heavy punishment terms.

Impact of the measures since they were initiated

Additional findings indicate that most school had seen benefits of the measures that were instituted to promote youth friendliness in their respective G & C facilities. Some of the positive effects cited include enhance commitment to the propagation of a culture of mutual respect and co-operation in the school; friendliness between teachers and students with a sense of belonging; minimized cases of indiscipline; students are more participative in discussion sessions and many of them feel free to ask questions; an increasing number of students seeking psychological assistance from teachers in charge of the G & C services; an increasing number of students salvaged from behaviours such as drug abuse and alcoholism as well as improving mean scores in the regional and national examinations as well as in extra-curricular activities.

Lessons derived from implementation of the measures

It was noted that the schools that had implemented strategic measures to promote youth friendliness in their facilities had some vital lesson to share. Some of the highlights to this effect include, minimization of chances of psychological problems and reduction of stigmatization; a positive way of promoting discipline, moral credibility and the general academic and extra-curricular performance; the programmes are still weak and needs strengthening for more effectiveness; students are ready to learn new issues and are willing to change behaviour if force is not applied and that introverts are easily motivated to open up.

Challenges faced in efforts to encourage more students to utilize G & C services

Although the programme had done well in most of the schools, the respondents confirmed that various issues that militate against realization of the programme objectives still exist. Some of the challenges cited include, lack of more suitable office facilities that would enable counselors to uphold confidential sessions and encourage more young people to utilize the services, inadequate training in special skills targeting young people and in this regard some teachers charge with responsibility for G & C are not able to discharge duties effectively, a few students with negative attitudes and perception work hard to influence others to opt for their positions; still have to deal with most of the introverts; stigmatization impedes frequency of visits to the facility; the heavy curriculum denies students the time to seek for psychological assistance; and some cultural beliefs and value are not consistent with the programme objectives. More still, the teachers felt that in most cases teaching and G & C services clash and should be harmonized.

How to address the challenges

According to the respondents, the problems facing the G & C programmes in the schools can best be addressed when the government develops a comprehensive National Guidance and Counseling Policy for the education sector. The policy should be able to address issues such as ensuring equal access to G & C by all the learners in the schools, increase enrolment and retention, improving and developing G & C programmes and activities that would address the learners needs at different levels, and particularly learners with special needs, enhancing professional training for the G & C personnel, developing clear job

descriptions and roles for the G & C teachers/providers, ensuring provision of G & C resource materials in schools, empowering youth for more participation in G & C activities among others.

4.4 Multivariate Analysis

The purpose of the multivariate analysis was to establish the net effect of each independent variable on the dependent variable. The variables were fitted using binary logistic regression to obtain a model that would explain the variations in perception of students on the school-based G & C programme. However, the model derived had an explanatory power of 44.9%. This implies that the model could only explain up to 44.9% of the variations in students' perception. Hence, there are other factors, which are more influential on the perception but which were beyond the scope of the study. Nevertheless, the power of a model to explain variation in a phenomenon can also increase when the sample size increases.

Table 4.16: Net effect of the independent variables on the dependent variable

Variable	Actual score	Benchmark	Variation	Percent
Frequency of alcoholism	.1541	1	-0.8459	84.59
Frequency of drug abuse	2.0106	1	1.0106	101.06
Residence	3.0021	1	2.0021	200.21
Ethnicity	1.1731	1	0.1731	71.31
Appropriateness of G & C Programme	2.3176	1	1.3176	131.76
Quality of services	2.8483	1	1.8483	184.83
Providers' friendliness	1.9146	1	0.9146	91.46
Providers' understanding of issues affecting youth	1.8325	1	0.8325	83.25

Source: Author (2006).

It is evident that almost all the independent variables included in the model had a positive effect on the students' perception on the G & C programme. For instance, residence increases the chance for a positive perception by over 200 percent; quality of services increases the chance for a positive perception by over 184 percent; appropriateness of G & C programme does it by over 131 percent; while frequency of drug abuse increases the chance for a positive perception by 1.1 percent. However, the frequency of alcoholism reduces the chance for a more positive perception by 85 percent. The net effect of a variable shows how important it is to the model, hence interventions intended to improve perception of the students should address issues associated with the factors identified in order of priority.

CHAPTER FIVE

5.0 DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussions and Conclusions

The school-based G & C programme was initiated in response to the recommendations of the various education sector policy documents and reports. The programme was established as an essential component of effective management of educational institutions especially in view of the weakened disciplinary process, and to replace the disintegrating culturally based social services, which were previously charged with socialization of the youth into adulthood. In this regard, resources were mobilized and rolled out to secondary schools to enable them establish G & C structural facilities and services. There is evidence that the programme was received well by the teachers and students alike as most of the students acknowledge that the programme is vital for their life in school as well as outside. The teachers too confirm that the students are responding well to the G & C services. However, service delivery and uptake still faces numerous challenges, which in turn militate against the realization of the programme objectives and goals.

One of the key factors inhibiting service uptake by students is the negative perception about the programme, quality of services, qualities and qualifications of the service providers among others. Perception is a psychosocial element of the mind that is acquired from knowledge gathered through experience, behavioural disposition, socio-economic background issues such as residence and ethnicity. Based on this view, attempts to modify perception of students towards the programme for improved uptake of services should understand their background attributes such as residence, ethnicity, habits such as alcoholism and drug abuse and formed opinions about the facilities, quality of services, friendliness of providers among other factors.

Although most students provide an impression that the programmes are fully operational and that they are satisfied with issues such as appropriateness, quality of services, provider friendliness and providers' understanding of the issues affecting the young people, the programmes are grossly under-equipped with both physical and human resources. The teachers hinted that in most schools, there are no proper facilities such as counseling room that is fully convenient to the clientele. The government adopted the integrated approach when establishing the programme, where the G & C offices were created within the existing

buildings, rather than free-standing G & C centres.

Evidence from the health and the NGO sector reveal that free-standing models of G & C centres are more successful with the youth than the integrated model. This is because, the providers or initiators have ample opportunity to consider all the needs of the young people during construction. This would encourage more youths to seek for psychological services than where the teachers use staff rooms as service centres. In addition, appointment of personnel officers and teachers to head G & C sections has not been pegged on professional qualifications of basic counseling skills or training relevant for delivery of the G & C services. The situation has been worsened by the fact that training in G & C is varied and uncoordinated raising concerns about the quality of the G & C services provided to the students.

More still, although the students alluded that most of the teachers/providers understood issues affecting the youth, there is evidence that some of the service providers are elderly people, with formed opinions about the young people. Besides, the students have little or no representation in the management and operations of the G & C programmes. This prevents some of them to open up, because of fear of judgment, ridicule and stigma. It is important to note that the youth are happier and more comfortable to be served by fellow youth. Hence, involvement of some of the students in affairs or the G & C programme would enable most students to open up readily to be listened to. In most cases, cases teachers tend to develop negative attitude towards or form low opinion for students whose performance is below average and those who are always on the wrong side of the rules and regulations. Ridicule is a sure recipe for non-conformance. Such students would be happier to be assisted through fellow students.

Even though the school based G & C programme is important and timely, it mainly focuses on the secondary level institutions, leaving out pre-school, primary and tertiary levels. The need for psychological assistance cut across the education sector and it is vital that all learning institutions be brought on board. Worse still, the G & C programme was established without any comprehensive policy guidelines to ensure uniformity across the country and that standards are upheld in quality of services. In the current situation, school is being looked upon as the only formal facility to facilitate character formation, behavioural change and modification, amongst the youth, hence, it is imperative that the government reviews its standpoint on the G & C services delivered in learning institutions. The programme is still young and must be supported further to be able to contain cases of indiscipline and

improve on the performance in both academic and extra-curricular activities.

5.2 Recommendations

5.2.1 For Policy

1. Develop a comprehensive national policy on Guidance and Counseling for the education sector to operationalize quality G & C services in learning institutions and address issues such as such as equity in access to G & C by all the learners in the schools, increase enrolment and retention.

2. Improve and develop G & C programmes and activities that would address the learners needs at different levels, and particularly learners with special needs, enhancing professional training for the G & C personnel, developing clear job descriptions and roles for the G & C teachers/providers, ensuring provision of G & C resource materials in schools, empowering youth for more participation in G & C activities among others.

3. Initiate school-based sensitization campaigns targeting students and the general school community with a view to changing student's perceptions for better service uptake. This could be done through IEC materials with effective messages.

4. Expand the coverage of the G & C programme to other levels of the education system, as behaviour moulding does not begin and end at the secondary tier. Cases of indiscipline, moral decay, unwanted pregnancies, drug abuse and poor performance among others have been witnessed in primary and tertiary levels as well.

5. Establish effective mechanism for monitoring and evaluation to ensure regular assessment of the programme performance.

5.2.2 Further Research

1. Additional research would be necessary to assess the role of the family network in behaviour change and modification for the youths, a comparative study between rural and urban areas in Kenya.

2. It would also be essential to assess the effectiveness of the integrated and free-standing models of service delivery with respect to the G & C programme in the learning institutions.

3. More still, it would be important to conduct a training needs assessment among the teachers to establish the level of skill gaps.

6.0 REFERENCES

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1.0 STUDENT'S QUESTIONNAIRE

1.0	**INTRODUCTION**

1.1	Name of the School_____ Field No._____ *(Official use only)*

1.2	a) Category of School_____
	
	       Public...................1
	       Private..................2
	
	 (Circle the most appropriate)
		b) Type of School_____
		
		       Boys'................1
		       Girls'...............2
		       Mixed..............3
		 (Circle the most appropriate)

	c) Form_____
	
	       Form One.............1
	       Form Two.............2
	       Form Three...........3
	       Form Four............4
	
	 (Circle the most appropriate)
		d) Administration Division
		
		 _____

1.3	a)
	     Date of interview_____/_____/2006
		b)
		     Start time_____End Time_____

2.0	**SOCIO-ECONOMIC FACTORS**	**RESPONSE VALUES** *(Circle the most appropriate)*
2.1	Where do you reside, especially when out of school?	Rural...............1 Urban.............2
2.2	State your religion.	Protestant.........................1 Catholic............................2 Muslim.............................3 Traditional African................4 Others ....5 Specify_____

2.3	Indicate your ethnicity.	Kikuyu/Embu/Meru...............1 Luo...........................2 Kalenjin........................3 Kamba.........................4 Mjikenda.......................5 Somali.........................6 Luhya.........................7 Kisii/Kuria.....................8 Others.........................9 Specify_____
3.0	**DEMOGRAPHIC BACKGROUND**	**RESPONSE VALUES** **(Circle the most appropriate)**
3.1	State your age in completed years.	_____
3.2	Indicate your gender.	Male ....…..1 Female..............…..2
4.0	**PSYCHOSOCIAL FACTORS**	**RESPONSE VALUES** **(Circle the most appropriate**
4.1	Do you think that the Guidance and Counseling Programme in your school is important to your life in and out of school?	Yes........................…..1 No.........................…..2
4.2	How would you rate the appropriateness of the Guidance and Counseling Programme in your school on a scale of 1-5?	Very appropriate.................1 Appropriate.....................2 Fairly appropriate...............3 Inappropriate....................4 Very inappropriate..............5
4.3	Considering issues such as the level of privacy, youth friendliness etc, how would you rate the overall quality of services provided by your school's Guidance and Counseling Programme?	Very good........................1 Good.............................2 Fair..............................3 Poor.............................4 Very poor........................5

4.4	How friendly to clients (students in need of psychological help) is the teacher (s) providing counseling services in your school?	Very Friendly..................1 Friendly.........................2 Fairly Friendly................3 Unfriendly.....................4 Very Unfriendly...............5	
4.5	How would you rate the understanding of your Guidance and Counseling teacher(s) to problems of young people?	Very good..........................1 Good...............................2 Fair..................................3 Poor................................4 Very poor.........................5	
4.6	Have you ever felt the need of psychological support, especially while in school?	Yes............................…1 No..........................…..2	
4.7	How many times have you visited the Guidance and Counseling facility in your school for psychological support?	_____	
5.0	**COGNITIVE ASPECTS**	**RESPONSE VALUES** **(Circle the most appropriate)**	
5.1	Do you know the teacher (s) in charge of Guidance and Counseling Programme in your school?	Yes.................1 No..................2 ⟶	Skip to Q5.3
5.2	If YES, state the names.	_____ _____	For Official Use Only _____ _____
5.3	Do you know the exact location of the Guidance and Counseling Programme in your school?	Yes.................1 No..................2 ⟶	Skip to Q6.1

5.4	If YES, state the name of the most adjacent building.	_____ _____	

6.0	**BEHAVIOURAL FACTORS**	**RESPONSE VALUES** **(Circle the most appropriate)**
6.1	How often do you take alcoholic beverages?	Never............................1 Occasionally.....................2 Always...........................3
6.2	How often do you use hard drugs such as bhang, cocaine, heroin etc?	Never............................1 Occasionally.....................2 Always...........................3

7.0	**OWN OPINION**
7.1	What measures should be taken to improve the Guidance and Counseling Programme in your school to make it more attractive to students in need of psychological help? _____ _____ _____ _____ _____ _____

THANK YOU

2.0 INTERVIEW GUIDE FOR TEACHERS

1.0	**INTRODUCTION**

1.1	Name of the School_____ Field No._____ *(Official use only)*

1.2	a) Category of School_____

        Public..................1
        Private.................2

(Circle the most appropriate)

b) Type of School_____

        Boys'................1
        Girls'..............2
        Mixed..............3
(Circle the most appropriate)

1.3	a) Highest Level of Education_____

        O-level................1
        A-Level...............2
        College...............3
        University............4

(Circle the most appropriate)

b) Any special training in Guidance and Counseling_____

        Certificate..............1
        Diploma................2
        Degree..................3
        Others...................4

(Circle the most appropriate)

1.4	a)
	    Date of interview_____/_____/2006 b)
	    Start time_____End Time_____

2.0	**DISCUSSION QUESTIONS**

2.1	Provide a brief background of Guidance and Counseling Programme in your school, when was it initiated? What was the purpose?
2.2	How have the students responded to the Guidance and Counseling services provided at your school?

2.3	What measures have been instituted to promote youth friendliness at your school's Guidance and Counseling Programme?
2.4	What is the impact of the measures since they were initiated?
2.5	What lessons have derived from implementation of the measures?
2.6	What challenges do you face in efforts to encourage more students to utilize Guidance and Counseling services provided and how can the challenges be addressed?
	THANK YOU

Source: Author (2006).

3.0 TIME SCHEDULE

Activities	2006				
	March	April	May	June	July
1 Preparation of the Proposal					
2. Pre-testing of the instruments					
3. Data Collection for main study					
4 Data processing and analysis					
5. Report writing					
6. Submission					

Source: Author (2006).

4.0 FINANCIAL BUDGET

Item / activity	Unit cost (Kshs)	Total (Kshs)
Proposal development		
Secretarial services	@ 5,000	5,000
Photocopying services	@ 5,000	5,000
Binding the proposals	@ 100	300
Main Study		
Reams of typing paper	@ 500	3,500
Staples	@ 200	200
Production of research instruments	@ 10,000	10,000
Transport	@ 10,000	10,000
Subsistence	@ 8,000	8,000
Secretarial services	@ 8,000	5,000
Photocopying services	@ 8,000	5,000
Binding the Report	@ 300	1,000
Research assistant	@ 60,000	60,000
GRAND TOTAL		**115,700**

Source: Author (2006).

MINISTRY OF SCIENCE & TECHNOLOGY

29th May 2006

Esther Koech
University of Nairobi
P.O. Box 30197
NAIROBI

Dear Madam

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *'Students Perception of the Guidance and Counseling Programme'*

I am pleased to inform you that you have been authorized to carry out research in Kericho District for a period ending 30th July 2006.

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

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

Yours faithfully

M. Q. ONDIEKI
FOR: PERMANENT SECRETARY

Copy to: The District Commissioner – Kericho District

The District Education Officer – Kericho District

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss ESTHER
KOECH

of (Address) UNIVERSITY OF NAIROBI
P.O.BOX 30197 NAIROBI

has been permitted to conduct research in

Location,

KERICHO District,

RIFT VALLEY Province,

on the topic STUDENTS PERCEPTION OF
THE GUIDANCE AND COUNSELLING
PROGRAMME

for a period ending 30TH JULY, 20 06

Research Permit No. MOST 13/001/36C 354

Date of issue 29.5.2006

Fee received SHS.500.00

SECRETARY
For MINISTRY OF EDUCATION
SCIENCE AND TECHNOLOGY

PERMANENT SECRETARY
EDUCATION
& TECHNOLOGY
M.O. ONDIEKI

....
Applicant's   for: *Permanent Secretary*
Signature   *Ministry of*
                    Science and Technology