THE ROLE OF GUIDANCE AND COUNSELLING PROGRAMMES IN MOULDING STUDENTS BEHAVIOUR IN SECONDARY SCHOOLS IN NYERI DISTRICT

BY

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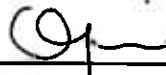## 2004

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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KIIRU KINGORI

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

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ABSTRACT

The research project report has been designed to examine the role of guidance and counseling in moulding secondary school students behaviour. The study also sought to determine the problems experienced by secondary school students, the contribution of most secondary schools administrations in making sure the programmes succeed and the best way possible to make these programmes succeed effectively and efficiently.

The study begins on examination of various issues that precipitated the need for the study. This has been presented as the background to the study. The importance of guidance and counselling towards moulding students behaviour in secondary schools has been stated after which the report presents the purpose and objectives of the study. Some of the research questions have been enumerated in view of the objectives to the study to give the researcher a guide as to how data was to be obtained. It also aided in giving the researcher a starting position as to the feelings of the respondents.

The study is important as a source of reliable information about the importance of guidance and counselling in moulding students behaviour in secondary schools and therefore producing quality and relevant people into the society. Chapter one also contains operation definations for most terminologies deemed to cause conceptual difficulties in understanding.

Chapter two .deals with literature related to the various concepts of guidance and counselling in relation to students guidance and counselling in schools. Specifically literature reviewed focuses in previous studies and oral materials published that relates to the study.

An expost facto design was used in the study whose sample was 480 students in 12 secondary schools in Nyeri District. In addition a student questionnaire and an interview schedule for the head teachers were the research instrument used. This information was contained in Chapter 3. The pilot study pilot results were used to modify the research instrument, some items were deleted, others were restructured and others maintained.

From the findings of the study it was established that students were concerned mostly about academic/career issues than personal and emotional ones. This explains fear of failure in examinations.

The study further established that the attitude of the students towards seeking guidance and couselling on certain issues that confront them is not very promising.

The study also came up with several recommendations. Some of them were: an interaction forum should be created between the student and counselling services through magazines from which students might be informed of the available resources where to find them and how and when to seek help from them.

Also it was recommended that a guidance and counselling centre might be beneficial to wider circle of students by concentrating on preventative counselling therefore helping the students early enough to be able to handle minor problems which otherwise deteriorate into major ones.

The following suggestions were made for further study;

Further research should be conducted on student perception on guidance, an indepth study be made on student vocational, educational and psychological needs, further study be conducted on involving parents in school guidance and counselling programme and a wider research on the guidance and counselling role in behaviour moulding in other schools all over the country should be conducted.

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LIST OF ABBREVIATIONS

C.I.S   -   Chief Inspector of Schools

D.E.O   -   District Education Officer

MOE & HRD -   Ministry of Education and Human Resource Development

MOEST   -   Ministry of Education Science and Technology

NCPD   -   National Council for Population and Development

CHAPTER ONE

INTRODUCTION

1.0   Background of the problem

In Kenya, formal guidance and counselling can be traced back a few years before independence. This was in the realization that independence was about to come but yet there was shortage of required man power for development. For this reason provision of vocational guidance was seen to be necessary. Kilonzo (1980) noted that at the end of 1962, the Ministry of Labour in conjunction with the Ministry of Education decided on some ways to give vocational guidance with the help of career masters. This marked the beginning of guidance and counselling in Kenya schools and a career hand book of secondary school learners was launched in 1970.

After independence in 1963, the Kenya government took charge of all its affairs and this included the development, implementation and supervision of educational programmes. The government aimed at developing relevant and quality educational programmes. The duty of maintaining educational standards was and still is assigned to the Inspectorate Section of the Ministry of Education headed by the Chief Inspector of School (C.I.S).

The section oversees the effective implementation of all school programmes including guidance and counselling. In this section there is a sub section of guidance and counselling services in educational institutions. The Subsection first published career guidance for career advisers in 1971. The guide was revised in 1973 and 1977. In 1971 and 1973 edition, stress was

laid on advising pupils on career choices especially those in secondary schools. In the 1977 edition guidance and counselling services were tailored to assist learners with developmental issues in all educational Institutions.

Secondary School students age range between thirteen and twenty years. This age which succeeds childhood but preceeds adulthood has been referred to as the Age of Adolescence. Psychologists hold that during this period the development changes cause confusion and restlessness to the Adolescents. These consequences lead to some problem since during the period one departs from known ways of behaviour identified with him/her to a more disturbing manner of behaviour.

Today more than ever before guidance and counselling is of great importance towards moulding the behaviour of secondary school students. This is due to the ever changing social, political and economic conditions of the society so as to ensure that the growth and development is appropriately integrated into the values and productive activities of the society.

Cottle (1973) defined Counselling as psychological process by which a professional person helps a relatively normal client explore, understand and accept behaviour so that future choices can be made, particularly those of education or vocational nature.

The opening remarks of the Ministry of Education in their Handbook for Schools Guidance and Counsellors (1973) read in part that:

> "Kenya is rapidly changing and growing economically, socially, and industrially. Educationally Kenya has expanded its enrolment of students in schools. Many of our school children come from rich, poor and average homes. This means that their environmental background is different. Some of the students have emotional problems, social problems, educational and

vocational problems. Thus there is a need to have a situation whereby the mental abilities and aptitudes of each school child are identified early enough to enable the school to give education and training so as to develop his special talents to the highest maximum". (Republic of Kenya, 1973, PP. 46) Probably no other aspects of Education have acquired so much importance and concern to administrators, educationist and teachers than that of guidance and counseling of students; yet on the ground level there seems to be so little taking place to justify the importance attached to it.

According to Loomis (1970), there was a time in every human society when the business of educating the young was exclusively the responsibility of the family. This was particularly true of traditional societies. What was learnt was in the context of everyday life and had a vocational element built into it. One did not have to distinguish between what was learnt and what was done to earn a living. Loomis went on to say that one did not have to make a special effort to make learning relevant to life.

An analysis of events in educational Institutions in Kenya reveals an increased incidence of drug abuse, early sexual indulgence, unwanted

pregnancies, school dropouts and a desire by the youth to be taught sexuality. According to research carried out on Reproductive Health Communication in Kenya, over 83 percent of the youth aged between 10 and 14 years would like to be taught various topics related to sexuality (Republic of Kenya 1997). Research conducted by National Council for Population and Development (NCPD), in 1997 on "Teaching of family life Education in Schools" shows that it is due to lack of correct and inadequate Information on sexuality and reproductive health that many young people in Kenya engage in irresponsible sexual behaviour at an increasingly early age.

According to Wallace and Adams (1991), the process of education should be organized systematically; First it should enlarge students knowledge, experience and imaginative understanding and thus enhance their awareness of acceptable morals, values and capacity of enjoyment. Secondly it should enable the student to become active participants in society and responsible contributors to it after completing formal education.

This is because during transitional stage from primary then secondary and finally to university the students may develop and engage in activities such as rebellion, drug abuse, delinquency and aggressive behaviour. These activities may be injurious to the student health and also unacceptable to both the school community and the wider society therefore personal growth and self-development are to an individual.

Munson (1972) indicated that the values of the educational system with its emphasis on personal decision – making, freedom of choice and self-actualization may be in conflict with the value system of some of the traditional society. He further indicated that people should be aware of this possibility and guide the young into a stage of personal development to help them make a choice of their own at every transitional stage.

Peters and Farwell (1967) have urged a development concept of Guidance. They stated;

"It seems imperative that each pupil be provided with an opportunity to see and understand himself through the person who have knowledge of guidance and counseling ...."
Because of lack of experience a boy or girl often needs assistance from others to realize his full potential. (Peters and Farwell 1967 P.33)

A report by Kirimi in East African Standard, December 30, 2000 P.14 said that guidance and counselling is the missing link in Education Management as it is the solution to truancy, students riots, apathy and poor performance. Although the teacher training programmes are meant to equip the teachers with adequate skills in guidance and counselling the behaviour exhibited by many students in secondary schools shows that students do not seem to receive adequate help and many of them fall victims of socially unacceptable behaviour at an early age. This concern has been expressed at different times by different people. The Daily Nation of 19th August, 1995 reporting on Headteachers Association meeting in Kiambu District quoted its Chairman having said that; "If all teachers knew what to do and how to do it and to what extent in guiding and counseling of students"........ His concern here was that quite often Guidance and Counseling is done on the basis of trial and error. One problem encountered in this field is lack of adequate preparation on teacher counsellor. Today, the environment outside the school situation has continued to dictate on most student behaviour. Herman (1974) purposely states that:

> "But today, with industry education and social relations so varied and complex, a child or an adolescent has little direct, realistic experience or even indirect contact with the environment in which he will endeavor to adjust as a student and worker" (Herman 1974 P.5)

A report in the Sunday Nation, February, 18, 2001, P.1 by Tengo expounded on the difficulties faced by the youth when relating to one another. These difficulties are mostly due to health issues such as diabetes, HIV/AIDS and different social status among others. Thornburge (1967),

observed that pupils undergoing the transitional period are not only difficult but have unconventional mannerisms and unpredictable behaviour.

Despite the efforts made by the concerned authorities and those who have devoted their.lives in improving the quality of Education, many schools have not realized the importance of guidance and counseling. This study intends to investigate the importances of guidance and counseling in moulding the behaviour of students in secondary schools.

1.1   Statement Of The Problem

According to the annual report of the Ministry of Education Science and Technology (1998) only a few districts had established Guidance and Counselling programmes in secondary schools. The report also pointed out that the failure to establish Guidance and Counselling programmes was probably due to the fact that officials entrusted with the responsibility to establish these programmes are few and they give priorities to teach over counselling. Evidently there has been little noticeable change with regard to counselling services in Kenya.   It is still a common practice for the "designated" counsellors to perform the duties of a regular teacher in addition to teaching and therefore slighting the functions of counselling.

The reason that prompted the need to study over the area were rampant cases of unrest in secondary schools in Nyeri District over a long period. Cases of unrest have been documented. The Daily Nation of 22nd July, 2003 reported that students from Kenyatta High School went on strike and destroyed school property. This happened because the administration punished some senior students for bullying junior students. The other reason

for the riot was because the students did not want to sit for the terminal and mock examinations.

Endarasha High School went on strike four consecutive times within a period of six months. The major strike in the school was on 20th July, 2003. At this time the school punished and suspended some students for misbehaving. The rest of the school sympathized with the victims and while trying to force the administration to repeal the decision a lot of school property was destroyed.

Chinga Boys, also went on strike four times within a period of 4 months. The Daily Nation of July 24th 2001, reported that students from Chinga Boys went on rampage and destroyed a lot of property on the reason that the administration was doing little in arresting the rising cases of homosexuality in the school. The East African Standard, February, 26th 2004, reported that sexual perverts are on the loose in secondary schools in Central Province and lure unsuspecting students to homosexuality, sodomy and lesbianism whereby in Nyeri a homosexual scandal almost led to closure of a school in Othaya in 2001.

The Chinga Boys strike of 20th July, 2003 was as a result of drug abuse including bhang and other intoxicating drinks which were readily available from the locality(D.E.O report, 2003). This was also brought about by withdrawal of the entertainment schedule which the administration feared was being used to watch pornographic materials.

Kimathi Secondary School went on strike during same period on 26th July, 2003 (D.E.O's report, 2003). Grievances included high handedness of

the administration, teacher's absenteeism from teaching and bullying. There was also chronic absenteeism of teachers who failed to assess students regularly as required beside the inter class conflict whereby the form 1 and 2 were promoted by senior students to the next grade.

The Nyeri High School strike on 28th July, 2003 was also drug related. Students also rioted to be in solidality with their colleagues who had been expelled for being indisciplined.

Gataragwa Girls also went on strike on 22nd July, 2003. The reason of the strike was that teachers had suspected that some girls had had some abortion. Therefore to ascertain this claim the teachers with assistance of the school nurse tried to establish who among the girls had actually had an abortion but when this failed the students maintained the same exercise to be done to their female teachers.

Therefore the purpose of the study was to conduct a survey of guidance and counselling programme in twelve Secondary Schools in Nyeri District to ascertain the role they have been playing in moulding students behaviour.

1.2   Purpose Of The Study

The purpose of the study was to examine the importance of guidance and counselling programmes in moulding students behaviour in secondary schools. It was also to determine the importance of guidance and counselling in secondary schools. The study also tried to establish the common problems that are experienced by students in secondary schools

and to what extent guidance and counselling was being applied to address these problems.

1.3   Objectives Of The Study

The objectives of the study were;

1.   To determine the contribution of school administration in making sure guidance and counselling programmes succeed.

2.   To establish the extent to which guidance and counselling has been of importance in moulding students behaviour in secondary schools.

3.   Establish whether students are confronted with educational, vocational and social problems that require guidance and counselling.

4.   To determine the best ways and means in which the guidance and counselling programmes can be made more effective.

1.4   Research Questions

1.   What has been the contribution of the school administration in making sure guidance and counselling programmes succeed?

2.   In what ways does guidance and counselling offered in secondary schools help in moulding students behaviour?

3.   What are the problems that confront the students which require guidance and counselling?

4.   What are the best ways and means in which guidance and counselling programme can be made more effective?

1.5   Significance Of The Study

To begin with the study will be useful to Ministry of Education in decision making about guidance and counselling programmes in the school

curriculum. The study is useful to Secondary School Headteachers in place of guidance and counselling in their schools and hence their understanding of the need to recognize, initiate and support these programmes.

The study identified the importances of guidance programme in dealing with students problems and therefore reducing incidences of strike, truancy, drop out cases and bad behaviour. It was also significant in that it added knowledge on guidance and counselling services in Kenya Secondary Schools.

1.6   Limitations Of The Study

Limitations are the anticipated difficulties in the research that may hinder the effective carrying out of this study and which may reduce the scope, the sample and the extent of the replication of the findings.

The design of the study is ex-post-facto. The limitation of ex-post-facto design are that the researcher cannot control the independent variables because their manifestations had already occurred, moreover they are inherently not manipulable (Kerlinger 1973 P. 379). The respondents may not feel free to express their feelings fully. Since the study was limited to public secondary schools in Nyeri District the findings and generalization of the study was only limited to this area.

1.7   Delimitations

The study will only cover 12 public secondary schools in Nyeri District. Due to the above the findings were not generalized for the whole country. The study was conducted in public secondary schools in Nyeri District. Though

primary schools too have guidance and counselling programmes, they were not included in the study because they were considered to have different approach and perception of guidance and counselling on the pupils.

1.8   Defination Of Significant Terms

Guidance –Refers to advice and information given to students to enable them make their decisions on educational and vocational matters.

Counselling – Refers to help given to students through talking out to remove frustration or problems that interfere with the students' normal development and learning in school.

Role – It's a broad term indicative of the general sweep and intent of a given job i.e. what a programme is expected to accomplish.

Adolescence – A development period of students between the ages of 10 and 20 years.

Behaviour Modification – Changing of an individual behaviour towards the expected and acceptable standards.

Effective Implementation – Putting strategies and programmes in place to ensure reception to guidance and counselling services positively.

Attitude – Positive or Negative predisposition to think, feel, perceive and behave in a certain way towards a given situation.

Head teacher – Refers to school Principal or administrator, male or female in charge of a running school.

Indiscipline – Refers to acts of lawlessness and disorder, individually or collectively precipitated against established norms.

Discipline – Refers to self-restraint in individuals for the welfare of all, ,that is, the control of someone's, or one's own emotions and actions for the development of desirable attitudes according to acceptable standards.

Psychotherapy – Is a term that refers to the aspect of guidance and counselling which implies a deeper involvement with the individuals personality. It is concerned with amllioration of more severe behaviour conditions. It is meant for individuals with serious psychological disorders. The therapy approaches lay empasis on historical and symbolic materials relying heavily upon reactivation and consideration of unconscious process.

1.9 Organization Of The Study

The entire study will be organized into five chapters. Chapter one presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research question, significance of the study, limitation of the study, delimitation of the study and defination of the significant terms.

Chapter two deals with Literature review and theoretical frame work. Chapter three is the description of research methodology used in the study. It deals with research design, target population, sample and sampling procedures, research instruments, instrument validity and reliability, Data collection procedures and data analysis techniques are also outlined in this chapter. Chapter four will present the data analysis and discussion of

research findings. Chapter five will focus on the summary of the findings, conclusion and recommendations stemming from the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter presents review of related literature as follows; The historical development of Guidance and Counselling; meaning of guidance and counselling; the objectives of Guidance and Counselling programmes in schools; what guidance programme offers students in secondary schools; common problems in secondary schools that require counselling and guidance, the scope of guidance and counselling in schools and lastly theoretical framework.

2.0   Historical Development of Guidance and Counselling

The years just before independence in Kenya saw a great deal for the preparation of different categories of manpower to fill up various positions that would soon become vacant after independence both in the public and the private sector. The year soon after independence saw considerable expansion in both the thought and action on guidance and counselling particularly in schools, (Kilonzo, 1980).

At the end of 1962 the Ministry of Labour in conjunction with the Ministry of Education decided on some ways to give vocational guidance with the help of career masters in schools. In 1964 the employment service department in the Ministry of Labour was strengthened in order to equip the service to implement as policy for the progressive introduction of vocational guidance PP 415.

The Ominde report on High Level Manpower Requirement and Resources in Kenya. (1964/1970) recommended that all career masters and school libraries be supplied with a comprehensive career guidance book (Kilonzo 1980). This was followed by vocational guidance pamphlets supplied by the employment service department of the Ministry of Labour. In 1970, a career guidance book to aid secondary school leavers was produced and updated 1971 by the Kenyanization of personnel bureau.

A key step forward was the establishment of the guidance and counselling section in the Ministry of Education in 1970/71. This was brought to promote guidance and counseling in secondary schools by organizing seminars for the head teachers and updating the guidance handbook. It also helped in recognizing and appointing of teachers as counsellors. As can be noted this emphasis for counselling was primarily in secondary schools. This had been prompted by huge number of unemployed school leavers since unemployment of University graduates were virtually unheard of. Guidance and Counselling prgramme in secondary schools was started to cater for all students with social, personal, psychological, educational and vocational problems (Republic of Kenya 1977).

2.1   Meaning of Guidance and Counselling

The term guidance and counselling have different meanings though they are generally used interchangeably. Guidance is a life long process that include counselling and therapy which equips the individual with the knowledge and techniques of handling the problem confronting him or her.

Unlike counselling, guidance is less personal and intimate. Guidance is more public, informative and meant to instruct.

Therefore guidance is a process of helping individuals to understand themselves and their world so that they can utilize their potentialities in school.

Guidance embraces the educational vocational aspects. Educational guidance is concerned with raising students educational standards to open vocational opportunities. This means, assisting students to select courses of study appropriate to their needs and interests and achieve academic excellence. It also means inculcating proper study habits, making good use of instructional resources and facilities and participating satisfactorily in curricular and co-curricular activities (Makinde, 1987). Educational and vocational guidance should begin from the moment student enter the school and should be a continuous process until the day she/he leaves school.

Tattum, (1986) quoting Carl Rogers (1951), defines Counselling as a helping process which depends on the development of a relationship between people. It is sufficiently supportive to enable one of these people (the student as the client) to explore aspects of his life more freely and arrive possibly at more adequate ways of coping with his/her environment (P.158). Therefore counselling is a term that refers to that part of the guidance process which essentially helps normal individual to deal with or remove frustrations and obstacles that interfere with their daily lives. Counselling stresses problem solving in a rational manner and unlike guidance it is an occasional process. It deals with situational pressures. Counselling is reserved

for the more personal aspect of guidance that demand highly specialized skills. It is concerned with emotional disturbances and behaviour problem. A client usually initiates counselling. Counselling is not meant to instruct, and the counsellor does not express her/his own view and values to the client (Makinde 1987).

2.2 Objective of guidance and counselling programme in secondary schools

One of the principles of school organization is that the objectives of any services have to clearly defined. Herman (1974) indicates that the purpose of providing counselling services in schools can be seen against the fact that most students at one time or another become concerned with uncertainities in their lives. They further state that modern life is often characterized as an age of turmoil, conflict and uncertainities. It is also characterized as an age of freedom, excitement and adventure. Hence, it is in relatively calm, non-threatening and mutually participating counselling atmosphere that today's student is not likely to face his/her development courageously and sort out the ideals and values that are valid and implement them with consistent responsible actions.

Moser (1963) stresses that the objectives of guidance and counselling in schools is to help every student in formulating goals, adjust to new situations, solving personal-social problems and in dealing with personality problems.

Therefore, the following are the major objectives of guidance and counselling programme.

- To assist students to appraise their potentialities and free their capabilities to learn.

- To enable students to explore their objectives

- To provide vocational counselling and

- To provide help to the students with personal problems that hinder academic progress.

Herman, (1974) add that guidance and counselling is designed to help individuals with psychological problems to voluntarily change their behaviour and to enable them make wise future decisions, clarify their ideas, perceptions, attitudes and goals. Tattum (1986) adds that guidance and counselling aims at ensuring discipline in schools by assisting students with disruptive behaviour. A student may not work hard to realize his potential because he has low concept of himself, lacks personal security or may be experiencing excessive pressure to succeed hence causing anxiety and tension that hinder his learning. (Republic of Kenya 1977, P.6)Therefore, any problem that is an obstacle to a student is an important one and where possible should be dealt with through guidance and counselling.

According to Kilonzo (1980), the objectives of Kenya's programmes of guidance and counselling are; to help all learners to grow in self-understanding, develop their capabilities for making realistic career decisions, overcome any personal deficits and make optimal academic progress. The need for guidance and counselling services is also shown by the increase in school leavers unemployment and the disparity between their aspiration, available opportunities and national needs.

According to Barki and Mukhopadayay(1989), the main thrust for guidance and counselling services is to helping the students to achieve an all round growth and not just problem solving.

2.3   What guidance and counselling programme in schools offer students

According to Herman (1974) Guidance Programmes in schools are justified only because of the services which they offer to facilitate students personal development, pupil's learning about the universe and about how to live in it.   As a result career development become a central theme for expectations for student process of school and community.   Carkhuff (1971) said;

> "Increasingly, expectancies or expectations have come to be recognized as one of the most important shapers of behaviour. Expectancies on the part of significant authority figures lead to individual behaviour that is congruent with the expectancies. Thus, helpers whose expectations for a given helpee or group of helpees are high, elicit constructive gain or change; whereas helpers whose.expectations for the helpees are low have retarding effects upon the behaviour of the helpees". (Herman 1974, P. 78)

Too often, guidance functions are perceived in terms of what counsellors or teachers do to a student rather than in terms of what guidance may do for and with them. Similarly, the guidance activities engaged in by a student are used by the teacher or counselors to help the student; however, the student is not aware of what guidance is doing for him. He equates guidance activities with other school tasks – which he does for someone else. Therefore it is necessary for the school staff to assist the pupil in understanding what efforts are being made for him in a guidance way, as well as in the instructional subject matter-way.

The guidance point of view stresses that guidance functions help the student to adjust himself and his environment more effectively. Shelzer (1974) listed goals which bring out the basic purpose of school guidance (in terms of doing something for the student).

General Goals

1. To help the pupil understand and accept himself and make plans on educational, vocational and personal issues.

2. To teach the pupil how to get along with other people and understand the world in which he lives and aid in its betterment.

3. To help each pupil get the most out of school by being an active learner.

4. To help the pupil explore his own interest and abilities, learn about various aspects of the world of work and learn to make the most of his abilities.

5. To help him plan for more education and career development.

Process Goals

1. To help the pupil plan the next step in his education.

2. To help the pupil plan the next steps in his vocational development.

3. To help the pupil plan the next steps in his social – personal development.

4. To allow the pupil to experience and reflect on the process of experiencing sequential deterrent and interfering episodes.

Outcome Goals

1. To analyse general and specific, immediate and long-term outcomes of the contributions of the general goals and process goals.

2. To help the student determine where accountability for his development centres and what influences have impact on it.

3. To allow the student to engage in a continuing process of reflecting on the direction of his/her life.

A report for the commission on Guidance in American Schools, summarizes the goals of counselling function in relation to work with students as;

• Contribute to student self-acceptance. The student is helped to see the realities of his personal characteristics and aspirations in relation to cultural change and development opportunities.

• To be sensitive to cultural changes which affect students understanding. This will aid the student in seeing himself in relationship to his characteristics and the characteristics of the society.

• To help students make informed educational and vocational choices.

• To develop group learning experiences for students hence, building good relationships.

• To increase student self reliance i.e. to help the individual clarify his understanding of himself and his goals so that he can assume responsibility for the choice he makes.

• To accept and encourage diversity in talents, encourage originality and creativity.

Herman (1974) considers some specifics that guidance offers the pupil to attain these goals. One of them is the appraisal, counselling and information giving functions of the guidance programme. These aid a student by helping him to see himself objectively, helping him control, as well as understand trivial irritations and restore normal perspective and helping him develop foresight. Also, guidance functions are useful in promoting stability and self-direction; aiding the emergence of a "new" personality; aiding in emotional as well as educational adjustment. Further guidance activities help the student recognize his special aptitudes, abilities and limitations, and what they mean.

Herman further stated that this recognition will aid a student in making wise subject choices for his educational progress and assist him in discovering the causes of any failures or setbacks in courses of study or human relations.

Abercrombie (1960) says that what guidance situations can do is to help the child who seeks to find himself acceptable to other children. The child

> "will need to establish satisfying relationships with members of the opposite sex. Many children will need help in attaining a measure of responsible independence from parents". (Abercrombie 1960, P. 90)

Because of the individual attention given to him in the guidance programme, the student begins to see himself clearly. He also begin to see himself in several new images. Abercrombie further states that as the student becomes more self-aware, he begin to see himself against anumber of influence screens. His concept of self will be based upon such things as measures of his aptitudes and interests and upon other people means of

evaluating maximum self development. Once the student has gained insight into his aptitudes, abilities and limitations, he will have a basis for making plans for the future. This planning for the future includes not only future experiences in human relations, but also choice of a course of study suited to his abilities, limitations and interests, and career looking, exploring, deciding and on going job working.

An article in the Daily Nation of February 5th, 1999, points out that the role of guidance and counselling cannot be over emphasized as students need to be shown love, appreciation and affection by their teacher for the physical or emotional needs must be to create condusive environment for learning.

Howard and White (1973) indicated that in a guidance programme, a student attains understanding of his social and physical environment. He gets a clearer idea of surroundings in which he is to live, and he learns to live more successfully in them. He further indicated that coupled with his (student) knowledge learned in the instructional programme there are opportunities for more effective living. As a result of the guidance programme the student may view his behaviour in a more realistic way. As the student begin to recognize some of the reasons for his behaviour which leads to more successful experiences both academically and socially, his directions for behaviour become more real to him. Howard and White indicate that;

"Guidance will give the student the psychological stamina for proper directional growth. More often than adults realize; boys and girls fail in their behaviour (misbehave) because they do not know sufficient number of alternative behaviours which are proper". (Howard and White 1973, P. 182)

The writers further indicate that the complexity of the modern curricular necessitates careful choice. If students do not realize what is involved in proper course planning they will be deprived of knowing that future choices become more complex and grow out of choices made in secondary schools.

Many students do not know anything about career choices until they join the universities. This illustrates how important career guidance is to students. The tragedy is that in many public schools, career guidance is not in existence as counselling takes centre stage and assumption is that it also covers career guidance.

As the student acquires a more adequate self concept, he is better prepared to plan for a career that suits his ambitions, abilities, interests and financial aspirations. Abercrombie further indicates that the counsellor helps the student in his vocational planning through disseminating and interesting material describing vocational and educational opportunities. If guidance is effective, he said, the student will have a growing awareness of what guidance is doing for his career development. If the student does not realize this, there is a danger that he will accept the guidance only as something done to him by ever-present and directing adults.

Another outcome of guidance according to Herman (1974) is encouraging and aiding of students to correct undesirable habits or improve present work and study methods. Such attention inspires the student to take a positive attitude towards available learning activities. This is implemented by an improved self concept and increased awareness of the occupational

opportunities awaiting him if he takes advantage of the opportunities for learning. Herman (1974) purposely stated;

> "These learning opportunities require effective study habits. The aid which guidance gives on the study habits can bring to the pupil many open gate ways for mastering subject matter. Effective guidance programmes will place major emphasis on helping the pupil understand what proper study habits and skill will do for him". (Herman 1974, P. 70)

The process of schooling develop a self concept of personal adequacy or inadequacy. The most dramatic kind of officially sanctioned failure occurs when one is told that one will not be promoted or allowed to move to the next sequential state of ones development. The counsellor can assist the student to focus on those things that he can do to enhance success and thus engage in more appropriate behaviour. In their study of 292 boys and 332 girls in the eleventh grade in six different school system in Northern Carolina, White and Howard (1973) found that a more positive self concept was obtained by those students who had experienced no grade promotion failures.

There are specific areas where guidance helps career development and one is emotional development.

Kowitz and Kowitz (1968) indicated that the student with emotional concern will be benefited by counselling when he appreciates what can be done for him through the guidance process. Upon noting signs of emotional disturbances in a student, the teacher refers him to a counsellor for assistance. The writers further indicates that in addition to alerting the staff to recognize incipient problems, the counsellor may help the student adjust in his home and school environment to obtain maximum successful pursuit of his

academic work. If a student is upset or concerned about emotional conflicts at home or school he cannot do an adequate job in his school work.

It is the counsellor's job as far as possible, to assist the student in resolving these problems so that he may perceive the many factors which influence his life.

Another area where guidance helps career development is gifted enhancement. Kowltz and Kowltz stated that:

> "The gifted student also profits form a guidance programme because through testing, his ability can be recognized. Ones this outstanding ability has been discovered it is necessary for the child to realize the many implications which accompany it". (Kowitz and Kowitz 1968. P.56)

Students actions are found to be most effectively encouraged and produced through personal interviews. Contact with teachers, parents written communications are effective, but less so. A key expectancy in Winsconsin study of 108 high school students by David (1973) was that proper encouragement on the part of the counsellors, other staff and parents, students can be expected to seize available opportunities to exercise more control over their educational developments and assume a more day to day responsibility.

Another area is the slow learner and the child with specific needs. According to Herman (1974) the slow learner and the handicapped are benefited through guidance through the recognition of their problem by testing, observation and case study approach. Once the handicapped, physical, mental or both have been ascertained, the guidance person can assist the faculty by making suggestions on how to aid the student to achieve

benefit from the school. The guidance counsellor can help the child think through the work necessary to succeed. The counsellor can aid in helping the handicapped child to realize various means of achieving his goals in life. Herman further noted that it is through an effective guidance with competent counsellors that a pupil has the best opportunity, not only to sastisfy his won desires, but also to meet his responsibilities in society. The process may be generalized in the class-room but it is individualized in guidance experiences. He further stated that;

> "The greatest satisfaction to both individual and society comes from the pupil's realization of his position roles in life and his efforts to assume them with maximum effectiveness". (Herman 1974, P. 73)

The writer further indicated that pupil satisfaction comes from finding answers to such questions as: who am I? What are my strengths? What can I do effectively? Where do I need improvement? What will I gain from self – understanding? There must be unity all through in the developing pupil; anything else brings conflict, frustration, needless unhappiness and minimal performance. Effective guidance coupled with expert instructions can aid in the pupils fullest self-realization.

All the writers in the above Literature review agree that counselling and guidance is focused on assisting the students. Through guidance activities, various persons benefit from objective data in better understanding pupil behaviour and pupil progress is the avenue for more effectiveness pupil learning. This result to a better school and a better community for all concerned. This has been true in Western Countries. It is the intension of this

study to find out whether the same results can be obtained from secondary schools in Kenya.

2.4 Common problems In Secondary Schools that require guidance and counselling

Herman (1974) stated that pupils often have educational and personal needs and problems which are met in school instructional programme, which can be developed to cater for the pupils needs and problems.

Mc Daniel and Shafter (1961) agree with this idea and noted that;

"In order to fulfill their responsibilities to the community, schools must continuously adapt courses and activities to the actual needs of the young..............Counsellors working constantly with individual students know their personal problems and aspiration, their abilities and aptitudes". (Mc Daniel and Shafter 1961 P. 64)

Adolescents problems tend to result from the failure of their significant others (parents, teachers and friends) to understand their unique needs and to help them develop the interpersonal skills required to satisfy their needs. Merle (1979) lists the Adolescents' needs.

1. Search for identity. Adolescents are trying to determine who they are, what they would like to do and what they can do. Much of the adolescents anger results from frustrations encountered in defining and implementing their important goals. They resent the pressure to work for goals that others have defined for them and are trying to manipulate them to accept as their own.

2. Inadequate information about themselves and their environment. The adolescents require information concerning the opportunities open to them as well as self knowledge of their interests and aptitudes.

3. Development of the appraisal skills required to evaluate their own interests and aptitudes: to determine the opportunities available to them; to clarify values and choice of friends.

4. Development of self confidence and the interpersonal skills to make decision and to act on them.

5. Feeling of concern for others and their needs. Adolescents prefer to relate well to others, even parents and teachers. Patience and sensitivity are required to those who help them develop the communication and interpersonal skills required to respond adequately to others needs.

6. Independence. Although Adolescents want to be independent, to make their own decision, to take some risks, to make their own mistakes, they also realize that there are times when they are dependent. .

7. Coping skills to deal with authority figures – employers as well as teachers and parents. When adolescents challenge authority, they rarely intend to hurt. When they hurt parents they often do so accidentally or as a reaction to the bullying by a more experienced person who takes unfair advantage of them when they are vulnerable.

8. Meaningful participation in defining and maintaining limits. From early childhood, parents should teach independence – giving adolescents gradually increasing responsibility for helping to define and maintain limits. Schools also provide for genuine participation in student government, including leadership training.

9. Understanding of their rapid physical and emotional changes and development of the interpersonal skills required to cope with their new feelings, drives, choices, responsibilities and adult roles. For example, even today most adolescents possess minimal skills and often inadequate information, to cope with their sexual development. Furthermore their sexual maturation is complicated by their struggle for independence form their parents. They tend to question the values that parents have taught them – especially when they see adults say one thing and do another. The boasts of their peers and their vivid descriptions of sex experiences also cause youth to question the values taught by the parents.

Ohlsen (1974) states that adolescence is a present and future oriented period of testing, a period of marked physical and emotional changes of heightened emotionally. Adolescents are idealistic, self critical and very reactive against adults hypocrisy. Hence they become very critical of adults, failure to attack the problems that they note in their homes, schools, churches, neighbourhoods and in the nation as a whole. The writer further indicates that some adolescents feel that they must protest with demonstrations, strikes and even riots to get adults attention and to bring about required changes. Others gives up and withdraw by quitting school, by staying in school but withdrawing from the learning process or by turning to drugs.

The East African Standard, April 1st 2004, P.14 points out that drug use among the students is on the rise in secondary schools. This is from the

National Baseline Survey on Substance Abuse which blames the government on the widespread use of the drugs by the Kenyan youth.

Anthony Kariga, in the Daily Nation, November, 11, 2003 quoted the Central Province Provincial Commissioner as saying that 40 schools in the region had gone on strike in the particular term. This was mostly with the boys schools and the Provincial Commissioner was blaming the scenario on the inadequate guidance and counselling besides the abdication of the parental duties.

Herman (1974) indicated that most of today's adolescents are searching for meaning in their daily lives both outside and inside the classroom. They are seeking meaningful small group experiences, genuine participating in the evaluation, improvement and admiration of the Institution and high-level discussions of current social issues. The writer indicated that qualified counsellors are required to provide these developmental problems for which they seek assistance. In order for secondary school counsellors to be most helpful, students must perceive them as unequivocally trustworthy confidants.

The writers in this literature review agree that all students have concerns and many need assistance at various times in their life-experiences. Some students would like intensive counselling. The counselling services can be established to provide an integrative developmental function that contributes not only to the troubled and the maladjusted but to the long-range choices and experiences of all students. Because of this, It is the intention of this study to assess the problems common In Secondary Schools

and find out whether guidance and counselling has been eliminating these problems.

2.5   Scope of guidance and counselling in schools

Guidance and counselling programme in schools entails different components namely; psychological counselling, vocational guidance and educational guidance.

Personal and psychological counselling aims at helping and assisting students who show signs of personality maladjustment, anxiety which is characterized by the feeling of impending doom, total failure in school system, annoyance, unhappiness and feelings of being misunderstood and neglected.   Oketch and Ngumba (1991) have pointed out that major emphasis has been on educational and vocational guidance ignoring the social and psychological counselling.   Yet psychological and social factors are the cause of youth unrest, increasing school strikes and poor performance.   Aduda in the Daily Nation, 1995, September P.17 pointed out that many counsellors restrict their duties to advising students on academic matters including subjects and career choices and mistakes practice.   They fail to address social emotional problems that torment the students.

However this is not the case in all schools. Some schools concentrate on personal and psychological counseling ignoring educational and vocational guidance.

Vocational guidance cautions students and their parents against being attracted by the loftiness or lucrativeness of a particular occupation or profession regardless of whether they meet the requirements. Guidance and

counselling service should assist in reducing conflicts between students and their parents regarding choices of education and training rural, town and metropolitan setting. (Republic of Kenya, 1976). It was established that pupils had guidance and counselling needs in all areas that is psychological, occupational and academic.

The issue of discipline in schools arises from the personal and psychological needs. Some teachers try hard to identify the cause of misbehaviour and do what they can to eradicate it by counselling pupils on how to cope with their problems such as peer influence, maladjustment and drugs. The government of Kenya noted that discipline problems are usually associated with actions but most actions are as a result of feelings, (Republic of Kenya, 1977). Stopping unacceptable action may do nothing to help the feelings that produced it. Students needs to be encouraged to recognize the relationship between their feelings and their actions. Often talking over ones feelings with an understanding adult will obviate the need for 'acting out' (Republic of Kenya, 1977, P.6)

The East African Standard, April, 22nd 2004, P.7 pointed out that teacher training colleges are continuously producing teachers who are career obsessed, and their failure to produce graduates who can fight and eradicate one of the worst vices in education has led to the failure to provide professional guidance over the issue prompting some teachers and parents to believe that students must experience pain in order to learn. This implies that punishing a student for unacceptable behaviour may not be a solution. During guidance and counselling workshop for secondary school

heads held in August 14 – 18, 1978 at Mombasa Polytechnic, it was pointed out that punishment does not necessarily deter misconduct (Republic of Kenya 1978). Also it has been noted that punishment never really extinguishes or eliminates response tendancies, ,but only temporarily suppresses them. These tendancies reappear with full force when the threat of punishment is removed.

Educational guidance on the other hand is concerned with all those activities that are related to the student's adjustment to his educational guidance. One relates to developing favourable setting for the individual education. This involves giving assistance to new students to adjust to the new school, new teachers, new subjects and new regulations because these can be overwhelming to some students. Students need to be carefully introduced to the new setting so that it will not present hinderances to learning (Republic of Kenya 1977). The other component of educational guidance is concerned with recognition of individual differences and their relation to educational achievement. This means giving assistance to students to enable them to become aware of their abilities, special needs, interests and limitations. Educational guidance includes keeping academic records and observation reports for each student. An analysis of those records and reports gives an indication of students who might require help and which academic areas (Republic of Kenya 1977).

Finally the last component of educational guidance relates to curriculum choices. A student with many abilities and interests may have difficulty in deciding which subjects will not be most meaningful for him/her in

the long run. Therefore, such a student needs assistance in understanding the relationship of his curricular choices to his vocational objectives.

Theoretical Framework

2.6   Social Learning Theory

Albert Bandura's social learning theory (1963) is the basis of this study. Since this theory emphasises on behaviour modelling, it is pertinent in explaining the causes of aggressive behaviour among secondary school students. Since this study is based on the concept that students in secondary school are in their adolescence, they are likely to endulge in wanting behaviour as they search for identity. It is time when the individual can experiment with different vocational, sexual, religious and political roles trying each of them out to see which one fits (Santrock, 1981). An adolescent can either successfully cope with these roles or be unsuccessful in coping and land into crisis. This crisis is what makes it necessary for the young people to need the opportunity to talk to someone like a counsellor.

Counselling like other interpersonal relationships involves both indirect and direct attempts by one person that is counsellor to influence the thoughts and/or actions of another, that is a client. Brammer (1973) emphasises that unless a person is ready for counselling it is difficult to work with him or her. The attitude expectations, feeling and needs of any individual constitute internal forces and help his or her responses to them. Changes in these forces are therefore likely to produce changes in behaviour. Since students and teachers operate within a system where they

are constantly receiving interpreting and acting on the information at hand, this theory is quite relevant in explaining the role of guidance and counselling in the moulding of student behaviour as change of behaviour may occur due to internal and external forces which include attitude, needs and expectations.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter discusses the research methodology which includes research design, target population, sampling procedure, instrumentation, date collection procedures and data analysis technique.

3.0 Research Design

Ex-post facto design was used for this study. Ex-post facto relies on facts that have occurred and not as they occur. Kerlinger (1973) defined ex-post facto design as a system of empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipuratable (P.39). This study was ex-post facto as the researcher was to investigate independent variables such as age, sex, training experience which cannot be manipulated as they had already taken place.

3.1 Target Population

The target population of the study was to consist of all public secondary schools students and Principals in Nyeri District. According to updated list of all secondary schools obtained from the District Education Office as at April, 2004, there are 122 public secondary schools, therefore the target population comprised of students in 122 public secondary schools and 122 Headteachers in Nyeri District.

3.2   Sample and sampling procedure

Sampling Procedure involved stratified random sampling. Mugenda and Mugenda (1999) stated that in descriptive research 10 percent of the accessible population is adequate for a sample. According to statistics from Nyeri District Education Office, there are 122 schools in the District. Random sampling will be used to get the sample size. During sampling the names of all schools in the categories of mixed secondary schools, Boys Boarding Secondary Schools and Girls Boarding Secondary Schools were written on pieces of paper then folded and placed in a container. The container was shaken and paper picked out one at a time, the name was recorded down and included in the sample (Mugenda and Mugenda 1999). The process of picking the names of the students from the class register for the form four and form two was the same as the names were written on the piece of paper and then were placed in the container and then they were picked one at a time until 10 students from each class were obtained.

These two classes were selected because they form two important transitional stages of secondary school student life. The form twos are not very new to the school compared to form ones and therefore they can understand the school and counselling department. On the other hand the form fours are faced with the problem of career choices.

The sample size was 240 students comprising of 120 girls and 120 boys. Also there were 12 Principals from the sampled schools.

3.3 Research Instrument

The main instruments in the study was a questionnaire and an interview schedule. The questionnaire was adopted from questionnaires used by previous researchers in the field.

(1) The student questionnaire consisted of 24 items. The questionnaire was be divided into two sections.

    (i) Section one was concerned with the extent to which students are familiar with the guidance services offered in their schools.

(ii) Section two dealt with the problems faced by secondary school students. Both sections of the student questionnaire consisted of close ended questions.

(2) The interview questions for the Principals consisted of open ended questions which were expected to give respondents more flexibility of responding. The interview questions consisted of 18 items.

3.4 Instrument validity

A questionnaire is said to be valid when it actually measures what it claims to measure. Content validity was established through two steps. The first step was to consult senior academic Lecturers who are expert in this field from department of Education Administration and Planning. The Supervisor of this study who is also an expert, was be closely consulted. Their feedback was to affirm and improve the instrument. The second step was by conducting a pilot study. According to (Mulusa 1988) about 10 percent of the cases which were to represent the target population in all major aspects

were used in a pre test. The same applies to their study. This was to help the researcher to omit items which appeared vague and include more items to improve the quality of the instrument and its validity.

3.5 Instrument reliability

An instrument is reliable when it can measure variable accurately and consistently and obtain the same results under the same conditions over a time. To establish the reliability of the research instrument the first step was to undertake a pilot study. A split half method was recommended to measure reliability.

After the pilot study was undertaken, the instrument was split half into all odd numbers items in one subset and all even numbers items in another subset.

The scores of all the odd numbered items of the respondent in the pilot study was computed separately and then were compared to see the suitability of the instrument.

3.6 Data collection procedure

The procedure which was adopted by the researcher during data collection were as follows;

The researcher personally administered the research instrument for both the pilot and the main study. A research permit was obtained from the Ministry of Education Science and Technology. Thereafter the office of Provincial Director of Education, Central Province and the District Education Office was contacted to inform them of the study. A date was fixed when the study was conducted.

The researcher visited the selected schools and explained the intentions and purpose of the research to the administration and students involved in the study on the agreed date and got the class register of form four and form two students. The names of these students in those classes were written down on separate pieces of papers, folded and then put in a chalk-box and after each withdrawal twenty students were required from each school. So twenty withdrawals were done. The names of the selected students was given to class masters/mistresses to call them. They were then told to assemble in an empty room. The researcher introduced himself to the students before presenting them with questionnaire. He also assured them that that was not a test as there are no right and wrong answers. The researcher emphasized on giving truthful information to help improve their guidance and counselling services. Lastly the respondents were instructed on how they were to answer the questionnaires. The researcher collected the questionnaires immediately the respondents completed.

On the other hand the researcher recorded down the interview responses from each of the twelve Principals on all the interview questions with the permission from the Principals.

3.7 Data Analysis

The data collected was analysed using frequency distribution and percentage and therefore the data obtained from the field through the two instruments was tabulated and percentage calculated for each particular alternative taken by the respondent. This enabled the researcher to have a concrete idea on the direction taken by the respondents on a given variable

or question. The data obtained was analysed under the research questions stated so as to try and answer them through actualities of role of guidance and counselling in moulding students behaviour. It is from this that a comprehensive conclusion on the role of guidance and counselling on the mouding of students behaviour in secondary schools was drawn.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0   Introduction

The Chapter presents and analyses the findings of the study. The findings of the study are organized under various subheadings according to research objectives. The subheadings are: the contribution of the school administration in making sure guidance and counselling programme succeed; determine if guidance and counselling offered in schools really help in moulding student behaviour; establish whether students are confronted with educational, vocational and social problems that require guidance and counselling; to determine the best ways in which guidance and counselling can be made more effective.

In this chapter data obtained and analyzed is from the constructed questionnaires and interview schedule. The respondents comprises of twelve school Principals and 240 students. This formed a 100% response.

Results obtained and interpreted indicated the direction taken by respondents as regards their feelings on particular questions or statement in the research study. This is the basis of all the discussions contained there-in.

4.1   What has been the contribution of the school administration in making sure guidance and counselling programmes succeed?

Guidance and Counselling services in secondary schools cannot succeed without the goodwill of the school administration for it holds key to

each activity related to the establishment, implementation and follow up of the service.

This was in relation to the first objective where the researcher investigated the contribution of school administration in the making sure guidance and counselling programme succeed. This information was used to answer research question one which stated: **What has been the contribution of the School Administration in making sure guidance and counselling programmes succeed?**

Head teachers and students were required to answer questions on contribution of Administration in the provision of guidance and counselling. Their views were reflected in their responses on the items of the questionnaires dealing with this aspect and were analyzed in tables as follows:

4.1(a) Table 1: Principals response on the availability of trained counsellors in the schools

Response	Frequency	Percentage
Yes	12	100
No	0	0
Total	12	100

From Table 1 all the respondents 100% confirmed that they had trained guidance and counselling counsellors. Counselling should not be carried out by anybody other than professionally trained persons and this principle must be adhered to for If not dealt with by untrained personnel they are likely to harm their client.

Table 2 present findings on the availability of organized programmes of guidance and counselling to students in Secondary Schools.

4.1(b) Table 2: Principals response on the availability of organized programmes of guidance and counselling to students in the District

Response	Frequency	Percentage
Yes	12	100
No	0	0
Total	12	100

All the respondents 100% showed that there was well laid down guidance programmes as it is important for a successful guidance and counselling programme.

Table 3 shows the provision of guidance and counselling services in secondary schools in orientation of new students.

4.1(c) Table 3: Principal's response on the provision of guidance and counselling to orient new students

Response	Frequency	Percentage
Yes	6	50
No	6	50
Total	12	100

Despite the importance of guidance and counselling to orient new student an equal percentage of 50% did not have such facilities thus emphasis on this is required to enable the student adjust to his educational environment in terms of new teachers, new students, new subjects and the environment at large.

Table 4 shows the support of Administration Staff in development of guidance programme.

4.1(d) Table 4: Headteachers responses on the support of their administrative staff in development of guidance and counselling programme

Response	FRequency	Percentage
Yes	12	100
No	0	0
Total	12	100

100% of Administrative Staff was willing in the development of the programme.

This is because unless unless guidance and counselling services are developed in harmony with the total educational programme of the school, students and teachers will not co-operate.

Table 5 presents the school contribution on future educational and vocational plans of students through guidance.

4.1(e) Table 5: Students response about their school contribution towards their future educational and vocational plans

Response	Frequency	Percentage
Yes	210	87.5
No	26	10.83
Undecided	4	1.67
Total	240	100

87% of the students felt that the school was doing commendable job in vocational plans which is usually primarily focused in helping students answer questions like what he/she shall do in life due to the fast moving development in science and technology and international relations.

Table 6 shows the school help in the improvement of student study skills and habits.

4.1(f) Table 6:   Students response on the school contribution on the improvement of their study skills and habits

Response	Frequency	Percentage
Yes	214	89.16
No	16	6.66
Undecided	10	4.16
Total	240	100

Table 4.1(f) shows that a greater percentage of 89% felt that the school was doing much in guidance to help improve the student study skills and

habits. Herman 1974 said that the aid guidance gives on the study habits can bring to the student many gate ways for mastering subject matter as effective guidance programmes will place major emphasis on helping the student understand what proper study habits and skills will do for him.

4.2 In what ways does guidance and counselling offered in secondary schools help in moulding students behaviour?

There should be great emphasis on the implementation of guidance and counselling services in secondary schools to help students in character development. Behaviour modification and adaptation to the ever changing environment as these services will facilitate the development of positive behaviour and eradication of deviant behaviour patterns among the youth.

In response to the second objective of the study, the researcher investigated the role of guidance and counselling in moulding of students behaviour. This information was used to answer research question two which stated; **In what ways does guidance and counselling offered in secondary schools help in moulding student behaviour?**

Students and Headteachers were required to answer questions in relation to the contribution of guidance and counselling in moulding student behaviour. Their views were reflected in their response on the items fo the questionnaires dealing with these aspects and were adequately analysed as follows:

Table 7 shows the Principals response on the students acceptance of guidance and counselling services offered.

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4.2(a) Table 7: Students acceptance of guidance and counselling services offered

Response	Frequency	Percentage
Yes	10	83.33
No	2	16.66
Total'	12	100

The importance of guidance and counselling was observed through the data collected from Principals as 83% of the students were found to be greatly in support of the guidance services offered. This was because guidance services cannot flourish if it does not gain the support of the students by way of utilising services provided.

The Principals observation on the students subject selection in relation to their abilities and interests is presented in table 8.

4.2(b) Table 8: Students realistic subject selection in relation to their abilities and interests

Response	Frequency	Percentage
Yes	11	91.66
No	1	8.33
Total	12	100

A greater percentage of 91% showed that they made realistic subject selection in regard to their abilities and interests. This is through the recognition of individual differences and their relation to educational achievement to enable them to become aware of their abilities, special needs, interests and limitation.

Table 9 presents the Principals response on the importance of guidance and counselling in moulding student behaviour in their schools.

4.2(c) Table 9: Principals response about the importance of guidance and counselling programme in moulding students behaviour

Response	Frequency	Percentage
Most effective	8	66.66
Effective	4	33.33
Somehow	0	0
Not at all	0	0
Total	12	100

According to the alternatives given there is no doubt that guidance and counselling is doing a commendable job in moulding the behaviour of students as the greater percentage of 66% felt that it was most effective in the development of positive behaviour and eradication of deviant behaviour.

The importance of guidance and counselling in promotion of teaching and learning process is presented in table 10.

4.2(d)   Table 10:   Principals response on the importance of guidance and counselling in promotion of teaching and learning process

Response	Frequency	Percentage
Yes	10	83.33
No	2	16.66
Total	12	100

A greater number of 83% felt that guidance and counselling was doing much in promotion of discipline by assisting students with disruptive behaviour therefore creating a condusive learning and teaching atmosphere.

4.2(e) Table 11: Principals response on the provision of organized guidance and counselling activities to assist students in planning careers in their schools

Response	Frequency	Percentage
Yes	12	100
No	0	0
Total	12	100

All the responses from the Principals 100% showed that they had done much activities to assist students in their school. These helps learners grow in self understanding, develop their capabilities for making realistic career decisions, overcome any personal difficulties and make optional academic progress.

Table 12 shows if individual counselling is part of guidance programme.

4.2(f) Table 12: Principals response on individual guidance and counselling of students in their schools.

Response	Frequency	Percentage
Yes	12	100
No	0	0
Total	12	100

From table 12 all responses from the headteachers 100% showed that the schools had guidance programmes for individual students. This is probably due to the importance of guidance and counselling in moulding students behaviour.

The student response on feeling free to discuss personal problems with someone in their school is presented in table 13.

4.2(g) Table 13: Student response on issues of personal problem and their feeling on discussing these with someone in their school

Response	FRequency	Percentage
Yes	132	55
No	94	39.2
Undecided	14	5.8
Total	240	100

A greater percentage 55% of students were free to discuss their problems with their councellor but emphasis is required in informing the concerned about the importance of guidance and counselling because for effective guidance programme the students will need a growing awareness of what guidance is doing for his career development and if he does not realize he will only accept guidance as something done to him by ever present and directing adult.

Table 14 shows the students responses on knowledge of their school counsellor.

4.2(h)   Table 14: Students knowledge of the school councellor

Response	Frequency	Percentage
Yes	216	90
No	20	8.33
Undecided	4	1.66
Total	240	100

Due to the importance attached to guidance programme in secondary schools it was clear that majority knew their school counsellor 90% despite the student feelings that guidance and counselling is for those students with problems, for deviants, or to those displaying character disorders and for weak academically.

Various approaches of solving problems of the student with school cuonsellor is on table 15.

4.2(I)   Table 15: Student response about discussing with school counsellor on approaches to solving problems he/she has been faced with

Response	Frequency	Percentage
Yes	106	44.6
No	124	51.66
Undecided	10	4.16
Total	240	100

Despite the great emphasis of guidance and counseling services in secondary schools majority of the students of 51.66% have not approached their school counsellor. This may be because of lack of making students aware of the importance of guidance and counselling.

Moser (1963) maintained that it is necessary to inform the students the purpose of counselling, to keep reminding them counsellors are available and to continue instructing them concerning the type of help given but also how to avail themselves to it.

Real feeling about things by the student to a school counsellor is presented on table 16.

4.2(j) Table 16: Student response on talking about real feelings about things with school counsellor

Response	Frequency	Percentage
Yes	132	55
No	86	35.83
Undecided	22	9.16
Total	240	100

A greater majority of 55% were in agreement of talking their real feelings with the school counsellor although a significant number were not. Therefore students need to be encouraged to recognise the relationship between their feelings and their actions. Often talking over ones feelings with an understanding adult will obviate the need for 'acting out'.

Contribution of guidance and counselling towards the making of good decision by students is presented on table 17.

4.2(k)   Table 17:   Students response on how guidance and counselling programme has been of help to his/her in making good decisions

Response	Frequency	Percentage
Yes	186	77.5
No	30	12.5
Undecided	24	10
Total	240	100

A majority of students 77.5% identified guidance as having contributed towards making of positive decision while those who felt that it had not were 12/5% beside 10% who were not sure of its contribution.

Peters and Shelzer (1974) add that guidance is designed to help individuals with psychological problems to voluntarily change their behaviour and to enable them make wise future decisions, clarify their ideas, perceptions, attitudes and goals.

Students development of good study habits is presented on table 18.

4.2(l)   Table 18:   Principals response on provision of organized activities to assist students in developing good study habits

Response	Frequency	Percentage
Yes	12	100
No	0	0
Total	12	100

100% of the respondents felt that students are assisted in regard to their study habits according to responses by the Principals. This may be through encouraging them and aiding them to correct the undesirable habits to improve present work and study methods. Attention which inspires them to

take positive attitude towards available learning activities which require effective study habits.

Table 19 shows how students have been counseled on future educational or vocational plans.

4.2(m) Table 19: Students response about talking with his/her school counsellor about future educational and vocational plans

Response	Frequency	Percentage
Yes	154	64.16
No	76	31.66
Undecided	10	4.16
Total	240	100

Considerable number of students 64% has been guided on future educational and vocational plans. This usually helps the students answer questions like what he shall do in life due to challenges in life in relation to development therefore helps the student understand the world of work and understand themselves in relation to the world of work.

Table 20 presents information on colleges and other higher Institutions of learning to students.

4.2(n) Table 20: Students response on getting Information they need about colleges and other Institutions which offer higher education

Response	FRequency	Percentage
Yes	116	48.33
No	108	45
Undecided	16	6.66
Total .	240	100

Although a great number 48.3% have been assisted with details of colleges and higher education Institutions an equally high percentage 45%

had no idea therefore the need for guidance on this subject as it will guide the student in the choice of future career.

Teacher discussion with student on various jobs related to the subject they teach is presented on table 21

4.2(o)   Table 21: Students response on having discussion with their teacher about subjects they are taught and jobs related to them

Response	Frequency	Percentage
Yes	164	68.33
No	70	29.16
Undecided	6	2.5
Total	240	100

Table 21 clearly depicts that students 68.3% discusses with their teachers on subjects and jobs related to them, therefore making them understand the world of work and what is available before them.

Table 22 shows how students have been helped to succeed in college.

4.2(p)   Table 22: Student response on having been assisted to decide on how they can succeed in college

Response	Frequency	Percentage
Yes	84	35
No	136	56.66
Undecided	20	8.33
Total	240	100

Majority of students 56% have not been guided on how they can succeed in college but this should not be the case as this is the opportune time they are supposed to be given this information.

Participation in group discussions about the need of secondary school students is presented on table 23.

4.2(q) Table 23: Students response on their participation in group discussions about the need of secondary school students

Response	Frequency	Percentage
Yes	104	43.33
No	114	47.5
Undecided	22	9.16
Total	240	100

Despite the importance of group discussions to the secondary school students due to peer influence majority 47.5% have not participated therefore there should be emphasis on this area to make the student realize his position in school and the society.

Table 24 presents the opportunities provided for by guidance and counselling programme in airing of student grievances.

4.2(r) Table 24: Students response on how guidance and counselling programmes has provided opportunities to air the grievances

Response	Frequency	Percentage
Yes	116	48.33
No	98	40.8
Undecided	26	10.83
Total	240	100

According to table 24 the highest percentage 48% felt that guidance was offering opportunity for students to air grievances.

This is in order to reduce the rampant cases of unrest, annoyance, unhappiness and feelings of being misunderstood and neglected. There is need to create an avenue to air grievances.

Table 25 presents the students satisfaction in selection of subjects made.

4.2(s) Table 25: Students response on satisfaction about selection of subjects they have made

Response	Frequency	Percentage
Yes	172	71.66
No	34	14.16
Undecided	34	14.16
Total	240	100

Table 25 shows that a greater percentage 71.66% were satisfied with the subjects they had chosen through the guidance of the counsellor. This is important because a student with many abilities and interests may have difficulty in deciding which subjects will be most meaningful for him/her in the long run and various careers.

4.3 What are the problems that confront the students which require guidance and counselling?

Students often have educational and personal needs and problems which are met in the school's Instructional Programme. Therefore there is need for developing guidance and counselling programmes to cater for these needs and problems.

In response to the third objective of the study, the researcher investigated some of the problems that students faced and which may require guidance and counselling. This data was used to answer research

question three which stated: **What are the problems that confront the**

students which require guidance and counselling?   UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Students were expected to indicate on a five point scale the extent of

agreement between the feelings expressed in each statement.   They

indicated wheather they strongly agree(SA), strongly disagree(SD), Agree(A),

Disagree(D) and Undecided(U) to give overall percentages according to

students expressed feelings. These were presented as follows:

Student financial problems are presented on table 26.

4.3(a)   Table 26: Students response on having financial problems

Response	Frequency	Percentage
Strongly disagree	52	21.66
Strongly Agree	48	20
Agree	70	29.16
Disagree	58	24.16
Undecided	12	5
Total	240	100

Table 26 clearly shows that a great number has financial problem as

20% strongly agreed while 29% agreed. This could be due to the increasing

poverty among families.

Table 27 presents the students health problems

4.3(b)   Table 27: Students response on having constant health problems

Response	Frequency	Percentage
Strongly disagree	116	48.33
Strongly Agree	24	10
Agree	20	8.33
Disagree	64	26.66
Undecided	16	6.66
Total	240	100

Most of the students do not have health problems as 48% strongly

disagreed and 26% disagreed.

Students personal attractiveness problem is shown on Table 28

4.3(c)   Table 28:   Students response on their concern about their personal attractiveness

Response	Frequency	Percentage
Strongly disagree	48	20
Strongly Agree	70	29.16
Agree ·	68	28.33
Disagree	30	12.5
Undecided	24	10
Total	240	100

Table 28 29% strongly agreed and 28% agreed to having problems with

their personal attractiveness. This is mostly with the changing environment

especially with countries development in relation to competitions in line with

personal beauty.

Comments on study habits is presented on table 29.

4.3(d)   Table 29:   Students response on their study habits being promising

Response	Frequency	Percentage
Strongly disagree	50	20.8
Strongly Agree	70	29.16
Agree	45	18.7
Disagree	47	19.5
Undecided	28	11.66
Total	240	100

Majority of students strongly agreed, 29% and 18% agreed on their

study habits not being promising therefore showing that a good number have

not been guided on picking good study habits or may not be attracted to guidance and counselling services.

Table 30 presents relationships in relation to the student school work.

4.3(e)   Table 30: Students response about their relationships with home and family and their effect on school work.

Response	Frequency	Percentage
Strongly disagree	132	55
Strongly Agree	26	10.83
Agree	14	5.83
Disagree	60	25.0
Undecided	8	3.33
Total	240	100

Most of the students 55% strongly disagreed and 25% disagreed to the fact that their school work was being affected by family relationships. Therefore left with the option of performing better in their school work.

Table 31 shows the student personal relationship with other students.

4.3(f)   Table 31: Students response on getting along with other students

Response	Frequency	Percentage
Strongly disagree	134	55.83
Strongly Agree	6	2.5
Agree	16	6.66
Disagree	70	29.16
Undecided	14	5.88
Total	240	100

Most students did not have problems with other students as 55% strongly disagreed and 29% disagreed. This is probably because of living in the same environment and therefore understanding one another.

Students relationship with teachers is shown in table 32

4.3(g) Table 32: Students response on getting along with their teachers

Response	Frequency	Percentage
Strongly disagree	96	40
Strongly Agree	16	6.66
Agree	38	15.83
Disagree	70	29.16
Undecided	20	8.33
Total	240	100

A majority of students 40% strongly disagree and 29% disagree on having poor relationships with their teachers. This could be because of the fact that they are the likely people they are interacting with daily therefore getting used to one another.

Adjustment of students on the school daily schedule is shown on table 33.

4.3(h) Table 33: Students response on their adjustment to the school daily schedule

Response	Frequency	Percentage
Strongly disagree	108	45
Strongly Agree	10	4.16
Agree	26	10.83
Disagree	60	25.0
Undecided	36	15
Total	240	100

According to table 33 majority 45% strongly disagree whereas 25% disagree having problems to adjust to school daily schedule. This probably is because they were socialized when they joined the school therefore getting used as they continue.

Table 34 presents the students' response on the meaning of life.

4.3(i) Table 34: Students response on not knowing the meaning of life

Response	Frequency	Percentage
Strongly disagree	146	60.83
Strongly Agree	4	1.66
Agree	16	6.66
Disagree	64	26.66
Undecided	10	4.16
Total	240	100

Most of the students understood the meaning of life as 60% strongly

disagreed and 26% disagreed to not knowing the meaning of life. Mostly this

could be because the meaning of life has been explained to them through

guidance and counselling.

Table 35 presents the students perception of the society expectations.

4.3(j) Table 35: Students response about the society and its expectation in relation to him

Response	Frequency	Percentage
Strongly disagree	56	23.33
Strongly Agree	52	21.66
Agree	52	21.66
Disagree	46	19.16
Undecided	34	14.16
Total	240	100

A good number of students 23% strongly disagree while 19% disagreed

on the same, 21.6% strongly agreed and an equal number agreed to the

society as expecting a lot and therefore prompting the need to have

eraborate guidance and counselling to make them understand the concept

of self relation to the society.

4.3 What are the best ways and means in which guidance and counselling programme can be made more effective?

The effectiveness of guidance and counselling programmes in secondary schools is the preriquisite to the production of responsible and competent citizens. Therefore it owes its success to all the stake holders who includes the counsellors, counselee and the facilitators of the programme.

In relation to the fourth objective of the study the researcher investigated ways of making guidance and counselling more effective. This information was used to answer research question four which stated; **What are the best ways and means in which guidance and councelling programme can be, made more effective?** The Headteachers gave opinion on ways of making Guidance and Counselling effective in secondary schools in the following ways:

The headteachers opinion on the factors that hinder performance of guidance and counselling programme in the District is presented on table 36.

4.4(a) Table 36: Principals opinion on factors that hinder the expected performance of guidance and counselling programme in their schools

Factors	Frequency	Percentage
- Poor parentage	12	100
- Time limitation	9	75
- Poverty	8	66.6
- Unwilling students to face the counsellor	8	66.6
- Lack of enough man power counsellor	7	58.3
- Teacher attitude on counselling	6	50
- Lack of follow up activities	5	41.65
- Below average students thus poor language to comprehend	4	33.3
- Cost of hiring a professional counsellor	3	24.99

The findings in table 36 reveals that poor parentage 100% and therefore lack of proper guidance to student is one major reason that hinder the expected performance of guidance and counselling. It is closely followed by lack of enough time to counsel students 75%. Poverty and unwillingness of students to face the counsellor each scored 66.6% as cited by the headteachers. Other cited reasons were lack of enough trained teacher counsellors 58.3% and teacher attitude towards counselling 50%. Follow up activities on guidance scored 41.65 while below average students and their poor language to comprehend issues on counselling scored 33.3%. Finally cost of hiring a professional counsellor was cited as a factor hindering performance of guidance programmes.

Suggestions that can be useful in improving effective implementation of guidance and counselling by the headteachers is presented on table 37.

4.4(b)   Table 37:   Principals suggestion of solutions that can be useful in improving teacher effective implementation of guidance and counselling

Factors	Frequency	Percentage
- Student appreciation of counselling programme	11	91.63
- Availability of teacher counsellor to students	11	91.63
- Provision of material equipment and facilities	10	83.33
- Interest, support and encouragement of guidance programme by the headteachers	9	75.00
- Training and provision of trained counsellors	8	66.6
- Keeping of educational and observation records	6	50.00
- Invitation of professional counsellors and other different professionals	5	41.65
- Attitude of headteachers and their knowledge of guidance and ocunselling	3	24.99

Majority of headteachers indicated that both students appreciation of counselling programmes and availability of teacher counsellor to students 91.63% can be a solution to improving the effective implementation of

guidance and counselling. Following these is the provision of materials, equipment and facilities for counselling 83.3%. Other cited solutions were the interest, support and encouragement of guidance programme by the headteachers 75% and training provisin of trained counsellors 66.6%. Keeping of Educational and observation records 50% and invitation of professional counsellors and other different professionals 41.65% were also cited. Other solutions cited by headteachers was the attitude of headteachers and their knowledge of guidance and counselling which scored 24.99%.

Table 38 presents the activities mainly used in the promotion of guidance and counselling in schools.

4.4(c)   Table 38: Principals Response on activities mainly used to promote guidance and counselling in their school

Alternative	No. of Principals	Percentage
Peer counselling	4	33.3
Group	2	16.66
Individual	1	8.33
Guest	3	25.00
Referal	2	16.66
Total	12	100

Effective results in counselling according to the Principals was mostly to be realized through peer counselling 33% and guest counselling 25% although the rest of activities are equally important but peer counselling is quite important for students are likely to confide with their peers than an Adult Counsellor.

CHAPTER FIVE

Summary, Conclusion and Recommendation

This Chapter contains summary, conclusion, recommendation and

suggestions for further study.

5.1   Summary

This study explored on the Importance of guidance and counselling in

moulding behaviour among secondary school students in Nyeri District.

Specifically the study Investigated whether there is significant effect of

guidance and counselling services in moulding secondary school students

behaviour. It was also aimed at finding the obstacles towards effective

provision of guidance and counselling services to the student. Also it looked

at school administration contribution In the provision of guidance and

counselling and students problems that need guidance and counselling. This

data was analysed by means of percentages. The result showed that

students experienced significant change In terms of behaviour through

guidance and counselling. It also showed that students experienced a

number of problems regardless of their sex.

Students were concerned mostly about academic/career issues than

personal/emotional ones. This explains fear of failure in examination. These

results support those by Carney (1979) who reported academic effectiveness

and career planning as general major concern regardless of the sex among

others.

The study also showed that most of the administrative structures were willing to support in the establishment and development of guidance and counselling services in their school. They were also instrumental in suggesting ways of making guidance and counselling services more effective in schools by highlighting the problems and remedies to some of these problems.

Some of the teachers who head the guidance and counselling department were not adequately trained in counselling skills. In the light of these findings, the provision of guidance and counselling should not be done in isolation of considering what students feel about it. The services should be provided to meet the immediate students needs. in this case the students will be attracted to seeking help because they will experience immediate gratification.

Ways and means should also be sought to ensure that the teacher heading the guidance and counselling department receive constant necessary skills.

5.2 Conclusion

- That the common problems that the student indicated were of academic nature.

- That the attitude of the students towards seeking guidance and counselling on certain issues that confront them is not very promising.

- Its the opinion of the Head teachers that some of the teachers responsible of guiding and counselling students do not have adequate skills.

5.3   Recommendations

An interaction forum should be created between the student and the counselling resources. This could be in form of magazine through which students might be informed of the available resources where to find them and how and when to seek help from them.

- A guidance and counselling centre might be beneficial to a wider circle of students if it concentrates on preventive counselling thus would help students early enough to be able to handle minor problems, which otherwise deteriorate into major ones.

- Orientation programme could be reviewed to make it more meaningful and functional for the form one students and any other student joining the school.

- The researcher highly recommend that the guidance and counselling master/mistress be adequately trained to strengthen the department. Also if possible all the teachers should be trained in guidance and counselling skills as most of the teachers have no counselling skills and lack confidentiality which is vital skill in provision of these services.

- There should be keeping of records in relation to guidance and counselling services beside having a comprehensive follow up activities on the helpee.

- The government should allocate enough resources for the guidance and counselling services department in the District.

- Peer group counselling should be encouraged in the school as it goes closer and deeper to students.

- Head teachers should allow professional counsellors to visit the institutions and advise students on matters relating to them.

5.4 Suggestions for further study

Taking into consideration the delimitation and limitation of this study, the following suggestions were made for further research.

- Further research should be conducted on student perception on guidance and counselling services.

- An indepth study be made on student vocational, educational and psychological needs.

- Further study be conducted on involving parents in school guidance and cousnelling programme.

- A wider research on the guidance and counsellign role in behaviour moulding in other schools all over the country should be conducted.

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APPENDIX A

LIST OF TABLES

Table 37: Headteachers response on solutions in improving teacher effective implementation of guidance programme.

Table 38: Headteachers response on the activities used to promote guidance and counselling in schools.

APPENDIX B

A LETTER TO THE RESPONDENTS

ROBERT KIIRU KINGORI
UNIVERSITY OF NAIROBI
DEPT OF EDUCATIONAL ADMINISTRATION & PLANNING
P. O. BOX 92,
KIKUYU

Dear Sir/Madam,

A QUESTIONNAIRE ON THE GUIDANCE AND COUNSELLING PROGRAMME IN SECONDARY SCHOOLS

I am carrying out research on the above topic in order to gather information and counselling programmes In secondary schools.

I would be grateful if you could answer truthfully the questions in the questionnaire and also share your experiences with me.

Your response will be treated with confidence.

APPENDIX C

INTERVIEW SCHEDULE FOR HEAD TEACHERS

1. Do you have trained guidance counsellor for your school?

2. Is organized programme of guidance available to students? How is it organized if any? Why not if not any?

3. Have guidance services been provided to orient new students to school?

4. Does the administrative staff support and assist in the development of the guidance programme?

5. Are organized activities provided to assist students in planning careers?

6. Are organized activities provided to assist students in developing good study habits?

7. Do students accept and take advantage of guidance services offered?

8. Have students made realistic subject selections in relation to their abilities and interests?

9. Of what importance is guidance and counselling programme in moulding student behaviour in your school e.g. effective, most effective somehow or not at all.

10. Has guidance and counselling services in your school helped to promote teaching and learning process.

11. Is individual counselling of students a part of the guidance programme?

12. Do you seek the assistance of a counselor in helping students?

13. What does guidance and counselling mean to you?

14. Has guidance programme in your school helped to tone down rampant cases of unrest.

15. In your own opinion which factors hinder the expected performance of guidance and counselling programme in your school.

16. Give any effective suggestions that you consider useful in improving teacher effective implementation of guidance and counselling programme.

17. Which is the most recurrent problem with students in your students.

18. Which activities is mainly used to promote guidance and counselling in your school e.g peer counselling group, individual, Guest or referral counselling.

APPENDIX D

(I)   STUDENT INVENTORY OF GUIDANCE AWARENESS

Dear Student,

The researcher would like to discover the extent to which you are familiar with the guidance services offered in your school. Please respond as frankly and honestly as you are able. You are not supposed to place your name on their questionnaire.

Directions: Put (X) at yes or.No to indicate about each questions. If you feel that you cannot give a definite yes or no answer, put (X) in the space marked(?)

1.   Yes _____ No _____ ? _____   Have you received any help from your school in the improvement of your study skills and habit?

2.   Yes _____ No _____ ? _____   If you had a personal problem would you feel free to discuss it with someone on your school staff?

3.   Yes _____ No _____ ? _____   Do you know which member of your school staff is your school counsellor?

4.   Yes _____ No _____ ? _____   Have you ever discussed with your school counsellor various approaches to solving problems which you have been faced with?

5.   Yes _____ No _____ ? _____   Can you talk about your real feelings about things with your school counsellor?

6.   Yes _____ No _____ ? _____   Do you feel as if the guidance and counselling programme in your school has been of help to you in making your own good decisions?

7.   Yes _____ No _____ ? _____   Has your school counsellor talked with

you about your future educational and vocational plans?

8. Yes _____ No _____? _____   Do you get information you want and need about colleges and other schools which offer higher education?

9. Yes _____ No _____? _____   Do your teachers discuss the various jobs which are related to the subjects they teach you?

10. Yes _____ No _____? _____   Have you been helped to decide if you can succeed in college?

11. Yes _____ No _____? _____   Have you ever participated in group discussions about the needs of secondary school students?

12. Yes _____ No _____? _____   Has guidance and counselling programme in your school provided opportunities to air your grievances?

13. Yes _____ No _____? _____   Have you been satisfied with the subject selection which you have made?

14. Yes _____ No _____? _____   Does your school help you to consider information about yourself as it relates to your future educational and vocational plans?

APPENDIX D – PART II

Directions: Each of the statement on this questionnaire expresses a problem faced by secondary school students. You are to indicate on a five-point scale the extent of agreement between the feelings expressed in each statement and your own personal feelings. The five points are;

SD   Strongly disagree

SA   Strongly agree

A   Agree

D   Disagree

U   Undecided

Please circle one.

1. I am always faced with financial problems.

   SD   SA   A   D   U

2. I have constant health problems.

   SD   SA   A   D   U

3. I am concerned with my personal attractiveness.

   SD   SA   A   D   U

4. My study habits are not promising.

   SD   SA   A   D   U

5. My home and family relationships are poor and affect my school work.

   SD   SA   A   D   U

6. I cannot get along with other students.

   SD   SA   A   D   U

7. I cannot get along with teachers.

   SD   SA   A   D   U

8. I cannot adjust to the school daily schedule.

   SD   SA   A   D   U

9. I do not understand the meaning of life.

        SD   SA   A   D   U

10. The society expects a lot and I am confused.

        SD   SA   A   D   U