

**EFFECTIVENESS OF GUIDANCE AND COUNSELING PROGRAM ON  
STUDENTS' BEHAVIOUR IN PUBLIC AND PRIVATE SECONDARY  
SCHOOLS IN MERU SOUTH SUB-COUNTY, KENYA**

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## DECLARATION

This project is my original work and has not been presented for award of any degree in any other University.

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## **DEDICATION**

This research project is dedicated to my mother Janet Ciachukuru and my father Sarafino Rwigi Bore for their moral and physical support and to my dear friends for their assistance, moral support and prayers.

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## **ABBREVIATIONS AND ACCRONYMS**

<b>AIDS</b>	Acquired Immuno-Deficiency Syndrome
<b>ASCPA</b>	American School Counselor Association
<b>HIV</b>	Human Immuno-Deficiency Virus
<b>MOEST</b>	Ministry of Education Science and Technology
<b>NEPI</b>	National Education Policy Instrument
<b>SPSS</b>	Statistical Package of Social Scientists
<b>UK</b>	United Kingdom
<b>UNESCO</b>	United Nation Education, Scientific and Cultural Organization
<b>UPE</b>	Universal primary Education
<b>USA</b>	United States of America

## ABSTRACT

The purpose of this research project was to investigate the effectiveness of guidance and counseling program on students' behavior in public and private secondary schools in Meru South Sub-County. The study was guided by the following research objectives. To determine the factors that affects the effectiveness of guidance and counseling program on students' behavior in public and private secondary schools in Meru South Sub-County. To determine the effects of guidance and counseling program on students' behaviour in public and private secondary schools in Meru South Sub-County. To establish the effect of peer guidance and counseling program on student's behavior in public and private secondary schools in Meru South Sub-County and to establish the challenges faced by teacher's guidance and counseling program in public and private secondary schools in Meru South Sub-County. The ministry of education due to rampant indiscipline in many secondary schools in the republic of Kenya in 2001, undertook a research to find out the courses of unrest, and some of the heinous acts committed by students, for instance the St Kizito in Embu which claimed the lives of 19 girls, Nyeri High School where 4 prefects were burnt to death , Kyanguli incident in Machakos where 68 students were burnt. The research design used was descriptive survey and a random sampling approaches to select the participants from the target population. The research instrument used was the questionnaire type which included open and closed headed questions which the researcher used to collect data. This study used simple random sampling to get 91 respondents as it was the ease of assembling the sample of both public and private secondary schools in Meru South Sub-County. It was from the target populations of 55 Secondary schools, from which 53 were public and 2 were private secondary schools. The total number of boys in public secondary schools was 7,087 while that of girls were 7,103. The number of teachers in public secondary schools were 435 while in private secondary schools were 27, that the researcher used to sample the 15 public secondary schools comprising of 15 guidance and counseling teachers and 60 peer student counselors, while from the private secondary school the researcher sampled the 2 private secondary schools from which 8 guidance and counseling teachers and 8 peer student counselors were selected. The sampled 17 secondary school brought forth 23 guidance and counseling teachers and 68 peer student counselors bringing a total of 91 respondents to participate in the study. Data was collected, put into a computer analysis, coded, classified and converted into meaningful categories and analyzed, using a computer statistical package for social scientist program (spss). The following were the major findings from the study. That the effectiveness of Guidance and Counseling program in both public and private secondary schools were affected by lack of resources, inadequate training of teacher and negative attitude of both teachers and students. That the ministry of Education, science and technology (MOEST) lacked proper and clear stipulated policies of guidance and counseling program. That the teacher guidance and counselors had much work load which hindered them from rendering guidance and counseling services effectively. Schools administration did not fully support guidance and counseling program hence killing the morale of guidance and counseling teachers. The study concluded that the Government, through the ministry of education, science and technology should equip teachers with relevant guidance and counseling skills. That the Principals and managers should allocate guidance and counseling time in the school time tables. This study suggested the following area for further research. The role of the head teachers in guidance and counseling program on student behavior in public and private secondary schools in the entire Meru South Sub-County.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

Worldwide, students experience social, personal and academic problems at school and at home. The problems include living in distressed families, for example, where parents are divorced or separated or where family conflict occurs. These problems negatively affect the students in their school endeavors. A significant number of students indulge in drugs, prostitution, truancy, poor discipline and other misdemeanors (Robinson 1996; Nziramasanga 1999; Steinberg & Morris 2001).

The outcome of the above problems was summarized by Lines (Davis 2003) who views the school as a hive of activities where teenage difficulties and peer group tension arise. In the light of these problems, schools should be more involved in conducting student needs assessments and developing comprehensive guidance and counseling services (Kameen, Robinson & Rotter 1985. The South Carolina Comprehensive Developmental Guidance and Counselling Program Model is designed to assist the state's school Sub-County's and communities with the planning, development, implementation, and assessment of a school guidance and counselling program that supports the personal, social, educational, and career development of all the state's public school students from prekindergarten through grade twelve (Gora, Sawatzky and Hague, 1992).

Nziramasanga (1999) states that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary

guidance. The parents expect the school to provide solutions to their children's indiscipline in secondary schools. UNESCO (2002) adds that "African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people". Rapid sociological changes emanating from modernization and urbanization stress students. Cockreham (2004) acknowledges that adolescence had always been a challenging time in a person's life, but believes that in today's fragmented, chaotic world with its dangerous sexual and media-saturated societies, adolescents face incredible pressures. Such students need help in their growth towards emotional maturity.

Adolescence was a period of making choices, especially concerning the future. Stead (1987) states that adolescents need assistance in making subject choices and deciding on careers. This view is illustrated by Erickson's (1939) and Kochhar's (2003) observations that many young men and women enter higher education institutions with little knowledge of the courses to be selected and careers to follow. Schools are thus asked to give solutions to the youths' problems (Bruce, 2004). Schools could meet this demand through the provision of guidance and counseling services. According to Gerler and Herndon (1993), it seems as though many educators take it for granted that students know how to succeed in life when, in fact, many never learn about attitudes, behaviors and other factors that contribute to achieving success.

Mwamwenda (1995) states that school guidance and counseling services should address the following three domains namely: personal-social, vocational-career and educational guidance and counseling. Personal-social guidance and counseling deals

with self-identity, social skills, relationships, conflict resolution, personal loss or other problems.

The role of guidance and counseling in the administration and management of student discipline in Kenya had been recognized by the various government policy documents since independence. The “Report of the National Committee on Educational Objectives and Policies of 1976” recommended that guidance and counseling be taught using subjects like Religious Education, Social Education and Ethics to enable the school promote the growth of self-discipline among students (Republic of Kenya, 1976). Despite this recommendation, the use of guidance and counseling services was still wanting in helping curb indiscipline in schools, which was increasing. Infractions that require guidance and counseling include assault, arson, fighting, and theft, and vandalism, destruction of school stores, administration blocks, libraries, harassment, riots and rape and loss of lives.

The education system in Kenya has historically placed emphasis on academic performance aimed at getting white collar jobs. Secondary schools are evaluated by the public on how many students qualify for admission to the public universities whereas primary schools were judged on how many students were eligible for admission into the highly valued government funded secondary schools. Teachers and students alike are therefore pressurized to attain high grades and those who were seen to perform below parental and government expectations are judged harshly.

Despite the government's efforts to stem out the culture of unrest, the students continue to be violent and destructive in a number of schools because they are interested in a variety of things around them and at times devote undue attention to destructive behaviour which affects learning (Muchemi, 2001). Apart from unrest, secondary school students are faced with questions about sex and interpersonal relationships. Owing to the natural human development process, students become more sensitive and self-conscious about their physical changes and also experience emotional disturbances (Wambua & Khamasi, 2004). They become self-absorbed as they try to understand themselves. A counsellor who understands these problems can offer the required information for guidance. An effective guidance and counselling program is therefore needed as an intervention measure. Counselling can help a student understand her/himself and problems encountered from their perspective. Guidance can also promote self-esteem that could lead to high academic achievements. By the final year of secondary schooling, students are expected to make decisions about life thereafter. Vocational guidance is therefore important to help them in selecting and preparing for careers of their choice. The importance of guidance and counselling cannot therefore be ignored.

The Government of Kenya through the Ministry of Education invests heavily in education at all levels of learning. Between 2003 and 2007, universal primary education (UPE) was implemented, a move that contributed to high enrolment in public primary schools. Education was looked upon not only as a means of personal advancement but also as an asset of fundamental importance to society (Eshiwani, 1993). However, it had been found out that students who clamour for education and

succeed in gaining admission to schools at times perform far below the expected standards (Rao, 2002) both socially and academically.

Although, the Ministry of Education Science and Technology made a move to curb the destructive tendencies in schools by enacting the Children's Act in the year 2001, which provides that a child should be entitled to protection from physical and psychological abuse by any person, the unrest in schools was still being reported in large numbers (Ramani, 2002). This move led to the need for a new approach to education to be formulated and a new management strategy of how order is to be created in schools. This need together with the escalating destructive tendencies is what Stoops, Raffer and Johnson (1981) maintained that, many student discipline problems that occur in secondary schools might not exist if guidance and counseling services were correctly offered. All these incidents make it necessary to strengthen guidance and counseling services in the management of student discipline in schools. This call can also be realized from the words of Oliva (1989) that, what was lacking was a type of discipline, which empowered an individual to take responsibility for his action in a socially acceptable way.

## **1.2 Statement of the Problem**

The ministry of education due to rampant indiscipline in many secondary schools in the republic of Kenya in 2001 undertook a research to find out the courses of unrest, and some of the heinous acts committed by students, for instance the St Kizito in Embu which claimed the lives of 19 girls, Nyeri High School where 4



prefects were burnt to death ,Kyanguli incident in Machakos where 68 students were burnt.

Education act (1980), legal notice number (40/1972) and the head teachers' manual (1975) emphasized that students discipline and behavior must conform to the societal norms and expectations. They should behave as students ought to behave. However, guidance and counseling teachers had to interact with various students from different ethnic background. The modern society was faced with many challenges like HIV and AID, drugs abuse, career choice unemployment, Homosexuality and lesbianism among others. All these pose great challenges to the effectiveness of Guidance and Counseling Program.

The study sought to asses the effectiveness of Guidance and Counseling program on student's behavior in public and private secondary schools in Meru south Sub-County.

### **1.3 Purpose of the Study**

The purpose of this research was to investigate the effectiveness of the guidance and counseling services in Meru-south secondary schools as perceived by school counselors and students in relation to policy, planning, needs assessment, support services and evaluation.

#### **1.4 Research Objectives**

**The study was guided by the following objectives:**

- i) To determine the factors that affect the effectiveness of guidance and counseling programs on students' behavior in public and private secondary schools in Meru South Sub-County.
- ii) To determine the effectiveness of guidance and counseling programs on students' behavior in public and private secondary schools in Meru South Sub-County.
- iii) To establish the effect of peer counseling in guidance and counseling programs on students' behavior in public and private secondary schools in Meru South Sub-County.
- iv) To establish the challenges faced by teachers in guidance and counseling program in public and private secondary schools in Meru South Sub-County.

#### **1.5 Research Questions**

- i) What were the factors that affect the effectiveness of guidance and counseling program on students' behavior in public and private secondary schools in Meru South Sub-County?
- ii) What were the effects of guidance and counseling program on students' behavior in public and private secondary schools in Meru South Sub-County?
- iii) What were the effects of peer student counselors on students' behavior in guidance and counseling program in public and private secondary schools in Meru South Sub-County?

- iv) What were the challenges faced by teacher's guidance and counseling program on students' behavior in public and private secondary schools in Meru South Sub-County?

### **1.6 Significance of the Study**

The study findings were likely to benefit school counselors, students, researchers, policy makers and administrators in the Ministry of Education, Science and Technology in Meru South and elsewhere. The school counselors had a set of criteria to evaluate their guidance and counseling services against. Furthermore, they would have the information needed to make a number of decisions related to what guidance and counseling services provided, how these should be provided and when to provide them. Such information would assist the school counselors more effective in the execution of their duties, thereby maximumly benefiting the students, their clients. In other words, awareness of the school counselors and students' perceptions would enable secondary schools to continue to improve their service delivery.

The students would benefit from the increased awareness of the available guidance and counseling services in the school. They would have information needed to weigh the value of the guidance and counseling services the school offered them. The students also were required to suggest improvements in the guidance and counseling services and how they would be implemented.

The study was expected to add to the limited literature in Meru-South on the effectiveness of school guidance and counseling services from students' and school

counselors' perspective. Furthermore, the study would provide researchers with baseline information that could be useful in future school guidance and counseling research studies, especially studies designed to improve the effectiveness of the school guidance and counseling services.

Policy makers and administrators would have the opportunity to base their future policies on school guidance and counseling services from the results of this study. Thus, the findings from the present study may help in restructuring the Meru South secondary school guidance and counseling services.

### **1.7 Limitations of the Study**

Some schools may find the study to be sensitive and become suspicious of the findings but the researcher assured them that the findings of the study would not be reported on the basis of individual schools but rather on the overall reports of respondents in the different schools. Some respondents could express only the socially acceptable views and during qualitative data collection, some of the respondents to be interviewed can be defensive when asked questions relating to their area of service. Some schools may take too long to respond to the letters written to them seeking Permission to use their schools for the study. The researcher made every possible effort to visit the selected institutions to familiarize with his respondents and explain to them the purpose of the study.

### **1.8 Delimitations of the study**

The study was confined to Meru South Sub-County secondary school guidance and counseling services and involved students' and school counselors' who offered an opportunity for a rich source of data. The researcher had a significant knowledge of the secondary schools and was known to some of the staff making it easier to collect the necessary information.

### **1.9 Assumptions of the Study**

The following assumptions were made: The need for guidance and counseling services in Meru South secondary schools would continue; students in Meru South secondary schools were exposed to similar guidance and counseling services in all schools; the study revealed the essence of effective secondary school guidance and counseling services and the study ascertained the level of the school guidance and counseling services in Meru South Sub-County secondary schools in relation to international benchmarking. The students in both public and private secondary schools had more or less similar characteristics. This allowed comparison between the two categories of schools. The respondents provided with honest responses that reflected the information stipulated in the questionnaires and the interview schedule. This enhanced valid interpretations, conclusions and generalizations.

### **1.10 Definition of Operational Terms**

**Counseling:** Refers to the advice or guidance, especially as solicited from a knowledgeable person. It was based on purposeful conversation and identifying practical solution to an identified problem.

**Guidance:** Refers to the provision of information to groups or individuals so that those individuals can reach informed decisions. .

**Planning:** Refers to goal setting and development of methods and strategies for goal attainment was a fundamental property of intelligent behavior. It is a thought process that is essential to the creation and refinement of a goal, or integration of it with other goals; that is, it combined forecasting of developments with the preparation of scenarios of how to react to them.

**Policy:** Refers to declaration and implementation of intent. It can be a statement with guidelines that indicate how a group of people should behave in given circumstances or a statement of rules, which give direction and influence behavior in given circumstances.

**Factors affecting guidance and counseling services:** Refers to the things that influence the interactive process in the guidance and counseling services e.g. attitude and resources

**Effective guidance and counseling services:** Refers to the interactive process of guidance and counseling services that works well bearing desired results

**Peer counseling:** Refers to the acts of offering guidance and counseling services to students by their fellow students

**Challenges of guidance and counseling services:** Refers to the needs, professional skills, energy and determination that are encountered to achieve the desired results in the interactive process of guidance and counseling services.

### **1.11 Organization of the Study**

Chapter one of the studies dealt with introduction, giving a background to the study. It gave the statement of the problem and the purpose of study, which outlined the objectives, limitations, delimitations and the assumptions of the study. Chapter two presented literature review scholars work on effectiveness of guidance and counseling program in public and private secondary schools. These includes components of effective school guidance and counseling services such as policies, planning and factors affecting the effectiveness of guidance and counseling on students' behaviour such as resources, training and attitudes .Chapter three dealt with research methodology which was used in the study. It covered the research design, target population, sample size, data collection, validity and reliability of data collection instruments, data analysis techniques, and ethical considerations. Chapter four dealt with data analysis, presentation and interpretation .Chapter five presented a summary of the study findings, conclusions and recommendations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

A number of scholars have investigated the effectiveness of school guidance and counseling services especially at secondary school level. This chapter highlights the international (both developing and developed countries) perspective on what effectiveness in school guidance and counseling services entails and how this perspective relates to the present study which focuses on assessing the effectiveness of the Meru South secondary school guidance and counseling services. The information gathered from the literature review was used to define a benchmark against which the Meru-South school guidance and counseling services may be measured. A historical background of international development of school guidance and counseling services was presented below.

#### **2.2 An overview of School Guidance and Counseling program**

Guidance and counseling in schools was introduced for different reasons in different countries. Schmidt (1997) states that school guidance and counseling services began in America in the early 1900s to assist students with their educational development and career aspirations. Gysbers and Henderson (2001) and Herr (2001) add that school guidance and counseling services were introduced in America during the Industrial Revolution, a period of rapid industrial growth, social protests, social reform and utopian idealism. Guidance was introduced to address the negative social conditions associated with the industrial revolution. Hughes (1971) states that school



counseling in USA had its origin in vocational issues. The focus was on assisting individuals to choose and to prepare for an occupation.

Taylor (1971) states that school counseling was introduced in British schools in reaction to the changes in society, in family life and in schools which created conditions where greater attention to individual needs was necessary. Taylor (1971) further states that social pressures from urbanization, decline in family tradition and the industrial revolution led to the introduction of vocational counseling. Developments in urbanisation and the industrial revolution created emotional turbulence among students.

School guidance and counseling was introduced in white and coloured South African schools in the 1960s through the South African National Education Policy Act 39 of 1967 (Euvrard 1992). NEPI (in Bernard, Pringle & Ahmed, 1997) report that guidance was later introduced into the black education system in 1981. Dovey and Mason (1984) argue that guidance services were introduced in Black South African schools in 1981 as a social control measure, namely, the services were aimed at nurturing a spirit of submission among black learners.

### **2.3 Factors affecting of Guidance and Counseling program**

The study sought to determine the factors that affect guidance and counseling services on students' behavior. These include resources, training and attitudes.

#### **2.3.1 Resources**

Effective school guidance and counseling services in schools had adequate resources, equipment and space (Lehr & Sumarah, 2002). In addition, they had appropriate space within the school setting to adequately provide confidential counseling and consulting

services for students, teachers and parents. Each school should have a counseling centre with a reception area; private offices should be secure storage areas for student's records. Counseling centers usually store and display career and college materials in an area where students can have access to this information.

Schmidt (1993) states that counseling centers should not be near the administration building because the consumers of the services associated the counselor with administration. Most schools offering effective school guidance and counseling services had career centers for both students and staff (Levi & Ziegler, 1991). In Botswana, effective school guidance and counseling services had counseling and resource rooms which were private and accessible (UNESCO, 2000).

Effective school guidance and counseling services have the following materials: computers for computer-assisted career guidance programs, career choice exploration materials, self-development resources, college catalogues, test taking skills packages, booklets that help students address developmental needs such as adjusting to their physical changes, handling peer pressure and preventing substance abuse ,newsletters, brochures and pamphlets (Borders & Drury 1992; Carlson, 1991).

Severe economic constraints have led to the marginalization of the school guidance and counseling services and the demoralization of its practitioners. In British schools' budgets have resulted in the marginalization of guidance services (Watkins, 1994; Robinson 1996).

Lack of resource like SDC offices, computer laboratory text books, counseling centers reception areas are some of the problem found within our public and private secondary schools in Meru South Sub-County.

### **2.3.2 Training**

The training of school counselors has been found to have an effect on school guidance and counseling services implementation and effectiveness (Paisley, 2001). Euvrard (1996) established that those periods allocated for guidance in South Africa schools were not utilized optionally because of inadequately trained counselors. School counselors may be prevented from meeting the needs of students by the increasing number of crisis and inadequate training in school guidance and counseling to handle certain problems .Human Sciences Research Council (in Bernard et al 1997) found that in South Africa, lack of training negatively affects the identification of students' problems. In Uganda, ' Many educational planners and heads of institutions are not trained in guidance and counseling methods'' (Rutondoki 2000). Owing to lack of training, they do not care about the importance of guidance and counseling services. In the United States of America, school counselor lacked effective organizational and counseling skills (Coker & Schrader 2004; Wheeler & Loesch 1981).

School counselors in Canada (Gora et al 1992; Levi & Ziegler, 1991) and in Malawi (Malawi –Banda, 1998) also lacked the above skills. In the USA, lack of training on the part of school counselors negatively affects school guidance and counseling services evaluation (Trevisian & Hubert 2001). It had been noted that availability of resources and the necessary training in school guidance and counseling services

positively affect the effectiveness of the services provided. The influence of availability of resources and the necessary training may be affected by the attitudes of students, school counselors and administrators. Lack of training in guidance and counseling to our secondary school teachers affect guidance and counseling program negatively.

### **2.3.3 Attitudes**

Attitude was “a fairly stable opinion regarding a person, object or activity, containing a cognitive element (perception and beliefs) and an emotional element (positive or negative feelings)” (Wade & Tarvis, 1993). In this study, attitudes were perceptions, beliefs and feelings toward the school guidance and counseling services. Attitudes were found to affect the implementation and effectiveness of school guidance and counseling services in China (Huri, 2002). In the US, negative attitude of some school administrators, counselors and students affect the effectiveness of the school guidance and counseling services (Reynolds Cheek, 2002). The above situations obtained in Malawi (Maluwa-Banda, 1998). Gysbers and Henderson (2001) established that in American schools, school guidance and counseling are often seen as ancillary-support services placing school counselors mainly in remedial reactive roles that are not seen as mainstream education Bardo et al (1978) add that administrators and teachers in American schools may be “concerned about allocating resources for anything outside their perceptions-of-classroom-activities”.

Gerler (1992) states that it was unfortunate that many policy makers in American public schools were less impressed by psychological development among students as

a result of schools counseling, they were more impressed by improved grades and test scores. Otwell and Mullis (1997) add, “Counseling results are difficult to quantify and explain”. It is, thus, hard to make a case that academic performance on tests was due to a school counselor intervention (Myrick, 2003). Therefore, counseling helps in opening educational and vocational opportunities to students. It also helped them to acquire the right values and attitudes that made them productive and useful citizens. This study was designed to establish the efficacy of guidance and counseling as a vehicle for behavioral change in secondary schools. It also attempted to establish how students' attitudes towards guidance and counseling influence/affect their help-seeking behaviour.

The guidance and counseling services were introduced in public and private secondary school to Meru South Sub-County to cater and address the vocational, negative attitude and academic needs of the students.

#### **2.4 Effectiveness of guidance and counseling program on students' behavior**

Peer counseling was based on the fact that students are more likely to accept and feel at home with counseling information validated and disciplined to them by their peers than they would receive the same from trained professionals whom they often consider as out of tune with needs of younger generation (Mugo, 2005). In spite of the facts that peer counseling is established in many secondary schools in Kenya, its contribution to behaviour change in secondary schools has not been documented through research.

Some African countries (Uganda, Malawi, Zambia, South Africa, Botswana and Nigeria) also have school guidance and counseling services policies. Rutondoki (2000) points out that the Ugandan White Paper on Education demands that career guidance and counseling be established in all secondary schools. Maluwa-Banda (1998) states that the Educational Policy in Malawi has introduced school guidance and counseling services in all secondary schools. Effective school guidance and counseling services have clear national and school programs defined and communicated to both staff and students. Clear policy guidelines help school counselors, teachers and students to know what to expect from the services (Maluwa-Banda 1998). In South Africa, there is the Revised National Curriculum Statement Grades R-9 for schools of 2000 that provides guidelines for the implementation of school guidance and counseling services (Life Orientation Document, Department of Education, Pretoria, 2002).

From the above description, plans for school guidance and counseling services provide an essential framework for delivery of the services. Successful planning in school guidance and counseling services ensures a structured response to students' personal, social, educational and career guidance needs. The plans for effective school guidance and counseling services includes all guidance and counseling activities, classroom sessions with students, individual counseling, meetings with administration, parents, support agencies and orientation.

In the United States of America (Reynolds & Cheek 2002; Schmidt 1993) and in Ireland (NCGE, 2003) the planning of school guidance and counseling services is

done at the beginning of every year. Gibson (1990) believes that in America, school guidance and counseling services plans showed the audiences to be addressed, the information to share with these audiences, the purpose of the information and the methods to be used. the American planning situation is related to the one practiced in Finland. In Finland, the school guidance and counseling services plans consist of goals of the services, how the services are to be implemented, the responsibilities of all the key stakeholders and how the services would be evaluated (Lairio & Nissila, 2002).

School counselors who offer effective services begun by obtaining the necessary information on which to make appropriate and accurate decisions. Thompson, Loesch and Seraphine (2003) argue that in Kenyan schools, effective assessment of students' counseling needs is a crucial component in the implementation of effective school guidance and counseling services. Lusky & Hayes (2001) state that in Kenya, needs assessment is the first step in establishing goals and objectives for which school guidance and counseling services would be held accountable. Effective school counselors conduct needs assessment to determine student strengths and weaknesses in Kenyan schools (Borders & Drury 1992). According to Leviton (1977), surveying the needs of students in Kenyan schools helps the school counselor to become more aware of student priorities for school guidance and counseling services.

Ahia and Bradley (1984) noted that in Kenya, no definite student needs assessment has been conducted to provide a base for effective school guidance and counseling services. As in Kenya, a study by Euvrard (1992) established that little useful research

has been done in the area of students' guidance and counseling needs in Kenya such that although the legislation and official manuals suggest that the students' needs and wishes be taken into account, the actual services and syllabuses offered were not based upon any supporting research.

School counselors provide counseling programs in three critical areas: academic, personal/social, and career. Their services and programs help students resolve emotional, social or behavioral problems and help them develop a clearer focus or sense of direction. Effective counseling programs were important to the school climate and a crucial element in improving student achievement. School counselors, like all educational professionals, are increasingly being required to demonstrate evidence of effective practice. Counseling provides a collection of sources that address the effectiveness of school counseling and other student support services, including their contribution to the personal and academic success of students.

Guidance and counseling services were introduced in all public and private secondary schools in an attempt to respond to the needs of students, which include academic and personal success of students in Meru South Sub-County.

### **2.5 Peer counseling of guidance and counseling programs on student behavior**

As Rutondoki (2000) states, peer counseling is when students offer guidance and counseling services to their peers. Effective school counselors do not offer needs assessment, orientation, information and counseling services on their own.



They made maximum use of peer helpers. In Kenya, this was achieved through training and coaching students in peer counseling. They were trained in basic listening and helping skills as well as basic skills of problem-solving and decision making (Borders & Drury 1992; Myrick 1989; Lapan, 2001). Robinson et al. (1991) indicate that school counselors select peer helpers by asking students to give names of two students to whom they gone if they had a personal problem. Students with the highest number of votes receive peer-counseling training.

Rutondoki (2000) argues that in Kenya “peer counseling for adolescents is important because it enables them to discuss freely and express personal problems about parents, the authority and themselves in a free and frank manner”. Peer counselors provide information that the adults would normally not be prepared to discuss. De Rosenroll and Dey (1990) state that in America, peer counselors may defuse minor problems before they become crises, peer helpers also “provide support and information to their ‘friend-client’ who might be experiencing normal developmental stress” (De Rosenroll & Dey 1990).

Guidance and counseling has become an important part of school curriculum in Kenya. This was due to the present needs in the personal, social, educational leisure and work aspects of the pupils' lives. This important service need to be handled appropriately, if its goals are to be realized. Teachers art an important factor in this scenario, since they are the ones charged with the duty of guiding and counseling pupils However, teachers might not but adequately trained in guidance and counseling (Robinson et al. 1991). The counseling services can either be given to an individual

student or to a group of students sharing common concerns (Hartman 1999; Ibrahim et al. 1983).

UNESCO (2000) states that in Botswana, counseling services were regarded as a social service based on the recognition of the individuals' uniqueness, dignity, value and respect. During the counseling services, individuals are offered an opportunity for self-knowledge and self-development through individual or group interventions. Understanding and knowledge of oneself and the environment gained through counseling leads to personal development and good decision-making (UNESCO, 2000).

Hartman (1999) argues that in Canadian schools, effective school guidance and counseling services offer educational counseling which was a process of offering information to students who need assistance in making decisions about aspects of their education, such as the choice of subjects, courses, and choice of high school and college.

Secondary school students in Meru South Sub-County are individual too who needs to be offered opportunities for self-knowledge and self-development, they need to be offered information which will assist them in making decisions about aspect of their education, such as the choice of subject, courses and choice of high school, colleges and even the Universities.

## **2.6 Challenges faced by Teacher Guidance and Counseling Program**

Guidance and counseling has been identified as an important aspect in Educational and Training institutions, by many countries in the world, owing to its internationally recognized role of improving all aspects of quality education. Although G&C program has existed in the Kenyan learning institutions since the 1970s, these institutions still experience problems that are expected to be prevented and even solved through the program (Mutie & Ndambuki 1999).

A professional teacher-counselor needs to go through rigorous training over a period of time. The right personality is essential and so was motivation to do their job. The success of Guidance and Counseling programs requires the collaborative participation of the parents, teachers, students, school administration and the professional community (Mutie and Ndambuki 1999). Lack of facilities for example rooms for counseling, lack of trained professional counselors, lack of proper policies and guidelines, teaching load and inadequate counseling time.

According to Frenza (1985) a successful peer counselor program was built on a solid foundation which includes: systematic needs assessment, support, and roles clearly defined. Peer counseling operates on the premise that the peer counselor provides a role model. It is based on the fact that students would be more likely to accept and feel at home with counseling information validated and dispensed to them by their peers than they would receive from trained professionals whom they may often consider as out of tune with the needs of the younger generations (Mugo, 2005).

This had led to the establish students of peer guidance and counseling in public and private secondary school with a belief that students one likely to accept and feel at home with the information of that comes from their follow students than their teachers.

## **2.7 Summary of the Literature Review**

The reviewed international literature has briefly given an historical background to the development of school guidance and counseling services focusing on where, when and why the services were offered. The components of effective and comprehensive school guidance and counseling services in developed and developing countries are given. The components include policy and mission statements, a plan, need assessment, counseling, orientation and peer counseling services and evaluation. The objectives and goals of effective school guidance and counseling services are the result of a needs assessment.

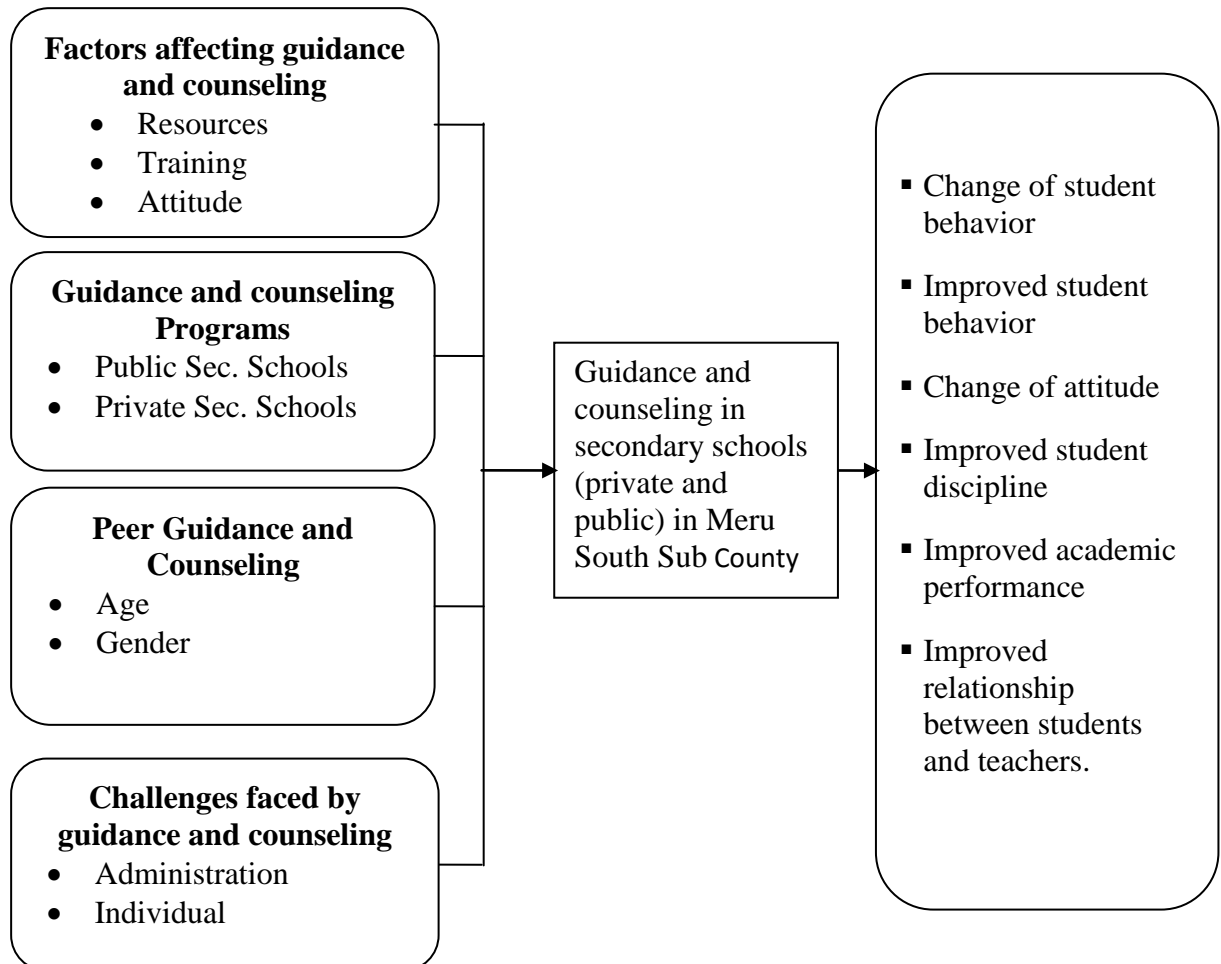
The needs assessment data is obtained through a number of ways which include surveys. It has also been revealed that evaluation of guidance and counseling services was a way to determine whether the school counselors are meeting their goals. Benefits of school guidance and counseling services were reviewed. It has been noted that school guidance and counseling services results in improved study habits, easy adjustment in new environment and well planned vocational and educational careers. Effective counselors have been seen to be involved in providing guidance and counseling services to students and providing in- service training to fellow teachers amongst other roles.

The international literature review also focuses on factors affecting the effectiveness of the school guidance and counseling services .The implementation and effectiveness of the school guidance and counseling services have been seen to be affected by the following factors: resources, training, in school guidance and counseling and attitudes. It was clear that effective school guidance and counseling services had been seen to have adequate resources and were manned by trained school counselors.

The type of school, experience and age of school counselor are seen as affecting students' reaction to the school guidance and counseling services. School counselors provide counseling programs in three domains: academic, career, and personal/social. Their services and programs help students resolve emotional, social, or behavioral problems and help them develop a clearer focus or sense of direction. Effective counseling programs were important to the school climate and a crucial element in improving student achievement.

## 2.8 Conceptual Framework

**Figure 2.1: Relationships of variables for effective guidance and counseling program on student's behavior**



The independent variable for this study were professional qualification, teacher and peer respondent gender, age of teacher counselors, teaching experience, counseling experience and professional qualifications. Other dependent variables were the perception of guidance and counseling services by teachers and students, and how the independent variables affect the respondents' change of behavior. For instance change of students' behavior, improved student behavior, change of attitude, improved student discipline, improved academic performance, improved student-student and student teacher relationship.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter deals with researched methodology used in the study. This includes the research design, population of the study, sample size, sample frame, data collection methods, research procedures and data analysis and presentation.

#### **3.2 Research Design**

The Research design used was a descriptive survey design. A survey method (Kerlinger 1986) negates it as a useful tool for educational fact finding. A wide range of educational problems can be investigated in survey research (Cohen & Marion (1989). Surveys are used for practical purposes such as improving a program. Since this study assess the effectiveness of guidance and counseling program on students' behavior in secondary school in Meru South Sub-County, the survey method was seen as the most appropriate design. Questionnaire was one of the most commonly used tools for data collection in survey research. (Gall et al 1996).

#### **3.3 Target Population**

Target population was defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 1989). It is the group of people who were the focus of a research study and to which the results would apply (Cardwell 1999). The population for this study comprised of all the public and private secondary schools, teachers and students in Meru South Sub-County who were implementers of guidance and

counseling program. They were well placed to give the required information on the effectiveness of school guidance and counseling services.

Meru South Sub-County had a total numbers of 55 Secondary schools, from which 53 were public and 2 were private secondary school, the total number of boys in public secondary school was 157,087 while that one of girls was 7,103. The numbers of teachers in public secondary schools were 435 while in private secondary school were 27 teachers.

### **3.4 Sample Size and Sampling Techniques**

Sampling meant selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2009). It was however agreed that the larger the sample the smaller the sampling error (Gray, 1992). This study used simple random sampling to get 91 respondents as it is the ease of assembling the sample of both public and private secondary schools in Meru South Sub-County.

It was from the above target populations that the researcher used to sample the 15 public secondary schools composing of 15 guidance and counseling teachers and 60 peer student counselors, while on the side of private secondary schools the researcher sampled the 2 private secondary schools from which 8 guidance and counseling teachers and 8 peer student counselors were drawn.

The sampled 17 secondary schools brought forth 23 guidance and counseling teachers and 68 peer student counselors bringing a total of 91 respondents to carry forward the study.



### **3.5 Research Instruments**

Gray (1992) maintains that questionnaires gave respondents freedom to express their views or opinion and also to make suggestions. A questionnaire was a research tool through which respondents were asked to respond to similar questions in a predetermined order (Gray, 2004). Questionnaires, “made it possible to measure what a person knows (knowledge or information), what a person likes and dislikes (values and preferences), and what a person thinks (attitudes and beliefs)” (Tuckman, 1994).

As already been mentioned, the questionnaire (which was a likert-scale) consisted of mainly closed and few open-ended items. The questionnaire comprised of 2 sections. Section 1 comprised the background information. Each of the other sections collected data related to the effectiveness of guidance and counseling programs in public and private secondary schools. Questionnaire was used to guide on how data collection was to be conducted with the school counselors on the effectiveness of the guidance and counseling program on students’ behavior in Meru South Sub-County secondary schools. The questionnaire guides contained items covering all the objectives of the study.

### **3.6 Pilot study**

A pilot study was conducted since it was an essential component of any survey research. Pilot testing always results in important improvements to the questionnaire and a general increase in the efficiency of the study. The purpose of the pilot study was to

- a) Eliminate some ambiguous items

- b) Establish if there would be problem in administering the questionnaire
- c) Test data collection instructions
- d) Establish the feasibility of the study
- e) Anticipate and amend any logical and procedural difficulties regarding the study
- f) Allowed a preliminary data analysis to establish whether there were difficulties in the main data analysis and to ensure that the collected data answered the researcher's questions. (David & Sutton 2004; Pratt & Loizos 2003; the pilot study helps to perfect the instrument so that participants in the main study experienced fewer difficulties in completing it (Bell 1989). The pilot group was to not be involved in the main study because the group would have completed the questionnaires twice (test-re-test reliability method).

The researcher chose one public school from the target population of 53 public secondary schools to carry out the pilot study from which, 5 guidance and counselling teachers who comprises of head of department (HODS) and 4 student counsels (peer counsellors) were selected. Convenience or availability sampling was used in the study. The selecting of participants was purely on the basis that they were conveniently available to the researcher. In convenience sampling the researcher chooses the nearest cases to serve as respondents within easy reach.

### **3.6.1 Validity of Research Instruments**

Validity, according to Borg and Gall (1989) was the degree to which a test measures what it purports to measure. According to Borg and Gall (1989) content validity of an instrument was improved through expert judgment. As such, the researcher sought

assistance of the assigned supervisor, who, as an expert in research, helped improve content validity of the instrument.

Gray 2004 adds that a valid instrument must cover the research issues both in terms of content and details. The criterion in Jury opinion was the most reliable and frequently used method to measure the validity of a research instrument. Five registered educational psychologists ( one officer from the ministry of education science and technology, two experienced guidance and counseling teachers and two research experts were asked to act as juries, they commented on the vagueness of the tool instruments, validity was enhanced through the method of capturing data from both public and private schools in Meru-South Sub Count secondary schools.

### **3.6.2 Reliability of Research Instruments**

Reliability was a measure of consistency of scores obtained. Focus was on how consistent the scores were for each respondent from one administration of an instrument to another and from one set of items to another (Gray 2004). The means could be from two separate instruments, two like halves of an instrument or the same instruments administered by two different people.

The reliability of the questionnaire for this study was determined through test re-test procedure. The test re-test reliability coefficient ensured that one group of people was measured twice, using the same procedure and the two sets of scores obtained. In this study the test re-test reliability was determined after pilot testing. The questionnaire was re-administered to the guidance and counseling teacher and 4 peer counselors after one week. A Pearson product correlation coefficient was completed to determine

the reliability of the questionnaire. Reliability was found to be 0.85. Table 3.1 has the result findings

**Table 3.1: Pearson product correlation coefficient (r)**

Teacher Counselors	Initiated scores	Re-Test Scores	X <sup>2</sup>	Y <sup>2</sup>	XY
1	385	382	148225	145924	147070
2	380	383	144400	145924	145160
3	366	362	133956	131044	132492
4	378	381	142884	145161	144018
5	370	374	136900	139676	138380
6	379	373	143641	139129	141367
7	363	367	131769	134689	133221
8	382	378	145924	142884	144396
9	368	371	135424	137641	136528
10	370	374	136900	139876	138380
	<b>ΣX = 3741</b>	<b>ΣY=3744</b>	<b>ΣX<sup>2</sup>=140023</b>	<b>ΣY<sup>2</sup>=1402148</b>	<b>ΣXY=1401012</b>

$$R = \frac{10(1401012) - (3741 \times 3744)}{\sqrt{[10(1400023) - (3741)^2] [10(1402148) - (3744)^2]}}$$

$$R = \frac{14010120 - 14006304}{\sqrt{(1400230 - 13995081) (140221480 - 14017536)}}$$

$$R = \frac{3816}{\sqrt{20307656}}$$

$$R = 0.85$$

### **3.7 Data Collection procedure**

The researchers first sought permission from the ministry of education science and technology through the District Education officer Meru South Sub-County to carry out the research in the sampled public and private secondary schools in the Sub-County.

I then wrote a letter to the teachers and peer student counselors introducing myself to them and at the same time asking them to assist me carry out the study

After the permission was granted I went and administered the two set of questionnaire one to the teacher respondents and the other one to the peer counselors. The administering, the answering and the collecting of the questionnaire were done within a period of one week because the school was not in one place. The questionnaire were open and closed headed questions to allow the respondents express their own thoughts, feelings, emotions and attitudes concerning the issues in the best way they know.

After the respondents attended to all the questions the researcher collected the questionnaire ready for analysis

### **3.8 Data analysis Techniques**

The analysis of data covered coding, statistical analysis and variables, Coding was the process of putting the collected data in a form that makes it amendable to computer analysis. (Dooley 1990; Babbie 1992), Presents coding as a process of classifying responses into meaningful categories. The collected data was converted into

numerical codes.

Tuckman (1994) adds that when coding responds from rating scales the responses are converted into scores in an objective fashion. Each point on the scale is assigned a score. In other words, coding involves assigning numbers to observations. Data was collected, examined and checked for completeness and clarity. Numerical data collected using questionnaires was coded, entered and analyzed using a computer Statistical Package for Social Scientists (SPSS) version 20 program. Frequency tables with varying percentages were used to present the findings.

### **3.9 Ethical Considerations**

This study was conducted after permission was obtained from the ministry of education science and technology together with other officers concerned. Ethical procedures were adhered to. Informed consent was sought from all the participants that agreed to participate. A research permit was obtained from the Ministry of Education after approval by the University of Nairobi...

Participants were informed of their confidentiality in the study to ensure respect for their dignity. Their confidential information was only accessed by the researcher and the supervisor.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter provided an analysis of data collected from the field. The results were presented in tables, figures and content delivery to highlight the major findings in both public and private secondary schools respondents.

They were also presented sequentially according to the research questions of the study. Frequencies and percentages analyses were used to analyze the data collected. The raw data was coded, evaluated and tabulated to depict clearly the effectiveness of the guidance and counseling services in Meru-South Sub-County public and private secondary schools.

#### **4.2 Instrument Return Rate**

Questionnaires were distributed to 91 respondents in both categories of schools and were 100 percent fully completed. This constituted a response rate of 100 percent according to Mugenda & Mugenda (1999). A response rate of more than 80 percent was sufficient enough for the study.

#### **4.3 Demographic Data of Teacher Respondents**

##### **4.3.1 Respondents Gender**

The respondents from both public and private secondary schools were asked to show their gender, this was expected to guide the researcher on the conclusions regarding the degree of congruence of responses within the gender characteristics.

Teacher respondents both from public and private secondary school in Meru South Sub-County were asked of their gender. The frequency table below had the following findings

### **Gender of teacher respondent**

The teacher respondents from public and private secondary schools in Meru South Sub-County were required to disclose their gender. The table 4.4 below shows the study findings.

**Table 4.1: Gender of the teacher respondents**

<b>School Category</b>	<b>Respondent Gender</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Public secondary schools</b>	Males	5	33.3
	Females	10	66.7
<b>Totals</b>		15	100
<b>School category</b>	<b>Respondent gender</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Private secondary schools</b>	Males	4	50
	Females	4	50
<b>Totals</b>		8	100

The results in table 4.1 above show that majority of the respondents of guidance and counseling teachers from public secondary schools were females who were at 66.7 percent of the total respondents while males were at 33.3 percent.

From the two private secondary schools in Meru South Sub-County secondary schools, the number of female and male guidance and counseling teachers stood at 50.0 percent and 50.0 percent respectively.



### 4.3.2 Marital status respondents

The teacher respondents from public and private secondary schools in Meru South Sub-County were required to disclose their marital status. Table 4.2 below has the results findings.

**Table 4.2: Marital status respondents**

<b>School category</b>	<b>Teacher Marital status respondents</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Public secondary schools</b>	Married	9	60.0
	Singles	6	40.0
<b>Totals</b>		15	100
<b>School category</b>	<b>Teacher Marital status respondents</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Private secondary schools</b>			
	Married	3	37.5
	Singles	5	62.5
<b>Totals</b>		8	100

The result in the table above showed that all the respondents of guidance and counseling teachers in public secondary schools who were married stood at 60.0 percent against 40.0 percent who were single.

This was not the case with the guidance and counseling teachers in private secondary schools. From the total respondents of 8 guidance and counseling teachers' three guidance and counseling teachers who stood at 37.5 percent were married against 62.5 percent who were not married hence performing their role of guidance and counseling quite effectively.

### 4.3.3 Respondents age

Teacher respondents from public and private secondary schools were asked to indicate their age. Table 4.3 below shows the study findings.

**Table 4.3: Age of teacher respondents**

<b>School category</b>	<b>Age of Respondents</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Public Secondary School</b>	20-25years	2	13.3
	26-30 years	3	20.0
	31-35 years	4	26.7
	36-40 years	6	40.0
<b>Totals</b>		15	100
<b>School category</b>	<b>Age of Respondent</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Private Secondary school</b>	20-25 years	2	25.2
	26-30 years	3	37.5
	31-35 years	3	37.5
	36-40 years	–	–
<b>Totals</b>		8	100

The above table show that majority of respondents from public secondary schools who stood at 40.0 percent were aged between 36-40 years. 20.0 percent of the respondents were aged between 26-30 years, while 13.3 percent were aged between 20-25 percent. 26.7 percent of the teachers in public school were aged between 31-35 years.

This was not the same case with the guidance and counseling teachers from the two private schools. The results in the table shows that one respondent who stood at 25.2 percent was aged between 20-25 years, while some other 3 respondents who stood at 35.5 percent were aged between 31-35 years, while none of the respondents was aged between 36-40 years.

The results show that most teachers in private schools were young and hence quite inexperienced to render effective guidance and counseling services to students.

#### 4.3.4 Experience as a guidance and counseling teacher.

The respondents from both public and private secondary schools were asked to show their experience as a guidance and counseling teacher.

Teacher respondents both from public and private secondary schools were required by the researcher to state the number of years they had served as guidance and counseling teachers. The result finding were shown on table 4.4 below

**Table 4.4: Experience of guidance and counseling teachers**

<b>School category</b>	<b>Years of Experience</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Public Secondary schools</b>	Below 5 years	2	13.3
	6-10 years	8	53.3
	11-15 years	4	26.7
	Over 15 years	1	6.7
<b>Totals</b>		15	100
<b>School category</b>	<b>Years of Experience</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Private secondary schools</b>	Below 5 years	5	62.5
	6-10 years	2	25.0
	11-15 years	1	12.5
	Over 15 years	–	–
<b>Totals</b>		8	100

Results in the above table shows that the majority 53.3 percent of the respondents from public secondary schools had an experience as a counselor between 6-10 years,

26.7 percent indicated that they had experience of 11-15 years, 6.7 percent indicated that they had experience as a counselor for over 15 years, while 13.3 percent of the respondents had an experience of less than 5 years.

Result findings from private secondary schools indicated that the majority of the counselors who stood at 62.5 percent had less than 5 years' experience, and one respondent who stood at 12.5 percent had little experience as far as guidance and counseling services were concerned.

#### 4.3.5 Type and category of school

Respondents from both public and private secondary schools were asked to state the type and category of their schools. Table 4.5 below shows the study findings.

**Table 4.5: Type and category of schools**

School's Category	Type of School	Frequency (n)	Percentages (%)
<b>Public Secondary schools</b>	Girls Public	10	66.7
	Boy's public	5	33.3
	Mixed Public	8	53.3
<b>Totals</b>		<b>15</b>	<b>100</b>
School's Category	Type of School	Frequency (n)	Percentages (%)
<b>Private secondary schools</b>	Girls Private	4	50.0
	Boy's Private	1	12.5
	Mixed Private	3	37.5
<b>Totals</b>		<b>8</b>	<b>100</b>

The results shows that the majority of the respondents who stood at 66.7 percent came from girls public, 53.3 percent of the respondents came from mixed public, 33.3 percent from boys public and 50.0 percent of the respondents belonged to girls private 12.5 percent came from boys private while 37.5 percent belonged to mixed private.

#### 4.3.6 Level of education

Teacher Respondents from both private and public secondary schools were asked to indicate their level of education. Table 4.6 below shows the study results.

**Table 4.6: Guidance and counseling teachers' Level of education**

<b>School Category</b>	<b>Level of education</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Public Secondary School</b>	Untrained graduates	2	13.3
	Diploma approved teachers	5	33.3
	Bachelors of Education	7	46.7
	Masters of Education	1	6.7
<b>Totals</b>		15	100
<b>School Category</b>	<b>Level of education</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Private secondary schools</b>	Untrained graduates	4	50.0
	Diploma approved teachers	2	25.0
	Bachelors of Education	2	25.0
	Masters of Education	-	-
<b>Totals</b>		8	100

Ther results show that the majority at 13.3 percent of the respondents had attained education up to bachelors level, while 33.3 percent of the respondents attained education up to diploma level, 46.7 percent had achieved a masters degree while 6.7 percent were untrained graduates from public secondary schools.

The results from the two private schools show that 25.0 percent of the respondents had attained education up to Diploma level, 25.0 percent of the respondent had attained education up to bachelors level, while 50.0 percent of the respondent were untrained graduates.

The difference in the education levels of guidance and counseling teachers may had either a positive or a negative impact on rendering effective guidance and counseling services.

#### **4.3.7 Who appointed you as a school guidance and counseling teacher?**

Teacher Respondents from both public and private secondary schools were asked to indicate their appointer as school guidance and counseling teacher. Table 4.7 below shows the study findings.

**Table 4.7: Appointer as a guide and a counselor**

<b>School Category</b>	<b>Appointer</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Public Secondary Schools</b>	TSC	2	13.3
	Head teacher	10	66.7
	Board of governors	3	20.0
	Any other	-	-
<b>Totals</b>		15	100
<b>School Category</b>	<b>Appointer</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Private secondary schools</b>	Not Certain	5	62.5
	Head teacher	2	25.0
	School Manager	1	12.5
<b>Totals</b>		8	100

The study revealed that teacher respondents from the public secondary schools who stood at 13.3 percent were appointed by the Teacher Service Commission. 66.7 percent of the respondents were appointed by the Head teachers' while another number of the respondent at 20.0 percent were appointed by the Board of Governors.

On the private secondary schools a good number of teachers at 25.0 percent were appointed by the head-teacher. 62.1 percent of the respondents were not certain of how they were appointed 12.5 percent were appointed by the school managers.

It was therefore seen that while majority of teachers in public secondary schools were appointed by the teachers' service commission, in private secondary schools the appointer was mainly the head-teacher.

#### **4.3.8 Method of appointment of the respondents**

Teacher respondents from both public and private secondary schools were asked to indicate the method through which they were appointment as guidance and counseling teachers. Table 4.8 below shows the study findings

**Table 4.8: Method of appointment**

<b>School Category</b>	<b>Method of appointment</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Public Secondary schools</b>	Staff meeting	9	60.0
	Verbal	6	40.0
<b>Totals</b>		15	100
<b>School Category</b>	<b>Method of appointment</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Private Secondary schools</b>	Staff meeting	5	62.5
	Verbal	3	37.5
<b>Totals</b>		8	100

Findings from the above table shows that in public secondary schools 60.0 percent of the teachers were appointed through staff meeting while 40.0 percent were appointed verbally while private secondary school 60.2 percent were appointed through staff meeting while 37.5 of the teacher respondents were appointed verbally. This had an impact on the way guidance and counseling services was being carried in those schools.

#### **4.3.9 Teachers respondents' professional qualifications**

The teacher respondents from both public and private secondary schools were asked to show their Professional qualification as a guide and as a counselor. Table 4.9 has the result findings



**Table 4.9: Teacher’s respondents’ professional qualification**

<b>School category</b>	<b>Professional qualification</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Public Secondary schools</b>	Certificate in Guidance and Counseling	9	60.0
	Diploma in Guidance and Counseling	5	33.3
	Master in Guidance and Counseling	1	6.7
<b>Totals</b>		15	100
<b>School category</b>	<b>Professional qualification</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Private secondary schools</b>	Professional Qualification	4	50.0
	Certificate in Guidance and Counseling	2	25.0
	Diploma in Guidance and Counseling	2	25.0
	Master in Guidance and Counseling	-	-
<b>Totals</b>		8	100

Majority of respondents from public secondary schools who stood at 60.0 percent had attained a certificate in guidance and counseling while 33.3 percent of teachers had acquired a diploma certificate in guidance and counseling. Another number at 6.7 percent had attained a masters degree in guidance and counseling.

The results from private secondary schools shows that majority of teachers who stood at 50.0 had attained a certificate in guidance and counseling certificate, 25.0 percent had a diploma in guidance and counseling certificate while another number of teachers at 25.0 percent had a masters degree in guidance and counseling. It was therefore noted that few teachers from both categories of schools had little experience in guidance and counseling services.

#### **4.4 Factors Affecting the Effectiveness of Guidance and Counseling program**

Teacher respondents from both public and private secondary schools were asked to highlight on factors affecting the effectiveness of guidance and counseling program.

Table 4.10 below shows the result findings.

#### 4.10: Factors affecting guidance and counseling program

**Key: The response from the respondents were Strongly Agree (SA), Agree (A), strongly disagree (SD) and Disagree (D)**

School Category	Public Schools										Private Schools									
	SA		A		D		SD		Totals		SA		A		D		SD		Totals	
Statement	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
a) Guidance and counselling office in my school is well furnished to carry out guidance and counselling services	2	13.3	3	20.0	4	26.7	6	40.0	15	100	1	12.5	2	25.0	2	25.0	3	37.5	8	100
b)The head teacher supports guidance and counselling services in my school	4	26.7	6	40.0	4	26.7	2	13.3	15	100	1	12.5	1	12.5	1	12.5	2	25.0	8	100
c)Negative attitude towards guidance and counselling services by students	3	20.5	2	13.3	6	40.0	4	26.7	15	100	3	37.5	2	25.0	1	12.5	2	25.0	8	100
d)Lack of motivation to carry out guidance and counselling services	5	33.3	4	26.7	3	20.0	3	20.0	15	100	3	37.5	2	25.0	1	12.5	2	25.0	8	100
e)Lack of training in guidance and counselling	5	33.3	4	26.7	3	20.0	2	13.3	15	100	3	37.5	1	12.5	4	50.0	1	12.5	8	100
f) Inadequate guidance and counselling materials e.g. text book.	5	33.3	5	33.3	2	13.3	3	20.0	15	100	3	37.5	3	37.5	3	37.5	1	12.5	8	100
g) Lack of safe storage of confidential records and information of clients.	6	40.0	5	33.3	2	13.3	2	13.3	15	100	4	50.0	3	37.5	1	12.5	1	12.5	8	100
(h)Inadequate funds to finance guidance and counselling activity	7	46.7	3	20.0	3	20.0	2	13.3	15	100	6	75.0	1	12.5	1	12.5	1	12.5	8	

**4.4(a) Guidance and counseling office in my school is well furnished to carry out guidance and counseling services**

The results obtained from guidance and counseling teachers from public secondary schools indicated that the respondent strongly disagreed with the statement that guidance and counseling offices in their schools were well furnished to carry out guidance and counseling services effectively which was at 40.0 percent of the respondents who strongly disagreed, followed by 26.7 percent who disagreed, 20.0 percent who agreed and 13.3 percent who strongly agreed with the statement respectively.

On the side of the private secondary schools, guidance and counseling teachers were represented by a majority of respondent who strongly disagreed with the statement at 37.5 percent followed by 25.0 percent of the respondents who agreed and another number at 25.0 percent disagreed with the statement while the lowest no. of respondents at 12.5 percent strongly agreed with the statement

**4.4(b) The head teachers support guidance and counseling service in my school.**

Majority of teacher respondents in guidance and counseling at 40.0 percent from public secondary school agreed with the statement while another number at 26.7 percent disagreed with the statement, followed by 26.7 percent strongly agreed and a minority of the respondent who strongly disagreed with the statement at 13.3 percent.

From the private secondary schools on the same statement the majority of the respondents at 37.5 percent strongly disagreed while 25.0 percent disagreed, 12.5 percent and 12.5 percent of the respondents strongly agreed and agreed respectively.

Both the majority of respondents from public and private secondary schools did not agree with the above statement meaning that the head teacher did not support guidance and counseling services in their schools.

#### **4.4(c) Negative attitudes towards guidance and counseling services by students**

Majority of the respondents disagreed with the statement at 40.0 percent, 26.7 percent, strongly disagreed followed by 20.0 percent who strongly agreed with the statement, the minority of the respondents at 13.3 percent agreed with the statement.

From private secondary schools 37.5 percent of the respondents strongly agreed with the statement, 25.0 percent agreed and 25.0 percent strongly disagreed with the above statement. One respondent at 12.5 percent from the private secondary school disagreed with the statement.

On a closer look it was noted that while the majority of respondents from public secondary schools at 40.0 percent disagreed with the statement 37.5 percent of the respondents from private secondary schools strongly agreed with the statement meaning that in public secondary schools students had a positive attitude while in private secondary schools in Meru South Sub-County students had a negative attitude towards the same.

#### **4.4(d) Lack of motivation to carry out guidance and counseling services.**

A majority of the respondents at 33.3 percent from public secondary schools in Meru South Sub-County strongly agreed with the statement, followed by respondents who agreed with the same who stood at 26.7 percent. Others who strongly disagreed and agreed were 20.0 percent and 20.0 percent respectively.

Private secondary school respondents stood at 37.5 percent who strongly agreed with the statement while 25.0 percent agreed with statement. One respondent from the same category of schools who stood at 12.5 percent strongly disagreed while another number at 12.5 percent disagreed with the statement.

It was therefore noted that both in public and private secondary schools in Meru South Sub-County the teachers were not motivated accordingly to enable them carry out their guidance and counseling services effectively to their students

#### **4.4(e) Lack of training in guidance and counseling**

From the responses given by the majority of guidance and counseling teachers in public secondary schools in Meru South Sub-County, was seen that majority of the teachers strongly agreed with the statement that there was lack of general training in guidance and counseling .This number stood at 33.3 percent of the respondents 26.7 percent agreed to the statement while 13.3 percent disagreed and 20.0 percent of the respondents strongly disagreed with the statement.

A majority of guidance and counseling teachers from private secondary school who stood at 37.5 percent agreed with the statement. 50.0 percent of the total respondents disagreed with the statement. 37.5 percent strongly agreed with the statement while 0 percent agreed whereas 12.5 percent strongly disagreed with the statement.

From the above results it was seen that in most public secondary schools guidance and counseling teachers lacked basic training and skills to enable them enlighten their students better whereas in private secondary schools this was not the case

#### **4.4(f) Inadequate guidance and counseling materials e.g. text books**

Many guidance and counseling teachers from public secondary schools in Meru South Sub-County supported the idea that there was inadequate guidance and counseling materials in our school, at 33.3 percent of the total respondents while another at 33.3 percent of the respondents agreed with the statement .It was only 20.0 percent of the respondents who strongly disagreed with the statement and 20.0 percent who disagreed.

Teachers from private secondary schools who stood at 37.5 percent strongly agreed with the statement .Another number at 37.5 percent agreed with the statement while 12.5 percent disagreed. There was none of the respondent who strongly disagreed.

It was found to be true that from both types of schools i.e. public and private secondary schools in Meru South Sub-County there were inadequate guidance and counseling materials like text books.

#### **4.4(g) Lack of safe storage of confidential records and information.**

There was a high response from most teacher counselors in public secondary schools that there was lack of storage of confidential records and information in guidance and counseling program. This response stood at 40.0 percent followed by 33.3 percent who also agreed with the statement 13.3 percent disagreed and 13.3 percent strongly disagreed with the statement. An equivalent no. of respondents of the teacher counselors from private secondary schools at 50.0 percent strongly agreed with the statement followed by a response of 37.5 percent agreed with the statement .One respondent at 12.5 percent strongly disagreed with the statement while another one at 12.5 percent disagreed with the statement.

It was widely noted that in our secondary schools both public and private lacked proper storage of confidential information and records in guidance and counseling program

#### **4.4(h) Inadequate funds to finance guidance and counseling proram.**

The researcher found that 46.7 percent of the teacher counselors strongly agreed with the statement, followed by 20.0 percent of the respondents supporting the same from public secondary schools in Meru South Sub-County. 20.0 percent of the respondents disagreed with the statement while 13.3 percent strongly disagreed with the statement.

The majority of teachers' counselors from private secondary schools in Meru South Sub-County schools at 75.0 percent strongly agreed with the above statement. Another number at 12.5 percent agreed with the statement. One respondent at 12.5

percent strongly disagreed with the statement while another respondent at 12.5 percent disagreed bring a total to 8 respondents in private secondary schools.

It was noted that there was inadequate funds in most of our secondary schools public and private inclusive to finance guidance and counseling services in Meru South Sub-County schools.

#### **4.5 Effectiveness of Guidance and Counseling program**

Teacher counselor respondents from both public and private secondary schools were asked to what extent was the effect of guidance and counseling services. The table below shows the results of the study.



**Table 4.11: Effectiveness of guidance and counseling program**

**Key: The response from the respondents were strongly Agree (SA), Agree (A), strongly disagree (SD) and Disagree (D)**

School Category	Public Schools										Private Schools									
	SA		A		D		SD		Totals		SA		A		D		SD		Totals	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
a) I asses my student guidance and counselling needs quite often	2	13.3	2	13.3	1	6.7	10	66.7	15	100	0	0	1	12.5	3	37.5	4	40.0	8	100
b) The Ministry of Education ,science and technology has stipulated a clear policy on guidance and counselling program	1	6.7	2	13.3	10	26	10	66.7	15	100	0	0	1	12.5	3	37.5	4	40.0	8	100
c) My students have improved student-student and student-teacher relationship as a result of guidance and counselling services	7	46.7	5	33.3	2	13.3	1	6.7	15	100	4	50.0	3	37.5	1	12.5	0	0	8	100
d)My students have a positive attitude towards their teachers as a result of guidance and counselling services	7	46.7	6	40.0	1	6.7	1	6.7	15	100	4	50.0	3	37.5	1	12.5	0	0	8	100
e) My students have acquired behavioural change as a result of guidance and counselling program.	9	60.0	4	26.7	1	6.7	1	6.7	15	100	3	37.5	4	50.0	1	12.5	0	0	8	100
(f) My clients have excelled in extra co-curriculum activities through guidance and counselling program.	7	46.7	5	33.3	2	13.3	1	6.7	15	100	3	37.5	2	20.0	2	20.0	1	12.5	8	100
g)The school dropout rate has decreased due to guidance and counselling services	6	40.0	5	33.3	2	13.3	2	13.3	15	100	3	37.5	2	20	1	12.5	1	12.5	8	100

**4.5(a) I assess my students guidance and counseling needs quite often.**

Responses from both public and private secondary schools, shows that majority of the respondents at 66.7 percent from public schools in Meru South Sub-County strongly disagreed with the statement 6.7 percent of the teacher counselors disagreed with the statement. 13.3 percent of the respondents strongly agreed with the statement. Another number of respondents at 13.3 percent agreed with the statement.

Teacher counselors from private secondary schools who stood at 50.0 percent strongly disagreed with the above statement, 37.5 percent disagreed with the same while one respondent at 12.5 percent agreed with the statement, while none of the respondent strongly agreed with the statement.

From the above results it was noted that student needs assessment was not done quite often in public and private secondary schools in Meru South Sub-County.

**4.5(b) The ministry of education science and technology has stipulated a clear policy on guidance and counseling program.**

Guidance and counseling teachers from public secondary schools at 66.7 percent strongly disagreed with the statement 13.3 percent disagreed with the statement, while 8.7 percent of the respondents agreed and 6.7 percent of the respondents strongly agreed.

On the private secondary schools in Meru South Sub-County 50.0 percent of the respondents strongly disagreed with the statement, 37.5 percent of the respondents disagreed, while one respondent at 12.5 percent agreed with the same statement

The ministry of education science and technology has not stipulated a clear policy guidelines and a counseling program in the majority of public as well as private secondary schools in Meru South Sub-County. This was evidenced by the results from majority of teacher counselors in the two categories of schools in Meru South Sub-County.

#### **4.5(c) My students have improved student-student/student-teacher relationship**

Students had improved student-student and student-teacher relationship as a result of guidance and counseling. Majority of guidance and counseling teachers from public secondary schools in Meru south have strongly agreed that both relationships had greatly improved as a result of school guidance and counseling program indicated by 46.7 percent of the total respondents. 33.3 percent had agreed with the statement. 13.3 of the respondents had disagreed with the statement while 6.7 percent of the respondents had strongly disagreed.

A good number of respondents of guidance and counseling teachers from private secondary schools had also agreed that the student-teacher and student-student relationship had quite improved. This was indicated by 50.0 percent of the total respondents 37.5 percent of the respondents strongly agreed with the statement. While one respondent 12.5 percent disagreed with the same

Comparing the response from public and private secondary schools, it was noted that in both categories of schools the relationship among fellow students and their teachers had greatly improved as a result of guidance and counseling program in the schools in Meru South Sub-County.

#### **4.5(d) My students have acquired behavioral change**

As a result of guidance and counseling program, majority of students had acquired behavioral change as a result of guidance and counseling program in most public secondary schools in Meru South Sub-County with an indication of 60.0 percent of the respondents who agreed to the statement. 26.7 percent of the respondents strongly agreed with the statement, while 6.7 percent of the respondent have disagreed, 6.7 percent of the teachers respondents had strongly disagreed with the statement bringing to a total of 15 teacher counselors in public secondary schools in Meru South Sub-County.

Many of the guidance and counseling teachers from the private secondary schools at 50.0 percent had agreed with the above statement. 37.5 percent of the teacher respondents agreed with the statement that guidance and counseling had improved students behaviors .One of teacher respondents at 12.5 percent from the private secondary school has disagreed with the statement, while none of the teacher respondents strongly disagreed with the statement bringing a total of teacher respondent to 8 in the two schools.

It was hence noted that guidance and counseling program had drastically changed student behavior in these two categories of school in Meru South Sub-County.

**4.5(e) My client have excelled in extra co-curriculum activities through guidance and counseling program.**

A good no. of teacher counselors at 46.7 percent of the total respondent had strongly agreed to the statement. 33.3 percent of the teacher respondents agreed with the statement. 13.3 percent of the teacher respondents had disagreed with the statement while 6.7 percent of the teacher respondents had strongly disagreed with the statement bringing to a total of 15 guidance and counseling teachers in the 15 public secondary schools in Meru South Sub-County.

Teacher respondent from private secondary schools at 37.5 percent of the respondent strongly agreed with the statement. 20.0 percent agreed with the whereas 20.0 percent of the teacher respondents disagreed with the statement, and one respondent while 12.5 percent of the respondents strongly disagreed with the statement totaling to 8 respondents.

It was noted that in both public and private secondary schools in Meru South Sub-County many students had excelled academically through guidance and counseling program.

**4.5(f) The school drop rate has decreased due to guidance and counseling services.**

A majority of guidance and counseling teachers i.e. 40.0 percent of the total respondent had strongly agreed with the statement 33.3 percent of the teacher counselors had also agreed. 13.3 percent had disagreed with the statement, while 13.3

percent had strongly disagreed with the same bringing to a total of 15 teachers respondents from the 15 public secondary schools in Meru South Sub-County. Private secondary schools in Meru South Sub-County has shown that 37.5 percent of the respondent strongly agreed with the statement 20.0 percent agreed also with the same statement while 12.5 percent had disagreed with the above named statement. It was hence noted that guidance and counseling program had greatly reduced the schools dropout rate

#### 4.6 Effects of Peer Guidance and Counseling Services

Peer counselor respondents from both public and private secondary schools were asked to rate the effectiveness of peer guidance and counseling services. The table below shows the result findings

**Table 4.12: Effects of Peer guidance and counseling program**

**Key: The response from the respondents were strongly agree (SA), Agree (A), strongly disagree (SD) and disagree (D)**

School Category	Public Schools										Private Schools									
	SA		A		D		SD		Totals		SA		A		D		SD		Totals	
Statement	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
a)Peer counsellor assist guidance and counselling teachers to a great extent in guidance and counselling programs	6	40.0	5	8.3	2	13.3	2	13.3	15	100	4	40.0	3	37.5	1	12.5	0	0	8	100
b)Peer counsellor have a first-hand role to play on their fellow students in guidance and counselling program	5	33.3	5	33.3	3	20	2	13.3	15	100	3	37.5	3	37.5	1	12.5	1	12.5	8	100
c)Students better open up to their peer than they open up to their teachers	6	40.0	5	33.3	3	20.0	1	6.7	15	100	4	40.0	3	37.5	1	12.5	0	0	8	100
d)Sometimes peer counsellors acts as the bridge way between the students and the guidance and counselling teachers	5	33.3	4	26.7	4	26.7	2	13.3	15	100	3	37.5	2	25.0	2	25.0	1	12.5	8	100
e)Peer counsellors are very much aware of what is required in guidance and counselling services	2	13.3	4	26.7	4	26.5	5	33.3	15	100	1	12.5	2	25.0	2	25.0	3	37.5	8	100

**4.6(a) Peer counselor assists guidance and counseling teachers to a great extent in guidance and counseling program**

The result show that the majority of guidance and counseling teachers from public secondary schools strongly agreed with the statement at 40.0 percent of the total teachers respondents 33.3 percent of the respondents agreed 13.3 percent of the teacher respondents disagreed whereas 13.3 percent of the teacher respondents strongly disagreed with the statement bringing a total to 60 teacher participants from the sampled schools.

It was found that 40.0 percent of the guidance and counseling teachers from private secondary schools strongly agreed with the statement. 37.5 percent of the teacher respondents agreed with the statement. One teacher respondent at 12.5 percent disagreed while none of the respondent strongly disagreed bringing to 8 guidance and counseling teachers from the two private secondary schools in the Meru South Sub-County.

The study therefore revealed that in both public and private secondary schools peer counselor were of paramount importance. They had a critical role in enhancing guidance and counseling services

**4.6(b) Peer counselors have a firsthand role to play on their fellow students in guidance and counseling program.**



From the above statement, it was found that most of the teacher counselors from public secondary schools strongly agreed with the statement .This was at 8.3 percent of the total teacher respondent. 8.3 percent of the teacher respondents agreed with the statement while 20.0 percent of the teacher counselors disagreed with the statement while 13.3 percent of the respondents strongly disagreed making a total number of 15 guidance and counseling teachers in the selected schools.

Most of the teacher counselors from the private secondary schools in the Sub-County strongly agreed with the statement that peer counselors had a first-hand role to play on their fellow students in guidance and counseling program. This was at 37.5 percent of the respondents who strongly disagreed with the statement. 37.5 percent of the respondents too agreed while one respondent at 12.5 percent disagreed with the statement. 12.5 percent of the teacher respondents strongly disagreed totaling to 8 guidance and counseling teachers in Meru South Sub-County.

It was then noted that most guidance and counseling teachers from the two categories of schools i.e. public and private agreed that peer counselors had an important role to play towards their fellow students.

#### **4.6(c) Students open up better to their peers than to their teachers**

Majority at 40.0 percent of the respondents from the public secondary schools of the selected schools strongly agreed with the statement 33.3 percent of the respondents agreed with the statement. 20.0 percent disagreed with the statement whereas 6.7 percent of the teacher respondents strongly disagreed most of the students here agreed with the statement while the minority were on the contrary.

On private secondary schools a majority number of teacher respondents at 40.0 percent of the respondents strongly agreed to the statement, 37.5 percent still agreed with the same, only one teacher respondent at 12.5 percent disagreed and none of the respondent strongly disagreed with the statement making a total of 8 teacher counselors.

It was true that from public and private secondary schools that student open up better to their peers than to their teachers.

**4.6(d) Sometime peer counselors act as the bridge way between the students and the guidance and counseling teachers.**

The study revealed that 33.3 percent of the teacher respondents from the public secondary schools strongly agreed with the statement 26.7 percent of the respondents agreed. 26.7 percent disagreed with the statement while 13.3 percent of the teacher respondents strongly disagreed with the statement. Majority of the teacher counselors saw that peer counselors acted as the bridge way between their fellow student and their guidance and counseling teachers.

Majority of guidance and counseling teachers at 37.5 percent from the two private secondary schools in the Meru South Sub-County strongly agreed with the statement. 25.0 percent of teacher respondents disagreed with the statement while 12.5 percent of the teacher respondents strongly disagreed with the statement totaling to 8 teacher respondents in the private secondary schools.

**4.6(e) Peer counselors are very much aware of what is required in guidance and counseling services.**

As per the above statement 13.3 percent of the teacher respondent strongly agreed with the statement. While 26.7 percent of the teacher respondents agreed on the same .Other guidance and counseling teachers who were at 26.7 percent of the respondents disagreed with the statement 33.3 percent of the teacher respondents strongly disagreed with the statement, summing up to 15 teacher respondents.

The results of the study found that 12.5 percent of the respondents from private secondary schools strongly agreed with the said statement 25.0 percent out the total respondents agreed while. 25.0 percent of the teacher respondents disagreed with the statement. 37.5 percent of the teacher respondents strongly disagreed with the statement that peer counselor were very much aware of what was required of them in guidance and counseling services.

It was hence noted that most of peer's student counselors in public secondary school were very much aware of what was expected of them in guidance and counseling program. Where as in private secondary school this was not the case

**4.7 Challenges Faced by teachers Guidance and Counseling program**

Peer counselor respondents from both public and private secondary schools were asked to respond to the challenges facing guidance and counseling teachers in their schools. The table below shows their responses.

**Table 4.13: Challenges faced by teachers in guidance and counseling program**

**Key: The response from the respondents were strongly Agree (SA), Agree (A), strongly disagree (SD) and Disagree (D)**

School Category	Public Schools										Private Schools									
	SA		A		D		SD		Totals		SA		A		D		SD		Totals	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
a) Majority of guidance and counselling teachers have gone through training to enable them handle effectively guidance and counselling services	2	13.3	2	13.3	5	33.3	6	40	15	100	2	25.0	2	25.0	2	25.0	2	25.0	8	100
b) A good number of guidance and counselling teachers have a negative attitude towards guidance and counselling services	6	40.0	5	33.3	2	13.3	2	13.3	15	100	1	12.5	1	12.5	2	25.0	4	50.0	8	100
c) Poor school administration hinders effective guidance and counselling services	3	20.0	3	20	3	20	6	40	15	100	3	37.5	2	25.0	2	25.0	1	12.0	8	100
d) Students negative attitude also can be a stumbling block to effective guidance and counselling services	5	33.3	5	33.3	3	20	2	13.3	15	100	4	50.0	4	50	0	0	0	0	8	100
e) Lack of offices and rooms to carry out guidance and counselling activities renders guidance and counselling services ineffective	6	40.0	6	40	2	13.3	2	13.3	15	100	6	75	2	25.0	0	0	0	0	8	100
f) Heavy teaching work load doesn't give guidance and counselling teachers enough time to render competent services to their clients	6	40.0	5	33.3	3	20	1	12.5	15	100	0	0	2	25.0	2	25.0	4	50	8	100

**4.7(a) Majority of guidance and counseling teachers have gone through training to enable them handle effectively guidance and counseling services.**

Teacher respondents at 13.3 percent from the public secondary schools in Meru south Sub-County had strongly agreed with the above statement 13.3 percent of the respondents had also agreed with the statement while majority of teacher respondent at 40.0 percent of the respondent had strongly disagreed whereas 33.3 percent of the

respondents had disagreed with the statement. Adding up to 15 teacher respondents from the 15 public secondary schools

On the side of private secondary schools respondents at 25.0 percent of the teacher respondents strongly agreed to the statement. Another number of respondents at 25.0 percent of the teacher respondents agreed to the statement. 25.0 percent of the respondents agreed with the statement while 50.0 percent of the respondents strongly disagreed, bringing a total number of respondents to 8 from the two private schools.

The study results show that majority of teacher respondents from both public and private secondary schools had not gone through guidance and counseling training to enable them handles guidance and counseling services effectively.

**4.7 (b) A good number of guidance and counseling teachers have a negative attitude towards guidance and counseling services.**

The result shows that majority of guidance and counseling teachers at 40.0 percent strongly agreed with the above statement. Another teacher respondent at 13.3 percent too agreed with the statement 13.3 percent of the respondents strongly disagreed with the statement while another number at 13.3 percent disagreed too bringing to a total of 15 guidance and counseling teachers selected 15 public secondary schools.

On the private schools in Meru South Sub-County teacher respondents at 12.5 percent strongly agreed with the same statement while another number at 12.5 percent agreed to. Majority of private secondary school teacher respondents at 50.0 percent strongly

disagreed with the statement. 25.0 percent of the respondents disagreed with the statement bringing a total of 8 teacher counselors from the two private secondary schools.

It was hence noted that majority of teachers from public secondary schools did not support the statement that teachers had a negative attitude toward guidance and counseling program as opposed to the majority teachers in private secondary schools in Meru South Sub-County.

#### **4.7(c) Poor school administration hinders effective guidance and counseling services**

The study revealed that guidance and counseling teachers from public secondary schools at 20.0 percent strongly agreed with the statement. 20.0 percent of the respondents agreed with the statement. 20.0 percent of the teacher respondents disagreed with the statement while another number 40.0 percent of the respondents had strongly disagreed.

In private secondary schools the majority of teacher respondents at 37.5 percent of the respondents strongly agreed. 25.0 percent agreed with the statement at 40.0 percent of the teacher respondents have strongly disagreed with the statement bringing to a total of 8 guidance and counseling teachers in the two private secondary schools.

The study had shown that majority of guidance and counseling teachers in private secondary schools in the Meru South Sub-County supported the statement that poor

school administration hinders effectiveness in guidance and counseling program while this was not true according to the majority of teacher counselors in public secondary schools at 40.0 percent of the total respondents who had strongly disagreed with the statement.

#### **4.7(d) Students negative attitude towards guidance and counseling services**

Most of the guidance and counseling teachers at 33.3 percent of the total respondents from public secondary schools in Meru South Sub-County strongly agreed to the statement that student negative attitude can be a stumbling block to effective guidance and counseling services. Another respondent at 33.3 percent of the respondents agreed with the same statement. 20.0 percent of the teacher respondent disagreed with the statement. While 13.3 percent strongly disagreed with the statement this brought to a total of 15 guidance and counseling teachers in the 15 public secondary schools.

Teacher respondents from the private secondary schools at 50.0 percent strongly agreed with the statement. 50.0 percent agreed too whereas none of the respondents disagreed or strongly disagreed with the same statement bringing to a total of 8 teacher

The study shows clearly that in both public and private secondary schools in Meru South Sub-County, majority of guidance and counseling teachers were for the opinion that student's negative attitude was a stumbling block to effective guidance and counseling program.

**4.7(e) Lack of offices and rooms to carry out guidance and counseling services to renders guidance and counseling service ineffective**

Majority of guidance and counseling teachers at 40.0 percent of teacher respondents strongly agreed with the statement. 40.0 percent of teacher respondent had also agreed to the same statement. Minority of the teacher respondents at 13.3 percent agreed with the statement whereas another number at 13.3 percent of the respondents strongly disagreed with the statement totaling to 15 guidance and counseling teachers from the 15 public schools.

Almost an equal number of respondents from the private secondary schools in Meru South Sub-County at 40.0 percent of the total teacher respondents strongly agreed to the statement. 40.0 percent of the respondents had agreed to the statement. 13.3 percent of the respondents had disagreed with the statement. While another number of respondents at 13.3 percent strongly disagreed with the statement totaling to 8 teacher respondents in private secondary schools in Meru South Sub-County.

Results indicate that in both categories of secondary schools in Meru South Sub-County, most schools lacked offices and rooms where to offer guidance and counseling services.

**4.7(f) Heavy teaching workload doesn't give guidance and counseling teachers enough time to render competent services to their clients**

Relying on the results of the study most of the guidance and counseling teachers in public secondary schools at 40.0 percent had strongly agreed to the statement. 33.3 percent had also agreed with the same statement while 20.0 percent disagreed with the



statement teacher respondent at 12.5 percent had strongly disagreed with the statement bringing to 15 teacher counselors

It was directly contrary to the private secondary schools in Meru South Sub-County where none of the teacher respondent had strongly agreed to the statement. 12.7 percent of the total respondents had agreed to the statement, while 12.5 percent of the teacher respondents had disagreed with the statement. The greatest number of teacher counselors at 50.0 percent had strongly disagreed with the statement.

Comparing the teacher responses from both public and private secondary schools, it was found that guidance and counseling teachers in private secondary schools in Meru South Sub-County doesn't render guidance and counseling services effectively because of the heavy teaching workload the teachers had whereas in our private secondary schools guidance and counseling teachers didn't have heavy work load hence they were expected to offer effective guidance and counseling services to their students.

The study also sought to analyze the responses from the peer student counselor from public and private secondary schools in Meru South Sub-County. The researcher started with the peer demographic data of the respondents. The study sought to establish peer respondent's Demographic data in terms of gender, age of respondents' school category and form/class.

## 4.8 Demographic Data of Peer Respondents

### 4.8.1 Respondents Gender

**Table 4.14: Peer Respondents gender**

<b>School category</b>	<b>Respondents Gender</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Public Secondary Schools</b>	Males	20	33.3
	Females	40	66.7
	<b>Totals</b>	60	100
<b>School category</b>	<b>Respondents Gender</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Private Secondary Schools</b>	Males	4	50.0
	Females	4	50.0
	<b>Totals</b>	8	100

Statistics by gender from the selected 15 public secondary schools were at 33.3 percent male's respondents and 66.7 percent of female respondents totaling to 60 peer respondents in Meru South Sub-County. Private secondary schools peer respondents by gender were 50.0 percent male respondents and 50.0 percent female respondents bringing up to 8 peer respondents from the two private secondary schools.

### 4.8.2 Age of respondents.

Peer students respondents from both public and private secondary schools were asked to state their ages. The table below gives the result findings.

**Table 4.15: Age of respondents**

<b>School Category</b>	<b>Respondents Age</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Public secondary schools</b>	14 years	3	5.0
	15 years	5	8.3
	16 years	10	16.7
	17 years	11	18.3
	18 years	9	15.0
	19 years	3	5.0
	20 years	3	5.0
	21 years	3	5.0
	22 years	3	5.0
	23 years	3	5.0
	24 years	2	3.3
	25 years	2	3.3
	26 years	-	-
<b>Totals</b>		60	100
<b>School Category</b>	<b>Respondents Age</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Private Secondary Schools</b>	14 years	1	12.5
	15 years	2	25.0
	16 years	1	12.5
	17 years	1	12.5
	18 years	1	-
	19 years	-	-
	20 years	-	-
	21 years	-	-
	22 years	-	-
	23 years	-	-
	24 years	1	12.5
	25 years	1	12.5
26 years	-	-	
<b>Totals</b>		8	100

Table 7 shows that the peer respondent's age from the sampled public secondary schools. It shows that the number of students with various ages and their percentages from the total peer respondents of the fifteen selected secondary schools likewise the number of students from the two sampled private secondary schools together with their various ages giving a total number of peer counselor respondents to 60.0 percent

from public secondary school and 8 peers counselors from private secondary school in Meru South Sub-County.

#### 4.8.3 Type and category of school

Peer counselor respondents from both public and private secondary schools were required to state their school type and category. The results were tabulated on the table below.

**Table 4.16: Type and category of schools**

School Category	Type of School	Frequency (n)	Percentage (%)
<b>Public Secondary Schools</b>	Girls Public	22	36.7
	Boys Public	18	30.0
	Mixed Public	20	33.3
<b>Totals</b>		60	100
School Category	Type of School	Frequency (n)	Percentage (%)
<b>Private Secondary Schools</b>	Girls Private	4	50.0
	Boys Private	1	12.5
	Mixed Private	3	37.5
<b>Totals</b>		8	100

The students shown that 36.7 percent of girls public and 30.0 percent boys public and 33.3 percent from the entire population of the public secondary schools in Meru South Sub-County were involved in the study while 50 percent of girls private and 12.5 percent of boys private were also involved in the study.

#### 4.8.4 Peer respondents' form/ class

Peer counselor respondents from both public and private secondary schools were asked to state the form or the class they were in.

The table 4.17 below gives the study findings.

**Table 4.17: Peer respondents form/class.**

<b>School Category</b>	<b>Form/Class</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Public Secondary Schools</b>	1	15	25.0
	2	15	25.0
	3	15	25.0
	4	15	25.0
<b>Totals</b>		60	100
<b>School Category</b>	<b>Form/Class</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Private Secondary Schools</b>	1	2	25.0
	2	2	25.0
	3	2	25.0
	4	2	25.0
<b>Totals</b>		8	100

From the above table it was found that 15 peer respondent student counselors from public secondary school had come from every class i.e. from form 1, 2, 3 and form 4 totaling to 60 peer which was 88.4 percent while 2 respondents from private secondary school came from Form 1, 2, 3, and form 4 totaling to 8 peer respondents who stood at 11.6 percent out of 68 peer respondents from the public and private secondary schools in Meru South Sub-County

#### **4.9 Peer Response on Factors Affecting Guidance and Counseling program**

Peer counselor respondents both from public and private secondary schools were required to highlight on the factors affecting guidance and counseling services. The table below gives their responses

**Table 4.18: Factors affecting guidance and counseling program****Key: the response from the respondents were Strongly Agree (SA), Agree (A), Strongly disagree (SD) and Disagree (D)**

School Category	Public Schools										Private Schools									
	SA		A		D		SD		Totals		SA		A		D		SD		Totals	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
a) I am a peer counsellor in guidance and counselling program in our school	48	80	12	20	0		0	0	15	100	3	37.5	0	0	0	0	5	62.5	8	100
b) Our school has a very supportive administration to guidance and counselling program	28	46.7	24	40.0	4	6.7	4	6.7	15	100	6	75	0	0	0	0	2	25.0	8	100
c) Our school has well-furnished offices and rooms where to carry out guidance and counselling activities	0	0	44	73.3	4	6.7	12	20.0	15	100	2	25.0	3	37.5	0	0	3	37.5	8	100
d) Our guidance and counselling teachers maintains and updates the clients guidance and counselling records	8	13.3	24	40.0	24	40.0	4	6.7	15	100	4	50.0	0	0	3	37.5	1	12.5	8	100
e) Students in our school have a negative attitude towards guidance and counselling services because of one reason or the other	12	20.0	8	13.3	24	40	16	26.7	15	100	3	37.5	1	12.5	3	37.5	1	12.5	8	100
f) Peer counsellors lacks proper motivation from the school administration and probably this is why they do not take seriously guidance and counselling services	8	13.3	12	20.0	24	40	16	26.7	15	100	4	50	0	0	1	12.5	3	37.5	8	100
g) Our guidance and counselling master doesn't keep secret and confident the information he gets from his clients	8	13.3	8	13.3	20	33.3	24	40	15	100	2	25.0	0	00	4	50	2	25.0	8	100

**4.9(a) I am a peer counselor in guidance and counseling program in our school**

From the above statement a majority of student from the 15 selected public secondary school in Meru-south Sub-County at 80.0 percent to the statement. 20.0 percent of the respondent also agreed that they were peer counselors but none of the peer counselors disagreed or strongly disagreed with the statement.

From the private secondary school respondents who stood at 37.5 percent of the total respondent strongly agreed, 62.5 percent of the peer respondents strongly disagreed with the statement making a total number of peers in the private secondary schools to be 8 when the researcher compared public and private secondary schools in Meru South Sub-County, he noted that public secondary schools had a greater number of peer respondents at 80.0 percent than a lesser number of peer respondents in private secondary school at 37.5 percent of the total respondents.

**4.9 (b) Our school has a very supportive administration to guidance and counseling program**

From the public secondary schools in Meru-South Sub-County peer counselors at 46.7 percent strongly agreed with the statement. 40.0 percent of the respondents agreed to the statement. While another number of peer respondent at 6.7 percent had disagreed with the statement. 6.7 percent of peer respondent had strongly disagreed with the statement bringing a total of 60 peer counselors

From the private secondary school majority of peer counselors at 75.0 percent of the peer respondents strongly agreed with the said statement. 25.0 percent of the peer respondents strongly disagreed with the statement. None of the peer respondents

agreed or disagreed with the statement totaling to 8 peer respondents in private secondary schools

It was therefore noted that in both public and private secondary school in Meru South Sub-County school administration was not very supportive to guidance and counseling program hence rendering in effective guidance's and counseling services.

**4.9(c) Our school has a well-furnished office and rooms where to carry out guidance and counseling services**

The study shows that 73.3 percent of peer counselor respondent from the public secondary schools agreed to the statement, however a minority of peer counselor respondent at 6.7 percent of the respondents disagreed with the statement while 20.0 percent strongly by disagreed with the same statement bringing to the total of 60 peer respondents.

Peer counselor respondents from private secondary schools in Meru South Sub-County at 25.0 percent strongly agreed to the statement. 37.5 percent of the respondents agreed to the statement. 37.5 percent of the respondent strongly disagreed with the statement bringing a total to 8 peer counselor respondents from the two boys and girls private school.

It was noted that some public secondary schools in Meru South Sub-County had well-furnished office where to carry out guidance and counseling service at 73.3 percent supporting the statement as compared with fewer respondents from private school at 4.4 percent above.



**4.9 (d) our guidance and counseling teacher maintain and update the client guidance and counseling records.**

The study from public secondary in Meru South Sub-County revealed that 13.3 percent of the peer respondent strongly agreed with the statement 40.0 percent of the number of the peer counselors at 6.7 percent of the total respondent strongly disagreed with the statement. Unequal number of peer counselor respondents from the same public secondary school at 37.5 percent of the peer respondent disagreed with the statement while peer respondents at 6.7 percent strongly disagreed with same statement.

Study suggests that guidance and counseling teachers in public secondary school in Meru South Sub-County maintained and updates student's guidance and counseling records as opposed to guidance and counseling teachers in private secondary school in Meru South Sub-County.

**4.9 (e) Students in our school have a negative attitude towards guidance and counseling services because of one reason or the other.**

The statement was not supported fully by peer counselor respondents from public secondary school at 20.0 percent of the total respondent who strongly agreed with the statement. 13.3 percent of the peer respondents at 40.0 percent of the total peer counselor respondent disagreed with the said statement. Peer respondent at 26.6 percent disagreed with the statement

On the side of the private secondary schools in Meru-South Sub-County peer respondents at 37.5 percent strongly agreed with the statement. One peer 12.5 percent

of the peer respondents agreed with the statement at 37.5 percent of the peer respondent disagreed with the statement while one peer respondents at 12.5 percent strongly disagreed with the above statement.

The researcher noted that majority of the peer counselor respondents in the public secondary school had a positive attitude toward guidance and counseling program due to one reason or another while majority of peer counselors in private secondary schools in Meru South Sub-County had a negative attitude toward the same because of one reason or another.

**4.9(f) Peer counselor lacks proper motivation from the school administration and probably that's why they don't take guidance and counseling services seriously.**

The study indicated that 13.3 percent of the total peer counselor respondent from the secondary school strongly agreed with the statement. 20.0 percent of the respondents agreed too with the said statement while the majority of peer counselor from the public secondary schools in Meru South Sub-County at 40.0 percent of the total peer respondent disagreed with the statement. 26.7 percent of the peer respondent strongly disagreed with the above statement making a total to 60 peer counselor respondent.

From the private secondary school the study revealed that majority of peer counselor respondent at 50.0 percent strongly agreed with the statement, whereas 12.5 percent of the respondent strongly disagreed with the said statement while another of peer respondents at 37.5 percent strongly disagreed with the statement

According to this statement majority of the peer counselors in public secondary school in Meru South Sub-County lacked proper motivation. However peer counselor

from private secondary schools had a kind of motivation that enabled them to carry their guidance and counseling services quit effectively.

**4.9 (g) our guidance and counseling teachers does not keep secret and confident the information they get from the clients**

The study revealed that 13.3 percent of the peer counselor respondents from public secondary school strongly agreed to the statement while unequal number of peer counselor respondents agreed to the statement at 13.3 percent of the total peer respondent. The majority of peer counselor respondents at 33.3 percent of the total peer respondents disagreed with the statement 40.0 percent strongly disagreed totaling up to 60 peer counselor respondent in the selected public secondary schools.

From the private secondary school 25.0 percent of the peer counselor respondent strongly agreed with the statement. Majority of the peer counselor respondent at 50.0 percent disagreed with the statement at 25.0 percent of the respondents strongly disagreed with the statement adding up to 8 peer respondents.

It was therefore noted that some of the guidance and counseling teachers in public secondary schools kept secrets and confidential the information they got from their clients while this was not taken seriously in private secondary schools in Meru South Sub-County

**4.10 Peer Response on effectiveness of Guidance and counseling program**

Peer counselor respondents from both private and public secondary schools were required to determine the effects of guidance and counseling services in their schools.

The study findings were shown in the table below.

**Table 4.19 Peer response on Effectiveness of guidance and counseling program**

**Key: The response from the respondents were Strongly Agree (SA), Agree (A), strongly disagree (SD) and Disagree (D)**

School Category	Public Schools										Private Schools									
	SA		A		D		SD		Totals		SA		A		D		SD		Totals	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
a) Guidance and counselling has become very helpful to students	40	66.7	20	33.3	0	0	0	0	60	100	4	50.0	1	12.5	0	0	3	37.5	8	100
b) Our students have benefited from guidance and counselling services	32	53.3	20	33.3	0	100	8	13.3	60	100	2	25.0	1	12.5	3	37.5	2	25.0	8	100
c) Our guidance and counselling teacher maintains secrets and confidential information of students	32	53.3	20	33.3	0	0	8	13.3	60	100	2	25.0	2	25.0	0	0	3	37.5	8	100
d) Guidance and counselling services are taken very seriously in our school	12	20.0	28	46.7	12	20.0	8	13.3	60	100	1	12.5	1	12.5	3	37.5	3	37.5	8	100
e) Guidance and counselling has moulded students moral and social behaviour positively	32	53.3	20	33.3	0	0	8	13.3	60	100	2	25.0	3	37.5	1	12.5	2	25.0	8	100

**4.10 (a) Guidance and counseling has become very helpful to students**

A majority of peer counselor respondent from public secondary school in Meru-South Sub-County at 66.7 percent of the total respondent strongly agreed with the statement. 33.3 percent of the peer counselor respondent agreed with the statement, there was

neither peer counselor respondents who strongly agreed or disagreed with the statement.

Majority of peer counselor respondents at 50.0 percent from private secondary school in Meru South Sub-County strongly agreed with the statement while one peer respondent agreed too with the statement at 12.5 percent, whereas 37.5 percent of the total peer counselors from the two boys and girls secondary school in Meru South Sub-County adding up to 8 respondents

Majority of the peer counselor from both public and private secondary schools agreed with the statement that guidance and counseling services had become quite helpful to students in Meru South Sub-County

#### **4.10 (b) Our student have benefited from guidance and counseling program**

Study results from public secondary schools in Meru South Sub-County indicated that 53.3 percent of the peer counselor respondents strongly agreed with the statement while 33.3 percent of the peer respondents agreed with the statement while 13.3 percent of peer counselor respondents strongly disagreed with the statement. None of the peer counselor respondent disagreed with the statement.

On the side of the private secondary school in Meru South Sub-County 13.3 percent conquered with the statement while one peer counselor respondent at 25.0 percent of the total respondent agreed to the statement 25.0 percent of the peer counselor respondent strongly disagreed with the statement 37.5 percent of the peer respondent from private secondary schools disagreed with the statement

It was therefore noted that greater number of peer counselor respondents had benefited from guidance and counseling services while a fewer number of peer counselor from private school had also benefited from the same

**4.10 (c) Our guidance and counseling teachers maintains secret and confidential information of the students**

Majority of peer counselor respondent from public secondary school in Meru South Sub-County at 53.3 percent strongly disagreed with the statement. 33.3 percent of the peer respondents agreed to the statement. 13.3 percent of the peer respondents strongly disagreed with the statement. Bringing a total of 60.0 peer student counselors in the sampled public secondary schools

From the private secondary schools in Meru South Sub-County the case was a bit different where 25.0 percent of the peer counselor respondent strongly agreed to the statement while another number of the respondent at 25.0 percent of the total agreed to the statement. Majority of the peer counselor respondent at 37.5 percent of the total strongly disagreed with the statement bringing a total of 8 respondents from the two private schools in the Sub-County

It was noted that guidance and counseling teachers in public secondary school maintained secrets and confidential information of students implying that guidance and counseling teachers don't keep and maintain secret from their clients

**4.10(d) Guidance and counseling services are taken seriously in our schools**

Peer counselor respondent from public schools at 20.0 percent of the total peer respondent strongly agreed with the statement. 46.7 percent of the peer respondents

agreed with the statement. Another number of peer respondents at 20.0 percent of the peer respondents disagreed with the statement, 13.3 percent of the peer respondents strongly disagreed with the statement bringing a total number of 60 peer counselors from the selected schools

From the study result peer counselor respondents from private secondary schools was at 12.5 percent of the total respondents who strongly agreed with the statement. 17.6 percent of the peer respondents agreed with the statement while majority of peer counselor respondent from private secondary schools at 37.5 percent disagreed with the statement, whereas another number of peer respondent at 37.5 percent strongly disagreed with the statement making a total of 8 peer counselor respondent

From a look into the study, it was found that guidance and counseling services were taken seriously in our public school secondary school while in our private secondary school in Meru South Sub-County the service were not taken seriously by our students

#### **4.10(e) Guidance and counseling has molded students moral behavior positively**

Majority of peer student's counselors at 53.3 strongly agreed with the statement. 33.3 percent agreed with the statement. 13.3 percent of the peer respondents strongly disagreed with the statement while none of the peer respondents disagreed with the statement bringing to the total number of respondents in public secondary school to 60 peer students respondents.

On private school peer counselor respondents at 25.0 percent of the total respondent strongly agreed with the statement while another bigger number of peer respondent of

37.5 percent of the respondents agreed with the same statement. One peer counselor respondent at 12.5 percent disagreed with the statement while 25.0 percent of the respondents have strongly disagreed with the said statement making a total of 8 peer respondents

It was noted that in both public and private secondary school where guidance and counseling service were carried effective in Meru South Sub-County the students' moral and social behavior was molded positively.

#### **4.11 Effects of Peer Guidance and Counseling Program**

Peer counselor respondents from both public and private secondary schools were required by the study to contribute positively or negatively to the above statement.

The table below has the result findings



**Table 4.20: Effects of Peer guidance and counseling program**

**Key: The response from the respondents were Strongly Agree (SA), Agree (A), strongly Disagree (SD) and Disagree (D)**

School Category	Public Schools										Private Schools									
	SA		A		D		SD		Totals		SA		A		D		SD		Totals	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
a) Peer counsellors are active guidance and counselling members in our school	8	13.3	44	73.3	0	00	8	13.3	60	100	4	50.0	1	12.5	0	0	3	37.5	8	100
b) Peer counsellors are helpful members in our school especially in the absence of guidance and counselling teacher	16	26.7	32	53.3	8	13.3	4	6.7	60	100	2	25.0	3	37.5	2	25.0	1	12.5	8	100
c) Yes it is true that we exist as peer counsellors in our school but in reality don't render guidance and counselling services as we are required	24	40	16	26.7	12	20.0	8	13.3	60	100	6	75.0	1	12.5	0	0	1	12.5	8	100
d) It is true that if peer counsellors are serious with their work they can mould their fellow students behaviour to a great extent	44	73.3	16	26.7	0	0	0	0	60	100	4	50.0	1	12.5	3	37.5	0	0	8	100
e) Peer-counsellors are advantaged over guidance and counselling teachers because students may open up better to them than to their teachers	36	60.0	24	40.0	0	0	0	0	60	100	5	62.5	3	37.5	0	0	0	0	8	100

**4.11 (a) Peer counselors are active guidance and counseling members in our school**

The results from the above table shows that peer respondents from public secondary schools at 13.3 percent had strongly agreed with the statement that peer counselors were active guidance and counseling members, while the majority peer respondents at 73.3 percent had also agreed with the statement. None of peer respondent disagreed with the statement. However another number at 13.3 percent strongly disagreed with the statement totaling to 60 peer counselors

On private secondary schools the biggest number of peer respondents at 50.0 percent strongly agreed with the statement, 12.5 percent agreed too while none of the respondents disagreed with the statement, whereas a lesser number of peer respondent at 37.5 percent strongly disagreed with the statement bringing to a total of 8.

It was clearly noted that more students from public secondary schools supported the statement that peer counselors were active guidance and counseling members than those in private secondary schools.

**4.11(b) Peer counselors are helpful members in our school especially in the absence of guidance and counseling teachers**

Results shows that respondents at 26.7 percent strongly agreed with the statement that peer counselors were helpful members in our secondary schools, 53.3 percent agreed with the same statement 13.3 percent disagreed while a number of respondents at 6.7 percent strongly disagreed with the statement.

On the side of private secondary schools a number at 25.0 percent strongly agreed with the statement while another number at 37.5 percent agreed that peer counselors were a great help to students 25.0 percent disagreed with the statement while another

number at 12.5 percent of the respondents strongly disagreed with the statement bringing to 8 peer respondents

As a matter of fact it was therefore concluded that respondents from public secondary schools supported peer counselor presence. More than they were supported in private secondary schools

**4.11(c) Yes it is true that we exist as peer counselors in our school but in reality don't render guidance and counseling services as we are required**

Peer counselor from public secondary school at 40.0 percent strongly agreed with the statement. 26.7 agreed with the statement, 20.0 percent of the peer respondents disagreed with the statement while 13.3 percent of the peer respondents strongly disagreed with the statement bringing to a total of 60.0 percent of peer counselor respondents

In private secondary schools 75.0 percent of the respondents strongly agreed with the statement while 12.5 percent of peer counselor respondents agreed with the statement. 12.5 percent of the peer respondents strongly disagreed with the statement bringing a total of 8 peer student counselor in Meru South Sub-County.

It was concluded that respondent from both public and private secondary schools in Meru South Sub-County agreed with the statement that peer counselors do exist in secondary schools but doesn't render the services as required

**4.11(d) It is true that if peer counselors are serious with their work they can mold their fellow students behavior to a great extent**

Majority of respondents at 73.3 percent of the peer respondents agreed with the statement that if peer counselors were serious with their work they would mold their fellow students' behavior to a great extent, 26.7 percent of the peer respondents agreed to the statement, while none of the peer respondents disagreed or strongly disagreed with the statement, making a 60 peer respondents in the public secondary schools in Meru South Sub-County

On the side of private secondary schools majority of peer student counselors at 50.0 percent strongly agreed with the above statement. Another number of peer student respondents at 12.5 percent agreed to the statement. 37.5 percent of peer student respondents disagreed with the above statement while none of the peer respondents strongly disagreed with the statement totaling to 8 peer students respondents in the two private secondary schools

It was noted that majority of peer student respondents in both public and private secondary schools in Meru South Sub-County supported the statement that if peer counselors were serious with their work they would have molded the student behavior to a great extend

**4.11(e) Peer-counselors are advantaged over guidance and counseling teachers because students may open up better to them than to their teachers.**

Majority of peer student respondents from the public secondary schools at 60.0 percent strongly agreed with the statement, 40.0 percent agreed that peers were more advantaged than the guidance and counseling teachers, while none of the respondents

disagreed nor strongly disagreed, totaling to 60 peer student counselors in Meru South Sub-County

From the side of the private secondary schools a number at 62.5 percent strongly agreed with the statement, and another number of peer respondents at 37.5 percent agreed with the statement, neither of the respondents from the private secondary schools strongly disagreed nor agreed with the statement making 8 percent of the peer respondents in the two private secondary schools

The study revealed that majority of respondents from both public and private secondary schools pointed out that the peer counselors stood a better position in offering guidance and counseling services more than guidance and counseling teachers, in both public and private secondary schools

#### **4.12 Peer response on challenges faced by teachers in guidance and counseling program**

Peer counselor respondents from both public and private secondary schools were asked to deliberate on challenges facing guidance and counseling program. The table below shows the result findings.

**Table: 4.21: Challenges faced by guidance and counseling teachers**

**Key: The response from the respondents were Strongly Agree (SA), Agree (A), strongly disagree (SD) and Disagree (D)**

School Category	Public Schools										Private Schools									
	SA		A		D		SD		Totals		SA		A		D		SD		Totals	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
a) Guidance and counselling teachers have heavy teaching work-load hence have very little time for students	8	13.3	16	26.7	16	26.7	20	40	60	100	3	37.5	2	25.0	1	12.5	2	25.0	8	100
b) Inadequate professional training and skills in guidance and counselling hinders effectiveness in guidance and counselling programs	16	26.7	24	40.0	12	20.0	8	13.3	60	100	2	25.0	1	12.5	0	0	5	62.5	8	100
c) Poor managerial and administrative systems renders in-effectiveness in guidance and counselling services	16	26.7	24	40.0	12	20.0	8	13.3	60	100	2	25.0	3	37.5	2	25.0	1	12.5	8	100
d) Failure to be motivated and recognized kills the morale of teachers in guidance and counselling services	16	26.7	24	40	16	26.7	4	6.7	60	100	5	62.5	2	25.0	1	12.5	0	0	8	100
e) Lack of the ministry of education, science and technology to provide clear policies and guidelines affects guidance and counselling services	16	26.7	36	60.0	8	33.3	0	0	60	100	2	25.0	1	12.5	5	62.5	0	0	8	100

#### **4.12 (a) Guidance and counseling teachers have heavy teaching work-load hence have very little time for students**

Public secondary schools response from the peer counselors was at 13.3 percent out of the total peer respondents strongly agreed with the statement. 26.7 percent of the peer respondents agreed with the statement whereas 26.7 percent of the respondents disagreed with the statement that guidance and counseling teacher had heavy teaching work load hence had very little time for the students. 40.0 percent of the respondents strongly disagreed with the statement adding up to 60 peer student counselors

From the private secondary school in Meru South Sub-County respondents at 37.5 percent strongly agreed to the statement 25.0 percent of the peer counselor respondents agreed while 12.5 percent of the respondents disagreed with the statement. 25.0 percent of the student respondents strongly disagreed with the statement, resulting to a total of 8 peer student respondents

From the study results it was found that guidance and counseling teachers from private secondary schools had heavy teaching workload that hindered them from rendering effective guidance and counseling services while guidance and counseling teachers from public secondary schools didn't had much workload hence were expected to render effective guidance and counseling services to their students.

#### **4.12(b) Inadequate professionalism training and skills in guidance and counseling hinders effectiveness in guidance and counseling program.**

A response from the peer counselors in public secondary schools which was at 26.7 percent strongly agreed to the statement. Majority of respondents at 40.0 percent

agreed with the statement. A majority of peer counselor respondents from the same public schools disagreed with the statement at 20.0 percent. 13.3 percent of the respondents strongly disagreed, totaling to 60 peer student respondents

From the private secondary schools peer counselor respondents at 25.0 percent strongly agreed with the given statement while one peer counselor at 12.5 percent agreed with statement. While a majority of peer counselors who were at 62.5 percent strongly disagreed with the said statement bringing to a total of 8 peer student counselors who participated in the study.

It was noted that in public secondary schools in Meru South Sub-County, inadequate professional training and skills in guidance and counseling hindered effectiveness in guidance and counseling program whereas with private secondary schools, that was not the case.

#### **4.12(c) Poor Managerial and administrative systems renders in- effectiveness in guidance and counseling services.**

From public secondary schools in Meru South Sub-County, there was a response of 26.7 percent of the peer respondents who strongly agreed to the statement, 40.0 percent of the total peer respondents agreed too with the statement while 20.0 percent of the peer respondent disagreed with the statement. 13.3 percent of the respondent strongly disagreed with the statement summing up to 60 peer respondents who came from the selected public secondary schools.

Results from private secondary school show that 25.0 percent of the respondents strongly agreed with the given statement, 37.5 percent of the peer respondents agreed



with the statement, 25.0 percent of the peer respondent disagreed with the statement and 12.5 percent of peer respondent strongly disagreed with the statement totaling to 8 peer student counselors who participated in the study.

It was therefore noted that poor managerial and administrative systems rendered ineffectiveness in guidance and counseling services both in public and private secondary schools in Meru South Sub-County.

**4.12(d) Failure to be motivated and recognized kills the morale of teachers in guidance and counseling services.**

The respondents from public secondary schools of peer counselor at 26.7 percent out of the total peer respondent strongly agreed to the statement. Majority of respondents at 40.0 percent agreed to the statement. 26.7 percent of the peer respondents disagreed with the said statement while the minority of the peer respondent who were at 6.7 percent strongly disagreed with the statement summing up to 60 respondents

On the private side most peer counselor respondents at 62.5 percent strongly agreed with the statement, 25.0 percent agreed with the statement too, while one peer counselor respondent at 12.5 percent disagreed with the statement bringing a total number to 8 peer counselor in the two private schools.

The study results shows that guidance and counseling teachers in public and private secondary schools in Meru South Sub-County were not properly motivated and recognized which gradually killed their morale in guidance and counseling program.

**4.12(e) Lack of the Ministry of education, science and technology to provide clear policies and guidelines affect guidance and counseling services.**

The counselor respondents in public secondary school in Meru South Sub-County at 26.7 percent strongly agreed with the statement followed by a majority of peer counselor respondents at 60.0 percent who still agreed to the statement. A response of 13.3 percent from peer respondents disagreed with the statement. None of the peer counselor respondent from public schools strongly disagreed with the said statement totaling to 60 respondents

From the private secondary schools a response from the peer counselor at 25.0 percent strongly agreed with the statement with one peer counselor respondent at 12.5 percent agreeing while 62.5 percent disagreed, bringing up to 8 peer counselors from the selected private secondary schools in Meru South Sub-County.

From the study results it was seen that lack of the ministry of education science and technology to provide with clear policies and guidelines affected guidance and counseling services in most of public and private secondary schools in Meru South Sub-County.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary of the findings as discussed in chapter four and interpretations of the data analysis, conclusions and recommendations based on the findings. The aim of the study was to evaluate the effectiveness of the guidance and counseling services in public and private secondary schools in Meru-south Sub-County schools, as perceived by school counselors and students in relation to policy, planning, needs assessment, support services and evaluation.

#### **5.2 Summary of Study**

The present study attempted to assess the effectiveness of guidance and counseling program on student's behavior in public and private secondary schools in Meru South Sub-County. Available literature shows that secondary school students experience problems which schools should solve through provision of guidance and counseling program. It was then therefore important to assess the effectiveness of the school guidance and counseling program, in public and private secondary schools.

Our research design consisted of a literature review; the survey method which was descriptive statistics. A self- constructed questionnaire composed of open and closed ended questions was used.

Ninety one respondents composed of 23 guidance and counseling teachers, and 68 peer counselors from both public and private secondary schools were used.

The SPSS version was used to analyze the data frequencies in tables. One way and two way combined frequency tables were used to give the frequencies and the percentages.

The study revealed that majority of guidance and counseling teachers lacked adequate training and skills in the subject area, general lack of facilities like office ,resources and text books. Poor teachers and student attitude towards guidance and counseling program hindered the effectiveness in guidance and counseling program in Meru South Sub-County schools.

Recommendations for future approaches and strategies in public and private secondary schools were made, suggestion for further research was proposed

### **5.3 Major Findings of the Study**

The major findings of the study were summarized as per research objectives below

#### **5.3.1 Factors affecting the effectiveness of Guidance and counseling program**

Findings from table 4.1(a) shows that 44.1percent of teachers from public secondary schools agreed with the statement while a percentage of teachers from private secondary schools at 13.0 and 23.0 percent of teachers disagreed with the statement. On table 4.1(b), teacher respondents at 21.74 percent agreed to the statement that there was student's negative attitude towards guidance and counseling, while a

number of teacher respondent at 43.48 percent from same school disagreed with the statement.

On private school 21.74 percent of teacher respondents agreed on the statement while 13.0 percent disagreed. There was lack of motivation in schools which was supported by 39.1 percent of the teacher respondents from the public secondary schools. The study also revealed that many of the teachers in public secondary schools at 39.1 percent against teacher respondents in private secondary schools at 17.34 percent who also agreed with the statement.

It was noted that guidance and counseling teachers maintained and updated the clients' guidance and counseling records. Most of guidance and counseling teachers did not keep secrets and confident the information they get from their clients since they were not well trained. Many teachers were not well trained professionals and therefore lacked necessary skills in guidance and counseling.

Findings based on objective 1, shows that majority of teachers from public secondary schools at 22.1 percent agreed on the statement on table 4.1, while a majority of teachers at 17.4 percent said that the offices were there but unfurnished. The results of the study indicated that most schools in Meru South Sub-County had guidance and counseling services in the schools and the head teachers did not fully support guidance and counseling program

Weaknesses found within the schools guidance and counseling programs, were inadequate funds to finance guidance and counseling activities, lack of safe storage of

confidential records and information of clients and inadequate guidance and counseling materials e.g. text books. Another problem was lack of motivation to carry out guidance and counseling services and teachers lacked training in guidance and counseling. Most students in public and private schools had negative attitude towards guidance and counseling services.

Few schools in both categories had peer counselors who indicated that students in their schools had a negative attitude towards guidance and counseling services because of one reason or the other. The few peer counselors from public and private secondary schools in Meru South Sub-County lacked proper motivation from the school administration and hence did not take seriously guidance and counseling services.

### **5.3.2 Effectiveness of guidance and counseling program**

Public teachers who agreed with this statement were at 52.1 percent against 21.7 percent of teachers from private schools

On behavioral change a majority of teachers from public secondary schools at 56.53 percent supported the statement against 30.47 percent of teachers from private schools

Students excelling in extra-co curricula activities were also supported by the majority of public secondary school teachers at 52.1 percent against 21.7 percent of teachers from private secondary schools.

The school dropout rate decreased as a result of guidance and counseling services supported by 47.78 percent of teachers from public secondary schools against 21.74 percent of teachers from private schools.

The effects of guidance and counseling services proved to be fruitful where the students had improved student-student and student-teacher relationship. As a result of guidance and counseling services in both public and private secondary schools in Meru South Sub-County, the students had gained a positive attitude towards their teachers. The students had acquired behavioral change as a result of guidance and counseling program.

The teachers' assessed their students' guidance and counseling needs quite often. Most clients had excelled in extra co-curriculum activities through guidance and counseling program. The school dropout rate had decreased to some extent in both public and private secondary schools in Meru south Sub-County due to guidance and counseling services. The major problems the schools faced were that the Ministry of Education, science and technology had not stipulated a clear policy on guidance and counseling program. This should be done to enhance guidance and counseling services in public and private schools in Meru South Sub-County.

### **5.3.3 Peer guidance and counseling program**

The majority of teachers from public secondary schools at 47.78 percent agreed with the statement against 30.44 percent of the teachers from private schools.

On table 4.3 (b), a majority of teachers from public secondary schools at 43.1 percent supported the statement as well as a number of teachers from private secondary schools at 26.08 percent.

The statement on table 4.3 (e), was not supported by much teachers from public secondary school. A number of teachers at 39.1 percent disagreed with the statement.

Majority of teachers in public secondary school had gone through training against 43.4 percent of the teachers from private secondary schools.

Table 4.4 (b) shows that majority of teachers from public secondary school at 47.78 percent agreed with the statement that many teachers had a negative attitude towards guidance and counseling services while a number at 21.7 from private secondary school differed with the statement.

The study shows that student open up better to their peer than their teachers and therefore this helped in effective guidance and counseling services. The peer counselors had a first-hand role to play on their fellow students in guidance and counseling program and sometimes peer counselors acted as the bridge way between the students and the guidance and counseling teachers. Peer counselor assist guidance and counseling teachers to a great extent in guidance and counseling program. It was noted that peer counselors were not very much aware of what was required in guidance and counseling services dues to lack of training.

It was noted that if peer counselors were serious with their work they could mold their fellow students' behavior to a great extent.



The peer counselors in majority of schools existed but didn't render guidance and counseling services as they were required. Peer-counselors were advantaged over guidance and counseling teachers because students may open up better to them than to their teachers, however in many schools peer counselors did not exist. A major problem with the schools was that peer counselors were not active guidance and counseling members in their schools, however peer counselors would be helpful members in their schools especially in the absence of guidance and counseling teachers.

#### **5.3.4 Challenges faced by teachers in guidance and counseling program**

Objective 4(a) on lack of offices and counseling centers, teacher respondents were 40.0 percent from public secondary schools against 25.0 percent from private secondary schools who supported the statement.

Objective 4 (b) on student/teacher negative attitude towards guidance and counseling program was 33.3 percent of teachers from public secondary schools against 50.0 percent of teachers from private secondary schools

Objective 4 (c) On heavy work load which hindered guidance and counseling teachers was supported by 40.0 percent of the teachers from public secondary schools while 50.0 percent of the teachers from private secondary schools strongly disagreed

Lack of resources like text books and unqualified guidance and counseling teachers was also supported by majority of teachers from both public and private schools

Hindrances of effective guidance and counseling in secondary schools were lack of offices and rooms to carry out guidance and counseling activities. The teachers had a heavy teaching work load which hindered guidance and counseling teachers from rendering competent services to their clients.

The schools had poor school administration which hindered effective guidance and counseling services. Students had a negative attitude which was a stumbling block to effective guidance and counseling services. Majority of guidance and counseling teachers had not gone through training to enable them handle effectively guidance and counseling services and a good number of guidance and counseling teachers had a negative attitude towards guidance and counseling.

#### **5.4 Conclusion**

The guidance and counseling services in most public and private secondary schools in Meru South Sub-County was not effectively delivered in schools due to inadequate funds to finance guidance and counseling activities, lack of safe storage of confidential records and information of clients, and inadequate guidance and counseling materials e.g. text books. There was lack of motivation to carry out guidance and counseling services and the teachers lacked training in guidance and counseling, students also had negative attitude towards guidance and counseling services.

Those public and private secondary schools with well-established guidance and counseling programs had been reaping fruits since the students had improved student-student and student-teacher relationship as a result of guidance and counseling

services. The students had also gained a positive attitude towards their teachers as a result of guidance and counseling and students had acquired behavioral change as a result of guidance and counseling program.

Peer counseling was not well established in majority of public and private schools yet peer counselors had a first-hand role to play on their fellow students in guidance and counseling program, and sometimes peer counselors acts as the bridge way between the students and the guidance and counseling teachers. Peer counselors assist guidance and counseling teachers to a great extent in guidance and counseling program. The peer counselors were not very much aware of what was required in guidance and counseling services due to lack of training.

Both public and private schools in Meru South Sub-County faced a lot of challenges like lack of offices and rooms to carry out guidance and counseling activities which rendered guidance and counseling services ineffective. Teachers had a heavy teaching work load thus guidance and counseling teachers were not given enough time to give competent services to their clients. There was poor school administration which affected effectiveness of guidance and counseling program

## **5.5 Recommendations from the Study**

The research finding of this study was useful to the ministry of Education, science and technology of Meru South Sub-County, principals and managers of secondary schools, education stakeholders, education administrators, guidance and counseling teachers. Below are some of the recommendations that should be adopted to improve

guidance and counseling program in public and private secondary schools as well as teachers' guidance and counseling services.

- i. That the Government through the Ministry of Education, (MOEST) should equip teachers with relevant guidance and counseling skills.
- ii. That the Principals and managers should allocate guidance and counseling time in the school time tables.
- iii. That public and private secondary schools should provide well equipped guidance and counseling offices as guidance and counseling activities needs to be conducted in a conducive learning environment.
- iv. That the teaching work load of counseling teachers should be reduced to give them ample time to counseling activities.
- v. That the Institutions of higher learning and colleges should offer guidance and counseling services as a core subject.
- vi. That the teacher counselors in public and private secondary schools should be trained and given refresher courses, workshops and in-service training on guidance and counseling activities.

## **5.6 Recommendations for further Research**

This study suggests the following areas for further research:

- (i) The role of peer counseling on the students' academic performance in public and private secondary schools in Meru South Sub-County secondary schools.
- (ii) The influence of professional training of teachers in guidance and counseling program on academic performance in public and private secondary schools in Meru South Sub-County.

- (iii) The role of head teachers in guidance and counseling program on student behavior in public and private secondary schools in the entire Meru South Sub-County.

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## **APPENDICES**

### **APPENDIX I**

#### **QUESTIONNAIRE FOR GUIDANCE AND COUNSELLING**

##### **Letter to Respondents**

Dear Sir/Madam,

I am a post-graduate student at the faculty of education, department of education foundations. Specializing in comparative and contemporary issues in education in the University of Nairobi; I am conducting a research study to investigate the effectiveness of guidance and counseling program on student's behavior in public and private Secondary schools in Meru-South Sub-County.

This is in fulfillment of degree of master of education of the University of Nairobi.

You have been selected to take part in this study. I would be grateful to you if you would assist me by responding to the items in this questionnaire. This information is confidential and would be used for academic research purposes only. Your co-operation would be greatly appreciated.

Thanks in advance

Yours sincerely

**Steve Noris Ntwiga**

## SECTION A: DEMOGRAPHIC DATA

Indicate by a (tick) against the appropriate box at each question

- 1) What is your gender? Male  female
- 2) What is your marital status? Married  single
- 3) What is your age bracket? 20-25 yrs  26-30 yrs  31-35 yrs  36-40 yrs
- 4) How many years have you taught as a guidance and counseling teacher?  
1-5 yrs  6- 10yrs  11-15 yrs  over 15 yrs
- 5) What is the type and category of your school?  
Boys' public   
Boys private   
Girl public   
Girl private   
Mixed Public   
Mixed private
- 6) What is your level of education?  
Untrained graduate   
Diploma approved teacher   
Bachelor of education   
Master of education   
Any other specify \_\_\_\_\_
- 7) What is your professional qualification as a guide and a counselor?  
Certificate in guidance and counseling   
Diploma in guidance and counseling   
Degree in guidance and counseling

Any other specify \_\_\_\_\_

8) Who appointed you as a school guidance and counseling teacher?

Head teacher

Board of governors

Teacher's service commission

Any other specify \_\_\_\_\_

9) How were you appointed to this post?

Through verbal appointment

Through staff meeting

Through the board of governors

Any other specify \_\_\_\_\_

**SECTION B: a) FACTORS AFFECTING THE EFFECTIVENESS OF GUIDANCE AND COUNSELING PROGRAM**

10) Please (tick) in the appropriate space provided to indicate the extent to which you agree with the statement on the table below

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
a) Guidance and counseling office in my school is well furnished to carry out guidance and counseling services				
b) The head teacher supports guidance and counseling services in my school				
c) Negative attitude towards guidance and counseling services by students				
d) Lack of motivation to carry out guidance and counseling services				
e) Lack of training in guidance and counseling				
f) Inadequate guidance and counseling materials e.g. text book.				
g) Lack of safe storage of confidential records and information of clients.				
h) Inadequate funds to finance guidance and counseling activities				

**b) EFFECT OF GUIDANCE AND COUNSELING PROGRAM**

11) Please (tick) in the appropriate space provided to indicate the extent to which you agree with the statement on the table below

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
a) I asses my student guidance and counseling needs quite often				
b) The Ministry of Education ,science and technology has stipulated a clear policy on guidance and counseling program				
c) My students have improved student-student and student-teacher relationship as a result of guidance and counseling services				
d) My students have a positive attitude towards their teachers as a result of guidance and counseling services				
e) My students have acquired behavioral change as a result of guidance and counseling program.				
f) My clients have excelled in extra co-curriculum activities through guidance and counseling program.				
g) The school dropout rate has decreased due to guidance and counseling services.				

**. EFFECT OF PEER GUIDANCE AND COUNSELING PROGRAM**

12. Please (tick) in the appropriate space provided to indicate the extent to which you agree with the statement on the table below

Statement	SA	A	D	SD
a)Peer counselor assist guidance and counseling teachers to a great extent in guidance and counseling programs				
b) Peer counselor have a first-hand role to play on their fellow students in guidance and counseling program				
c) Students better open up to their peer than they open up to their teachers				
d) Sometimes peer counselors acts as the bridge way between the students and the guidance and counseling teachers				
e) Peer counselors are very much aware of what is required in guidance and counseling services				

**d) CHALLENGES FACING GUIDANCE AND COUNSELING TEACHERS**

13. Please (tick) in the appropriate space provided to indicate the extent to which you agree with the statement on the table below

Statement	SA	A	D	SD
a) Majority of guidance and counseling teachers have gone through training to enable them handle effectively guidance and counseling services				
b) A good number of guidance and counseling teachers have a negative attitude towards guidance and counseling services				
c) Poor school administration hinders effective guidance and counseling services				
d) Students negative attitude also can be a stumbling block to effective guidance and counseling services				
e) Lack of offices and rooms to carry out guidance and counseling activities renders guidance and counseling services ineffective				
f) Heavy teaching work load doesn't give guidance and counseling teachers enough time to render competent services to their clients				

14. Suggest at least three ways in which guidance and counseling services can be improved in your secondary school

.....  
.....  
.....

**THANK YOU**

## **APPENDIX II:**

### **QUESTIONNAIRE FOR PEER-COUNSELORS**

#### **Dear Respondent**

I am a post-graduate student at the faculty of education department of education foundations. Specializing in comparative and contemporary issues in education in the University of Nairobi; I am conducting a research study to investigate the effectiveness of guidance and counseling program on students' behavior in public and private secondary schools in Meru-South Sub-County. This is in fulfillment of a degree of master of education of the University of Nairobi. You have been selected to take part in this study by responding to the items in this questionnaire. The information is confidential and would be used for academic research purposes only. Your cooperation would be greatly appreciated. Thanks in advance.

Yours sincerely

**Steve Noris Ntwiga**



## SECTION A: STUDENTS DEMOGRAPHIC DATA

Indicate by a (tick) against the appropriate box at each question

- 1) What is your gender? Male  female
- 2) What is your age?
- 3) In which form are you?
- 4) What is the type and category of your school?
  - Girls' public
  - Boys' public
  - Girls' private
  - Boys' private
  - Mixed private
  - Mixed public

### a) FACTORS AFFECTING GUIDANCE AND COUNSELING PROGRAM

5. Please (tick) in the appropriate space provided to indicate the extent to which you agree with the statement on the table below

Statement	SA	A	D	SD
a) I am a peer counselor in guidance and counseling program in our school				
b) Our school has a very supportive administration to guidance and counseling program				
c) Our school has well-furnished offices and rooms where to carry out guidance and counseling activities				
d) Our guidance and counseling teachers maintains and updates the clients guidance and counseling records				
e) in our school have a negative attitude towards guidance and counseling services because of one reason or the other				
f) Peer counselors lacks proper motivation from the school administration and probably this is why they do not take seriously guidance and counseling services				
g) Our guidance and counseling master doesn't keep secret and confident the information he gets from his clients				

**b) EFFECTS OF GUIDANCE AND COUNSELING PROGRAM**

6. Please (tick) in the appropriate space provided to indicate the extent to which you agree with the statement on the table below

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
a) Guidance and counseling has become very helpful to students				
b) Our students have benefited from guidance and counseling services				
c) Our guidance and counseling teacher maintains secrets and confidential information of students				
d) Guidance and counseling services are taken very seriously in our school				
e) Guidance and counseling has molded students moral and social behavior positively				

**SECTION C**

**c) PEER GUIDANCE AND COUNSELING PROGRAM**

7. Please (tick) in the appropriate space provided to indicate the extent to which you agree with the statement on the table below

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
a) Peer counselors are active guidance and counseling members in our school				
b) Peer counselors are helpful members in our school especially in the absence of guidance and counseling teacher				
c) Peer counselors do not exist in our school				
d) Yes it is true that we exist as peer counselors in our school but in reality don't render guidance and counseling services as we are required				
e) It is true that if peer counselors are serious with their work they can mold their fellow students behavior to a great extent				
f) Peer-counselors are advantaged over guidance and counseling teachers because students may open up better to them than to their teachers				

## SECTION D

### d) CHALLENGES FACED BY GUIDANCE AND COUNSELING TEACHERS

8. Please (tick) in the appropriate space provided to indicate the extent to which you agree with the statement on the table below

Statement	SA	A	D	SD
a) Guidance and counseling teachers have heavy teaching work-load hence have very little time for students				
b) Inadequate professional training and skills in guidance and counseling hinders effectiveness in guidance and counseling programs				
c) Poor managerial and administrative systems renders in-effectiveness in guidance and counseling services				
d) Failure to be motivated and recognized kills the morale of teachers in guidance and counseling services				
e) Lack of the ministry of education, science and technology to provide clear policies and guidelines affects guidance and counseling services				

## APPENDIX III: RESEARCH AUTHORIZATION PERMIT



REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/778**

Date: **24<sup>th</sup> May 2013**

Stephen N. Ntwiga  
University of Nairobi  
P.O Box 30197-00100  
Nairobi.

#### **RE: RESEARCH AUTHORIZATION**

Following your application dated **10<sup>th</sup> May, 2013** for authority to carry out research on "*Effectiveness of guidance and counseling programmes on students' behavior in public and private secondary schools in Meru South District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Meru South District** for a period ending **31<sup>st</sup> December, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Meru South District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
The District Commissioner  
The District Education Officer  
Meru South District