

**INFLUENCE OF GUIDANCE AND COUNSELLING ON THE
BEHAVIOUR OF STUDENTS IN SECONDARY SCHOOLS IN LIKONI
SUB-COUNTY, MOMBASA.**

BY

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DECLARATION

This Research Project report is my original work and has not been presented for a degree in any other university

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DEDICATION

I dedicate this work to my beloved husband Fabian Wanyonyi and my lovely sons Ray and Ethan. May God bless and increase you in knowledge.

ACKNOWLEDGEMENT

I acknowledge my supervisor, Ms. Florence Musalia for her understanding, firm but friendly guidance and assistance. It is through her commitment and tolerance that I was able to accomplish this study. I acknowledge The University of Nairobi lectures for instilling in me knowledge and skills that enabled me to work on the study and the University for giving me an opportunity to study. I appreciate the support and the assistance given by all head teachers, teacher counsellors and students for their cooperation in the study.

May God bless and reward you all in abundance.

TABLE OF CONTENTS

DECLARATION	II
DEDICATION	III
ACKNOWLEDGEMENT	IV
ABBREVIATIONS AND ACRONYMS	X
ABSTRACT.....	XI
CHAPTER ONE : INTRODUCTION	2
1.1 Background of the study	2
1.2 Statement of the Problem.....	6
1.3 Purpose of the Study	7
1.4 Objectives of the Study	7
1.5 Research questions.....	7
1.6 Significance of the study.....	7
1.7 Assumptions of the Study	8
1.8 Limitations of the study	8
1.9 Delimitations of the study.....	8
1.10 Definition of significant terms in the study	9
1.11 Organization of the study.....	9
CHAPTER TWO : LITERATURE REVIEW	10
2.1 Introduction.....	10
2.2 The concept of guidance and counselling.....	10
2.3 Factors responsible for misbehaviour.....	11
2.3.1 The family.....	11
2.3.2 The community	13
2.4 Management of student behaviour.....	12
2.5 The attitude towards guidance and counselling departments.....	15
2.6 Strategies to promote guidance and counselling.....	15
2.7 Theoretical framework.....	16
2.8 Conceptual framework.....	17
2.9 Summary of literature review.....	18
CHAPTER THREE : RESEARCH METHODOLOGY.....	21

3.1 Introduction.....	21
3.2 Research design.....	21
3.3 Target population.....	22
3.4 Sample and Sampling procedure.....	22
3.5 Research instruments.	23
3.6 Validity of the research instruments.....	24
3.7 Reliability of the research instruments.....	24
3.8 Data collection procedure.....	24
3.9 Data analysis techniques.....	24
CHAPTER FOUR.....	26
DATA ANALYSIS, PRESENTATION AND INTERPRETATION.	26
4.0 Introduction.....	26
4.1 Background information of respondents.....	26
4.2 Students’ misbehaviour in schools in Likoni Sub-County, Mombasa.....	27
4.3 Strategies used to correct misbehaviour.....	28
4.4 Effectiveness of measures used to correct misbehaviour.....	29
4.5 Students’ perception of and source guidance and counselling.....	30
4.6 Contribution of guidance and counselling on behaviour of students.....	31
4.7 Factors that have hindered effective guidance and counselling services.....	32
4.8 Strategies to promote guidance and counselling.....	34
CHAPTER FIVE	35
SUMMARY OF FINDINGS CONCLUSION AND RECOMMEDATIONS	35
5.1 Introduction.....	35
5.2 Summary	35
5.2.1 Student misbehaviour in secondary schools in Likoni Sub-County	35
5.2.2 Strategies used to correct misbehaviour.....	35
5.2.3 Effectiveness of measures used to correct misbehaviour.....	36
5.2.4 Students’ perception of and source guidance and counselling.....	36
5.2.5 Contribution of guidance and counselling on behaviour of student.....	36
5.2.6 Factors that have hindered effective guidance and counselling services.....	37
5.2.7 Strategies to promote guidance and counselling.....	37

5.3 Conclusions.....	37
5.4 Recommendations.....	38
REFERENCES.....	38
APPENDICES	39
APPENDIX I: A LETTER OF INTRODUCTION	40
APPENDIX II: AUTHORIZATION LETTER.....	40
APPENDIX III: QUESTIONNAIRE FOR HEAD/ DEPUTY HEAD TEACHER	42
APPENDIX IV: QUESTIONNAIRE FOR TEACHER COUNSELOR	48
APPENDIX V: STUDENTS QUESTIONNAIRE	53

LIST OF TABLES

Table	Page
Table 3.1: Sample size determination.....	23
Table 4.1: Distribution of respondents by gender.....	26.
Table 4.2 measures used to correct misbehaviour.....	28
Table 4.3: Students perception of guidance and counselling	31
Table 4.4: Contribution of guidance and counselling on student behaviour	32
Table 4.5: Factors that hinder guidance and counselling services.....	33

LIST OF FIGURES

Figure 1 : Relationship between guidance and counselling and the behaviour of students	18
Figure 2: Forms of misbehavior in school.....	27
Figure 3 Effectiveness of measures used to correct misbehavior.....	30

ABBREVIATIONS AND ACRONYMS

B.O.G	Board of Governors
D.C	District Commissioner
D.E.O	District Education Officer
G&C	Guidance and counselling.
H.O.D	Head of Department
HIV	Human Immunodeficiency Virus
M.O.E	Ministry of Education
T.S.C	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The purpose of the study was to find out the influence of guidance and counseling on the behaviour of students in Likoni Sub-County, Mombasa County. The objectives for the study were to identify factors responsible for the misbehaviour in secondary schools in Likoni Sub-County, to establish how behaviour of students is managed in schools, to investigate the students' attitude towards guidance and counselling in the schools, to suggest appropriate strategies that would promote behaviour management in schools and to investigate the effect of guidance and counselling on behaviour management in the schools. This study used descriptive survey design. In this study the target population comprised of 24 secondary schools with a student population of 3563. There are 10 public schools two of which are day school while 8 are day schools. The private schools are 14, 3 of which are boarding schools while the rest are day schools. 10 principals and 10 teacher- counsellors were be selected using purposive sampling. The researcher used simple random sampling for the categories to determine the respondents among the students from mixed day and Boarding schools. The researcher used questionnaires to collect data from head teachers, teacher counsellors and forms four students. To collect the data the researcher obtained an authorization letter from the Sub-county director of Education, made copies and attached introductory letters to the questionnaire of every principal. Introductory visits were then made to the sampled schools. The questionnaires were administered to the selected form four student as one was given to the principal. The respondents were assured that their details were confidential to avoid cases of giving inaccurate information. The questionnaires were left with the respondents to be filled at their own pace and were picked later. Tables and figures were used to present the data. Data was finally arranged through quantitative method involving analyzing frequencies and percentages.

Open ended questions were analyzed qualitatively through content analysis and thematically where the questions were arranged according to objectives of the study. The findings showed that there were many misbehavior in schools where laziness was the most common followed by rudeness, drug and substance use sneaking out of school, boy girl relationship, fighting among students, bullying others while homosexuality was least encountered. Various forms of punishment were preferred in correcting misbehaviour compared to guidance and counselling. The leading being suspension /calling parents and others. The outcome from guidance and counseling was appreciated in changing behaviour though a number of challenges hindered its effectiveness. Recommendations were that guidance and counselling departments should be fully equipped and teacher counsellors should be trained through workshops and seminars to make their services better and students should be sensitized in all necessary aspects of guidance and counselling to avoid underutilization of the departments. The researcher recommended a similar study to be done within the whole Mombasa County and another on influence of career guidance on choice of careers.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Guidance and counselling started in Europe and America during the 19th century. This was after industrial revolution and it concentrated on vocational guidance (1890). An organized job was carried out by George Merrill in 1885. Godwin (1911) as well as Davis (1913) also played a key role in the guidance and counselling activities. Many forms of guidance and counselling were offered in Britain in schools as well as colleges in 1920's. Career guidance was done with the objective of helping young adults to cope with the pressures of college environment. The establishment of these departments within the education sector began in 1968. This was done after recommendations from Louis who was working for UNESCO were put into consideration (1997). Worldwide the necessity of guidance and counselling activities is acknowledged as they are seen as essential components in behavior control of individuals of different personalities in societies of all kinds. There is no society that can progress and its people live harmoniously without behaviour management.

The vital role of guidance and counselling has not been overlooked by schools as they have put in place the departments to look after student needs and assist them overcome the numerous trials they encounter residents and learning environment. The numerous challenges encountered by the family cause parents to have limited time to spend with their offspring to provide them the much-needed guidance and direct their behaviour. The parents/ guardians look forward to the school to offer solutions to the misbehavior of their children in secondary schools. They overlook the fact that this is a critical stage in their life and they require support from parents'

teachers as well as the community. The UNESCO (2002) established that African grown-up were becoming more focused on earning money and looking for opportunities to generate money and were less concerned and engaged in many customary practices that in earlier times was of enormous value to the nurturing of young adults. Fast variations in socialization stemming from upgrading and urbanization impose pressure on students within learning institutions.

Malawi recognizes the dire need of guidance and counselling activities. From the survey done of 20 school counsellors, the findings gave main problems which were examined. The conclusion arrived at was that a transparent procedure and guiding principles for the Counselling activities were to be put in place, Taylor and Francis (1998). The key objective for the services was to assist the counselee learn to cope with challenges, himself and the reality of his/her surroundings more effectively. According to Allis and Kame (1999) study on unruly behaviour of students in secondary school registered in the normal governmental schools in Egypt, their outcomes of the findings indicated that few cases of misbehavior were connected to family setting whereas the many of the cases were linked to the offspring themselves.

Schools are communal organizations that have several objectives and goals to be met. These can only be achieved well if the key function of guidance and counselling in determining the behaviour of learners is keenly observed.

Counselling is a procedure of assisting persons or a number of inhabitants to be aware of themselves and have an understanding which empower them to make intelligent decisions. Burks and Steffler (1979) view the process as a specialized connection sandwiched between a qualified Psychotherapist and a customer. Olayinka (1972) perceives counselling as a procedure in which an individual is assisted in a direct association and to Makinde (1983) looks at it is a progressive course whereby individuals support others by promoting their development.

Counselling process is directed towards helping counselees to recognize and make clear the individual perceptions of their existence on earth, be educated to achieve the goals that they are determined to achieve by making significant knowledgeable choices and finding solutions to troubles of an emotional or interpersonal character. It has a key belief that each person normally has ability for improving himself, developing his self and to actualize in life.

Kenya as a country has seen the value of guidance and counselling in supervision as well as managing the behavior of learners from since independence. Various government policy guidelines have been put in place to promote its services in schools. Recommendations were made by the Committee on Educational Objectives and Policies suggested the incorporation of guidance and counselling activities in teaching through teaching subjects like Social Education and Ethics as well as Religious Education. The main objective was to empower the school to uphold the increase of self –discipline amongst students (Republic of Kenya, 1976).

There is much effort that has been directed to these services and although recommendations made were accepted then put into action, the guidance and counselling services are not efficient in correcting misbehaviour in schools which are on the rise. At the moment, it very important for us as a country to borrow selectively what can be applicable and effective ideas of proper guidance and counselling from the developed countries which have overcome the challenges we encounter to bring about the collective changes in our culture. The limited time parents spend with their children due to financial pressure has promoted permissive parenting approach which has negative effects on the child who is growing and needs guidance as well as direction. Permissive parenting approach has no regulations, guidelines or restrictions. It leaves the growing child to learn to make his decision without proper guidance. Wangai (1994), in backing up this observation brings out the fact that modernization has led to breakdown of the customary

social organization. He suggested the need to come up with understandable helpful and progressive guidelines to compact the numerous problems that students in the teenage age experience while in schools. According to him the guideline can be effectively implemented through offering guidance and counselling services in learning activities within the learning institutions.

Guidance and counselling is vital in directing behavior and therefore a key component in the educational organization. Its activities for students in secondary school intended to deal with the physical, mental , occupational and educational problems of teenage learners. It should go together with learning and also improve class results of learners. Guidance and counselling has a very important function in avoiding emotional, learning, social, individual and other related difficulties amongst secondary school learners.

Guidance and counselling of young adults in secondary schools has been noted to be essential in promoting discipline. Its services should help students to value themselves and their function as individuals who build the nation and to grow with the right attitudes towards punishment. (The Republic of Kenya 1988) The dispute of misbehaviour in secondary schools has been on the rise rising particularly after corporal punishment was done away with in 2001. Guidance and counselling enable students experience connection to the teacher and therefore lead to promoting friendly healthy associations. Student have the free will to communicate their self and understand the penalty of their misbehaviour, in the course of time acceptable behaviour is promoted.

The behavior of students can be managed through guidance and counselling. Students ought to be aware of the rules and regulations before penalty in a school set up. This makes the student to be aware of mistake and implication of his/her misbehaviour. The concept of linking behaviour management and guidance and counselling enables one to establish its importance on the

behaviour of learners in secondary schools. Parents, the community and schools have a common responsibility of ensuring cultivation of values and standards which will help the young individuals to set up sound behavior for their life, and consequently leads to suitable standards of behavior amongst students.

The Ministry of Education has made effort in promoting the use guidance and counselling facilities in learning institutes to curb misbehaviour but the cases of misbehaving keep on increasins and we constantly have reports on drug abuse, cheating in exams and many others. Likoni Sub-County is not an exception. This research study was designed to find out the influence of guidance and counselling on behaviour of leaners in secondary schools in Likoni Sub-County, Mombasa County.

1.2 Statement of the Problem

Despite the fact that guidance and counselling department have been set up since 1970s, every school has a department and teachers have some knowledge on guidance and counselling, there are still many challenges that are on the increase within the Likoni Sub-County. This includes drug abuse, teenage pregnancies, dropping out of school among others. This is hindering universal education despite of the government introducing free day secondary school education in 2008. There is a problem of behaviour management within schools. Can guidance and counselling services solve this? There is need to investigate this problem and from the results of the findings a workable solution to be arrived at otherwise our students will continue dropping out of schools, educational goals will not be achieved and morals within our community will deteriorate drastically.

1.3 Purpose of the Study

The main purpose of this study was to establish the influence of guiding and counselling on the behaviour of students in secondary schools in Likoni Sub-County of Mombasa County.

1.4 Objectives of the Study

The objectives for this study were:

1. To identify factors responsible for the misbehaviour of secondary school students in Likoni Sub-County.
2. To establish how behaviour of students is managed in schools.
3. To investigate the students' attitude towards guidance and counselling in the schools.
4. To suggest appropriate strategies that would promote behaviour management in schools.
5. To establish the effect of guidance and counselling on behaviour of students in the schools.

1.5 Research questions

1. What factors have led to poor behaviour management in schools?
2. What has promoted behaviour management in some secondary schools in within Likoni Sub-county?
3. What strategies can be employed to promote behaviour management in schools?
4. Does guidance and counselling affect behaviour management in the secondary schools?

1.6 Significance of the study

The outcomes and recommendations from the study hopes to shed light various people within the education sector as follows.

To stakeholders on the importance of guidance and counselling in control of student behaviour in secondary schools. This can assist in formulation of guidelines on guidance and counselling

departments in secondary schools. It could also sensitize them on weakness within the existing departments which could enable them work on them and strengthen them.

It hopes to sensitize the secondary school head teachers and teachers on the need for effective management of student behaviour through guidance and counselling and avoid ineffective strategies that promote misconduct. This may in turn improve performance and produce self-directed and self-motivated students who can make informed decisions to have a focused life and be responsible people who can manage their time properly as well as uphold good morals in society.

1.7 Assumptions of the Study

Assumptions made in this study included; guidance and counselling departments exist in the school set up, the respondents were co-operative and provided reliable responses and the sample taken for study was adequate to reflect actual happenings in the ground.

1.8 Limitations of the study

The schools have busy schedules and the availability of time to meet the people to answer questionnaires was challenging.

Use a portion of the target population for data collection due to limited resources.

Some respondents may give inaccurate data for fear of accountability.

1.9 Delimitations of the study

The study was restricted to secondary schools in Likoni Sub-County because most students are vulnerable to challenges that adolescents face. The private schools were included in the study as they comprise of a significant population of students and their responses could contribute much to the study. The school principal/deputy, teacher in charge of counselling and candidates were

of choice to the investigator as key respondents since they have been in schools for long and are direct consumers who would give reliable results of the research problem.

1.10 Definition of significant terms in the study

Adjustment – a process of balancing differing needs.

Adolescents - are young persons in a transition period between childhood and adulthood, their ages range from 11 – 20 years

Attitude –is tendency to reason, sense, see and act in a particular manner towards a condition

Behaviour management – is guiding and motivation of individuals to change their actions

Counselling - is a helping process in a social environment where the counsellor who is competent in psychological skills and knowledge seeks to assist a client (counsee) to develop decision making competencies and problems encountered.

Drug abuse is indiscriminate use of drugs

Guidance – is assistance given to individuals to enable them make intelligent choices and adjustments

Influence – is an act applied by an individual with supremacy on another to cause change.

Moral - is the correct behaviour an individual's way of life

Principal – is the head instructor of a secondary school,

Respondents – are people to give responses in a study.

Students – are secondary students (according to this study)

Teacher counsellor– a trained teacher who also offers counseling services in a school set up

1.11 Organization of the study

This study was organized into five chapters where Chapter one consisted of background of the research study, the Statement of the problem under study, The purpose of the study, Objectives

of the study, Research questions, Significance, Assumption, limitations and Delimitations in the study, Operational definition of terms in the study. Chapter two consisted of Introduction, Concept of guidance and counselling, Factors responsible for student misbehavior, Management of students' behaviour, Attitude towards guidance and counselling, Strategies to promote guidance and counseling Theoretical framework, Conceptual framework and the summary of literature review.

Chapter three focused the Research methodology which consisted of Research design, Target population, the Sample size and sampling procedure, Research instruments, Data collection method, and Data analysis techniques. Chapter four covered Presentation of the findings analysis and interpretation of results and chapter five contained the Summary, Conclusion and recommendations.

CHAPTERTWO

LITERATURE REVIEW

2.1 Introduction

This part dealt with the concept of guidance and counselling on the behaviour of students, factors responsible for student misbehaviour, management of students' behaviour, the attitude towards

guidance and counseling, the strategies to promote guidance and counseling, theoretical framework, conceptual framework and summary of literature review.

2.2 concept of guidance and counselling

Guidance and counselling is seen as a programme of actions that give an opening out prevailing countless difficulties in our current age of systematic and industrial growth. The UNESCO module (2000a) view it as a programme of activities to persons according to their requirements as well as the surrounding issues' power. Collins (2002) recognizes its importance in providing away forward on working information, skills as well as attitudes.

Guidance is basic in helping young individuals to be focused and have ability to face their encounters and reality in the constantly varying atmosphere, appreciate who they are, their educational and surroundings, understand their abilities, as well as find chances in a world with opportunities for additional instruction, service as well as progress. Ayieko (1988) agrees that guidance and counseling has a crucial function on behaviour management of students and correction of misbehaviour in schools.

Experts agree that most important parts of guidance and counseling are educational, occupational and individual guidance for socialization (UNESCO module2000a). There are several small division under these which include judgment, information, appointment, referral, orientation, assessment, and follow-up (Denga, 2001). Separately each type of the mentioned parts of guidance and counselling with its activities tackle the requirements, encounters and difficulties that students face.

In Kenya guidance and counselling was included within the educational sector in 1967, and guidance and counseling guidelines were well-thought-out to be essential for human labor expansion according to UNESCO (1986). In the first African Conference held in Nairobi (2002)

with Italy, UNESCO/DANIDA and the International, Association for Counselling on guidance and counselling programmes, those involved identified some of most common constant teenage issues through school going age was that the students did not ascertain who they were, abuse of drugs, were either affected or infected with HIV/AIDS, practice commercial sex workers' jobs and get involved in illegal actions as a result of high joblessness. The resolution found was that guidance and counselling should be reinforced in schools, and be done in the African setting to curb these misbehaviour

In Likoni Sub-County of Mombasa County, much effort has been directed by HATUA and NACADA in group guidance and counselling on drug abuse and other major challenges encountered by adolescent students to assist in management of student unacceptable behavior. Misbehavior in schools in secondary schools comes due to a feeling of lack of accomplishment, disappointment and lack of productive independence.

2.3 Factors responsible for student misbehaviour

There are three main factors that are responsible for students' misbehaviour in secondary schools. They include:

2.3.1 The family.

Synder and Patterson (1987) emphasizes that parenting styles, parental monitoring, family problem solving strategies, disciplinary approaches, level of conflict and family interactions are factors in the family that affect the child/student behaviour. Intervention between parents and children should foster positive behaviour.

According to the residents within Sub-County, poverty levels have made most parents to engage more time in doing casual work leaving no time for them to be with their children to monitor and direct their behaviour. Some students have taken advantage of this to absent themselves from

school and engage in money generating activities like drug trafficking and abuse, and substance use, promiscuity, hawking, motor cycle and “Tuk tuk” operators. Poverty levels have also prompted some parents to marry off their daughter at a tender age to older men with a hope of finding a solution to their financial problem. This has affected the girl child education and their attitude towards learning resulting in laziness and lack of self-drive as they hope “rich husbands” are a solution to their problem. Most students are abusing drugs and other substances, traffic drugs and associate with gangs that rob and harass people. A good number of boys engage in sexual relations with older women as they believe it is convenient as they do not encounter financial costs unlike relationships with their peers.

2.3.2 The community

The family and school environment may influence behaviour. Social-cultural organizations and neighborhoods are believed to direct socialization process in families and schools (Elliot et al 1996). The community impacts positively and negatively to student behavior. Interventions should involve the school to work with the community to foster a positive attitude towards school and good behaviour.

The community within Likoni has promoted misbehaviour to some extent by encouraging early marriages, involving students in drug trafficking that promotes drug abuse and encouraging promiscuity of students.

2.3.3 The community

The grouping and grading s of students as well as their interactions with their teacher affect their behavior. Noguera (1995) observations indicated nearly all approaches to punishment in school put emphasis on social control. Coercive and poor relationships between students and teachers promote defiant behavior e.g. violence. School characteristics may influence student behavior.

Students form groups of the same age groups called peer groups. The peers influence others positively and negatively. Students from well-organized families that take care of their needs bring positive influence while those from deprived families bring negative influence.

2.4 Management of student behaviour

A safe school looks after the welfare of students, comes up with strategies to promote and recognize positive behaviour of students and ensure student safety under minimal risks. Families, school leaders, teachers and the local community can contribute to constructive management of student behaviour. The students spend most of their time in school interacting with peers, and teachers. Proper behavior management strategies should be applied to promote a healthy learning environment. The family and the community should promote acceptable standards of behaviour by providing a positive environment and strengthening behavior management strategies in schools.

The approaches to behaviour management are often negative such as corporal punishment. Punishment has been the most widely used form of behaviour management. Too harsh and excess corrective practices against students brings an atmosphere that can lead to school hostility (Hyman and Snook,2000)

Students that receive relation based punishment are less disturbed when teachers handle their misbehaviour and they take action more maturely than those who receive coercive discipline and act less responsibly (Lewis 2001). Since coercive behaviour management approaches are negative, the non-coercive methods are normally recommended.

Researchers have discussed successful parenting as a model for teachers' authority based on wide observation of parents and their offspring. Baum rind (1971-1991) identified four magnitudes of parent child connections that forecast the children's collective, expressive and

mental competences. Managing behaviour was through constant enforcement of rule, providing the of structure of children activities and determination in gaining child compliance. Clearness of communication reveal the extent to which parents ask for children's opinions and feelings. The parents' then use reasoning to obtain compliance (Wentzel, 2003). This is in agreement with William Glasser's reality theory that postulates that humans are self-determining creatures and after evaluation of self an improvement in behavior to be responsible occurs. Wentzel recognized a number of hypothetical models developed to make it clear how teachers can encourage constructive student behaviour which are analogous to the socialization models of the family.

2.5 The attitude towards guidance and counselling departments.

Ornstein (1981) says that according to a lot of research, learning institutions and community have produced a group of estranged learners who show their estrangement by abusing drugs and being discontent. Prolonged schooling has shifted student socialization from home to school peer groups. This may lead to desirable or undesirable behaviour e.g. drug abuse, truancy and others. In interventions, the teachers have an important role to play as guidance and counsellors to enable students to make responsible decisions rather than conforming to peer pressure.

Mikaye's study (2012) revealed that most principals saw guidance and counselling to be significant in the schools while a few did not regard as it important. He observed that a good number school administrators wanted to embrace good order which is acquired through use of guidance and counselling services. However, the study did not consider students' attitude.

According to the Kamunge Report, The Republic of Kenya (1988), there is overworking of teachers that are responsible for guidance and counselling as they have a similar teaching work load as their equals who are not enthusiastically involved in guidance and counselling. This hinders the teacher counsellor from delivering her services effectively due to availability of time.

Many researchers have described the attitudes of students towards counsellors and the services they provide. Stong, Hendel and Bratton (1971) found out that the student viewed the counsellor's role as that of an advisor while Synder, Hill and Derksen (1972) reported that students sought help for their personal problems from persons other than counsellors (like friends and relatives). From my observation and interactions within the ward, most students view guidance and counseling as a service that is offered to indiscipline students for them to correct behavior or for those who are in extreme difficulties. Children are discouraged by their guardians to look for guidance and counselling without restrictions when required. The guardians/parents think guidance and counselling is an attack of their kids' space. This makes the students to underutilize the services for seeking guidance on academics and life issues.

2.6 Strategies to promote guidance and counselling.

Wamboi (2015) found out that there is an unequal representation among teacher counsellors with a greater majority being females. In addition, the teachers indicated that the time fixed for guidance and counselling sessions was too short and inappropriate as the sessions were scheduled during lunch break or at the end of the lesson afterschool at 4.00 pm. Moreover, the guidance and counselling sessions were not frequent since in most schools, the session were held when need arose. The findings further indicated that only a few students, especially females sought counselling. In general, the teachers appeared skeptical as to whether students' issues were resolved through guidance and Counselling. This was attributed to several factors the main being heavy workload by both teachers and students which could have made it difficult to accomplish effective guidance and counselling.

Dr. Nyamwaka and Ondima (2013) had similar findings and they recommended the following strategies to promote guidance and counselling

All schools should provide adequate resources vital for the running of guidance and counselling. The Ministry of Education should consider reducing the teaching load for all teacher counsellors to give them adequate time to carry out guidance and counselling duties.

Guidance and counselling should be time-tabled like other examinable subjects. This will allow sufficient time for proper planning and for actual counselling services.

The Ministry of education should establish an inspection unit for guidance and counselling services in schools from the headquarters to the school level.

The Ministry of education should introduce mandatory in-service training in guidance and counselling for all teacher counsellors who do not have basic training in guidance and counselling.

All school administrators and sponsors should be educated on the importance of guidance and counselling and be sensitized on their roles in supporting the implementation of the programme. The school guidance counsellor should mobilize other teachers to assist in creating awareness and advising students on the importance of seeking guidance and counselling services and counselling.

In-service courses should be held for teachers in guidance and counselling on gender issues.

Some of these recommendations have been implemented but this research study intends to find out more strategies of promoting guidance and counselling services.

2.7 Theoretical framework

This project is based on William Glasser's Reality theory which attempts to explain human behaviour in terms of success identity or failure identity. According to the theory human behaviour is motivated by people regardless of their culture or location as they strive to meet

their physiological needs. Besides these, there are two psychological needs that is need to love and be loved and the need to feel that one is worth of esteem to himself and others.

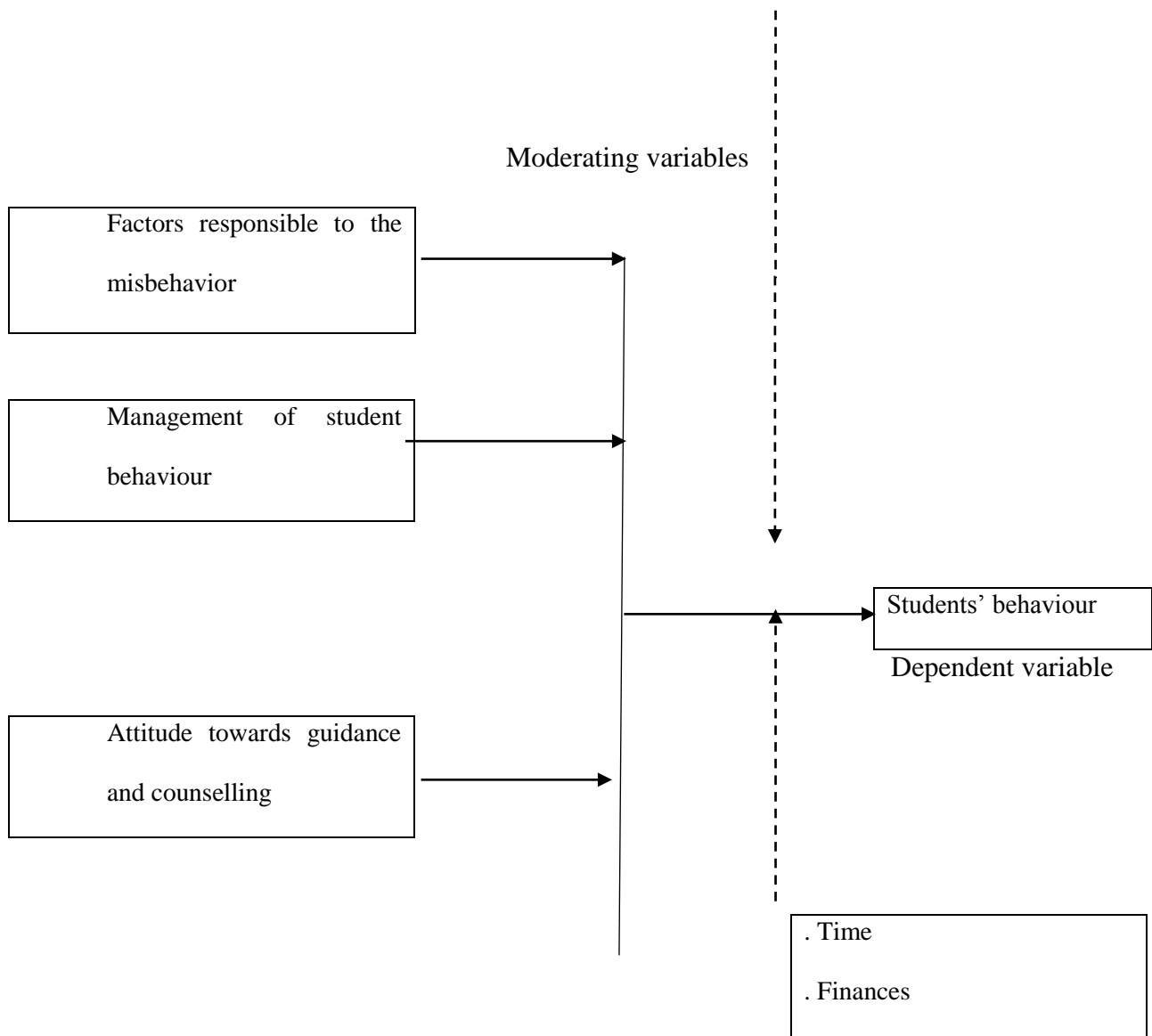
The two psychological needs give one identity. As one develops his identity other people, parents, and siblings play an important role to enable one to see himself as a success or failure. Behaviour therefore comes as a result of responding to change in identity that leads to change in the way one feels, lives and behaves resulting in a change in behaviour. This shows that a person can be what he decides to be because he is a self-determining creature.

The theory is used in this study to establish the degree to which one can improve his conduct/behavior when it is below standard after evaluating his behavior or being evaluated by others to become responsible person with a sense of worth and a feeling that he/she is important to others.

2.8 Conceptual framework.

Conceptual framework is a hypothetical structure used to show variables under study and their connection. It enables the reader to quickly spot the connection between the guidance and counselling services to the level of student behavior

- . Availability of facility
- . Availability of counselling
- . Educational policies



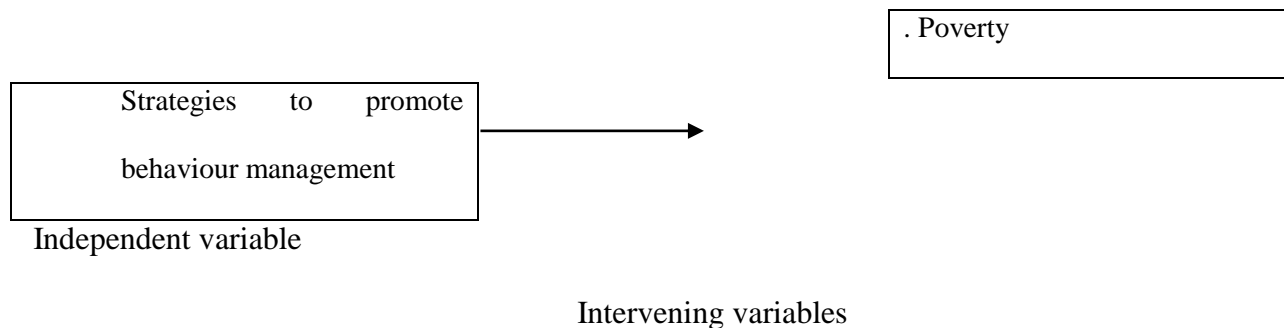


Figure 1: Conceptual framework.

Guidance and counselling is understood to be a procedure by which educators and the whole community can enforce on students make constructive choices by drawing a pure link between students' behaviour and penalty; this brings about managing of behaviour in schools.

Figure 1 arrows show the association between variables. The inference is that if student misbehaviour and their causes (independent variables) are professionally dealt with through guidance and counselling (moderating variables) while considering other factors (intervening variables), the expected behaviour of students (dependent variable) is achieved. The figure indicates that when there is absence of guidance and counselling to secondary school students, misbehaviour may be motivated; and thus, create an unpleasant process.

2.9 Summary of Literature review.

From the literature review, guidance and counselling is seen to have an influence on behaviour of students in secondary schools. It is from guidance and counselling services that students uphold acceptable values of behaviour and have a focus in life. Students are helped to be of good behaviour and have ability to handle challenges and the reality they encounter in their physical, social and academic environment.

A lot of students still create the risk of misbehaving due to the shifting cultures, attitude and the deterioration of norms in society. Lack of adequate personnel and less finances and time for

offering guidance and counselling and the required schedules for guidance and counselling are not very helpful, thus causing a breach on student behaviour.

However, it is necessary to hold close guidance and counselling services to our institutions to curb the unwanted character patterns. A range of strategies have been suggested to support guidance and counselling services in secondary schools. This study is seeking to establish how guidance and counselling would be used to bring back good behaviour in secondary schools in the modern liberal society.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section concentrates on the research methodology that was used the study. It covers research design, location of the study, target population, sampling techniques and sample size, research instruments, validity of instruments, reliability of instruments, data collection procedures and data analysis techniques.

3.2 Research design.

Research design is the procedure that is used to give answers to research problems (Orodho, 2003). This researcher used a descriptive survey design. Descriptive study controls and provides information in a manner in which items appear and regularly involves evaluating attitude, thoughts towards persons, establishments and events. In qualitative approach, the information used by researchers are mainly based on researcher perspectives.

The researcher collect responses to open-ended questions with the major objective of getting themes from the data. The set-ups in qualitative research are those that the researcher aims to establish the meaning of different phenomenon found on the participants' perspectives. A fundamental aspect of qualitative research is that the researcher observes respondents behaviour by joining the latter's actions (Creswell, 2003). Researchers can also study issues like cruelty of individuals. Data collection involves, the researcher in using a narrative approach where the respondents are to able openly discuss their personal encounters during oppression. The many advantages of the qualitative method include; its employability at making data simple and managing it without destroying its content and context.

Descriptive survey design is applicable to this study since the study intends to collect data from respondents about their opinions on the influence of guidance and counselling on the management of student behaviour in secondary school and the strategies to be employed to promote behaviour management in Likoni Sub-County, Mombasa.

3.3 Target population.

The study was conducted in Likoni Sub-county, Mombasa County because schools in the ward have high rates of drop out, teenage pregnancies and drug abuse. Through her interaction with students in the course of teaching, most students were ignorant on guidance and counselling services. This led to an interest and determination to carry out a research in the area. The target population is a individuals or items to be used in the study. In this study the target population comprised of 24 secondary schools with a student population of 3563. There are 10 public school two of which are day school while 8 are day schools. The private schools are 14, 3 of which are boarding schools while the rest are day schools. Most of the students interact a lot with the community because they are in day schools. Form four students in the sub-county were targeted

for the study to represent the whole population. The candidates were reliable because they had stayed in the school for the longest time and could give more accurate information on influence of guidance and counselling in schools from their experience and observation

3.4 Sample and sampling procedure.

Sampling is the procedure or method of choosing a suitable reduced size of a population of a fraction that represents the population. for. To identify all the members of the target population, a list of all secondary schools in the sub county was obtained from the Likoni Sub-County Director of Education. 10 principals and 1 teacher- counsellors where be chosen by purposive sampling. The investigator used simple random sampling for the categories to decide on the respondents to be used. The researcher used 121 candidates (17%) of the 720 candidates to participate in the study. Using simple random sampling, 15 students from boys boarding, 15 from girls boarding and 91 from mixed day schools was used for the study respectively.

Table 3.1 Sample size determination

Respondents	Population	Sample	Percentage
Head/Deputy head teachers	10	10	42%
Guidance and Counseling teacher	10	10	42%
Candidates	720	121	17%

3.5 Research instruments.

The investigator used questionnaires to gather data from principals, teacher counsellors and form four candidates. The sections A of the questionnaire looked for demographic data of respondents

while Section B was after the information on the influence of guidance and counselling on Management of students' behaviour Likoni Sub-County, Mombasa County.

3.6 Validity of research instruments.

Validity is the correctness and significance of deductions from research findings (Mugenda and Mugenda, 1999). To enhance the instrument validity a trial study was done in three schools in the sub county and the responses from this was excluded in the study

.The objects that were found to be insufficient in bringing out the appropriate data were selected and changed in order to improve the value and hence validity.

3.7 Reliability of research instruments.

Reliability measures of exactness of the outcome and propose the truth of the data collected. Reliability provide correctness of the test method and guarantees the degree of accuracy of the results. The researcher used the half-split test to improve instrument reliability. The objects in the questionnaire were split into two halves that is odd and even numbers. The odd and even no were given separately to the same group of people at different times. Reliability was calculated using Spearman Brown Prophecy formula shown:

$$\frac{2 \times \text{correlations between two halves}}{1 + \text{correlation between the halves}}$$

i.e. $Re = \frac{2r}{r + 1}$ where: Re=reliability of original test

r = reliability coefficient from Scores of odd and even numbered items

The study achieved a coefficient of 0.70 for student questionnaire, 0.80 for head teachers and 0.72 for the teacher counsellor questionnaire. According to Gay A coefficient of 0.70 is adequate therefore the instruments are reliable.

3.8 Data collection procedure

To collect the data the investigator got an authorization letter from the Sub-county director of Education. The researcher made copies and attached introductory letters to it. Introductory visits were then made to the sampled schools. The questionnaires were administered by the teacher counselor to the student as one was given to the principal. The respondents were assured that their details were confidential to avoid cases of giving inaccurate information. The questionnaires were left with the respondents to be answered at their own were collected later.

3.9 Data analysis procedure.

The investigator keenly observed the research instruments for accuracy after data collection from the field from the field. The information was arranged and reduced according to the objectives of the study. Analysis of open ended questions was qualitatively and conferring to purposes of the study. Tables and figures were used in presentation of data. The final arrangement of data through quantitative approach which involved analysis of frequencies and percentages.

Table 3.2 Operational definition of dependent and independent variables.

Dependent variables	Independent variables
Good student behavior	Factors responsible to the misbehavior
Misbehaviour in student	Management of student behavior
Improved academics	Perception of guidance and counselling

Competence in decision making skills	Strategies to promote guidance and counselling
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CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION.

4.0 Introduction

This chapter presents analysis of collected data through questionnaires. Both qualitative and quantitative approaches are used to analyze data. The results are interpreted and discussed according to research questions in chapter one. Responses to questions were summarized in tables and figures. The rest of the data is presented using a narrative approach where outstanding responses are brought out clearly.

4.1 Background information of respondents

Table 4.1: Distribution of respondents by gender

Gender	Type of respondent				
	Students	Teacher counsellor	Head/Deputy teacher	Total number of respondents	% of respondents by gender
Male	64	6	8	78	55.3%

Female	57	4	2	63	44.7%
Total	121	10	10	141	100%

From Table 4.1 the number of male respondents was more than the number of the female respondents in all categories of respondents. The male respondents therefore formed 55.3% of the respondents (141) while the female were 44.7%. There was a large disparity in gender of teacher counsellor and head/deputy head teacher. This is due to the schools population comprising of more males than females and this was reflected in the study.

4.2 Students’ misbehaviour in schools in Likoni Sub-County, Mombasa

The researcher obtained responses form the student, teacher counsellor and head /deputy head teacher questionnaires to identify forms of misbehaviour in schools. The outcomes are represented in the figure below.

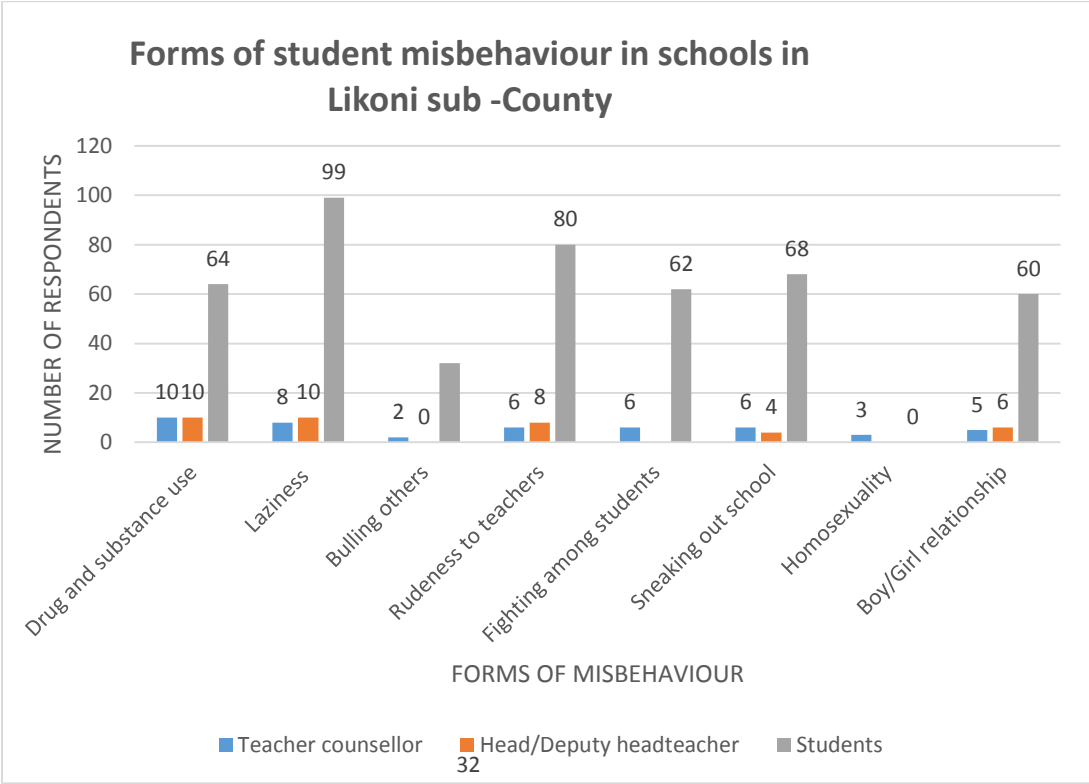


Figure 2

From the Figure 2 laziness formed 21% (117) of the total responses is the leading form of misbehaviour followed by rudeness to teachers at 17% (94), drug and substance use at 15% (84), sneaking out of school at 14% (78), boy girl relationship 12% (71), fighting among students at 12% (68), bullying others at 5% (32) and homosexuality at 0.1% (3) in descending order. The findings show a lot of misbehaviour and this indicates that there is need for intervention through guidance and counselling. From the teacher counsellors most of the misbehaviour issues emanate from dysfunctional families (40%) and peer pressure (40%). Other causes include influence from the surrounding community (9%) and poor parenting (11%). This implies that parents and the local community needs to be sensitized on students environment and students be guided on peer pressure influence regularly.

4.3 Strategies used to correct misbehaviour

The researcher collected data from the students', teacher counselors' and head/Deputy head teachers' questionnaires to identify the measures used to correct misbehaviour. The data was represented in the table below

Table 4.2: Measures used to correct misbehaviour

Measure taken	Percent- age	Frequency of respondents			Total frequency
		students	Teacher counsellors	Head/Deputy head teacher	
Manual labour	19%	78	4	8	90
Physical punishment	18%	74	0	8	82
Corporal punishment	7%	20	0	10	30
Suspension / calling parent	25%	110	4	2	116

Putting student out of class	19%	78	2	8	88
Guidance and counselling	7%	34		2	36
Detention	5%	23	0	0	23

From Table 4.2 various measures were taken to correct misbehaviour. The leading being suspension /calling parents (25%), manual labour (19%) putting student out of class (19%) in descending order .Guidance and counselling and corporal punishment were used equally at(7%) each. Detention is the least used at (5%).From the teacher counsellors, its due limited time for counselling, a heavy work load and some misbehaviour are corrected effectively through punishments. From student respondents some punishments are abused as some students are not bothered by being outside class. Most students also indicated that G& C was done before or after punishment. This indicates that teachers strongly believed in guidance and counseling as measure to correct misbehaviour. Findings indicate that there is need to use more of guidance and counselling as its use is too minimal.

4.4 Effectiveness of measures used to correct misbehaviour

Data was collected from the students and head teachers through their questionnaires where the two questions were presented separately. The data from students was represented in the figure ;

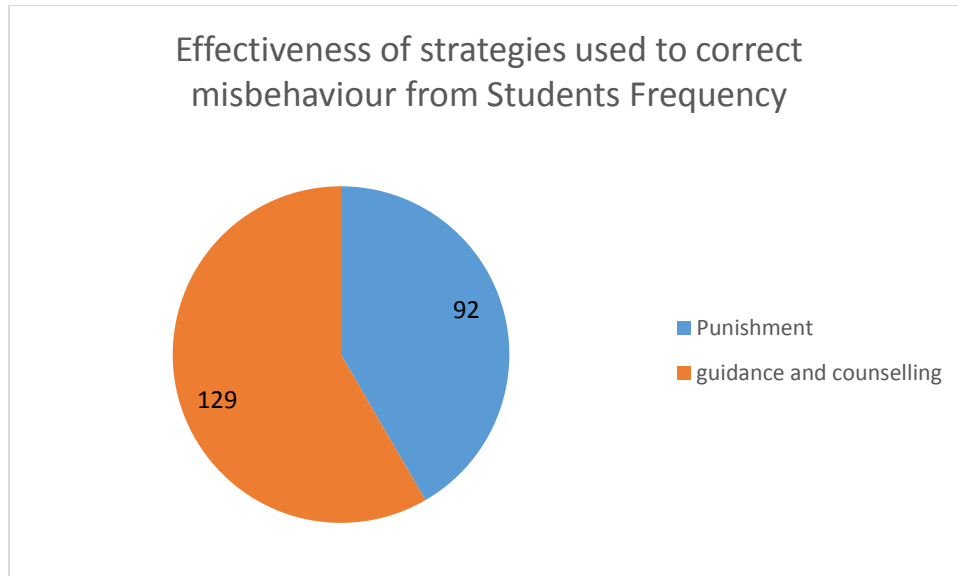


Figure 3

From Figure 3 students have a perception that guidance and counselling at 58% is effective in bringing about behaviour change compared to punishment at 42%. From 10 the head teacher the all gave guidance and counselling 50% effectiveness in bringing about behaviour change. Most responses from students showed that change in behaviour due to punishment was due to fear of punishment and could easily go back to misbehaviour if the punishment is done away with. On the other hand their responses showed that guidance and counselling enabled them identify their mistakes and their effects, cope with situation making them to be more responsible and change behaviour that brought improved performance. From the head teachers viewpoints they attributed effectiveness of G&C to change in behaviour and improved performance. This implies that they all appreciate G& C hence there is need to use more of it.

4.5 Students' perception of and source guidance and counselling

Researcher collected data using students' questionnaires and presented the findings in the table that follows

Table 4.3: Students’ perception of guidance and counselling and their preferred source of counselling

Meaning of guidance and counselling	Frequency	Source of counselling
i. Guiding students concerning personal behaviour	52 (42%)	Teacher
ii. Guiding students concerning future careers	22 (18%)	Teacher
iii. Telling students what to do when they face problems	47 (39%)	Teacher Friends
iv. Guiding students concerning discipline	2(1%)	Teacher
v. I don’t know	0(0%)	No one

From Table 4.3 most students know G&C as a process that guides their behaviour (42%). A significant number believe that it is to be told what to do when faced with problems (39%). 18% know it as to be guided on career choices while 1% believe is to guide concerning discipline. From their perception and choice counselling source, it shows that the perception influenced their source of counselling but majority preferred teachers. This indicates that there is need for teacher counsellors to expose students to all necessary forms of counselling.

4.6 Contribution of guidance and counselling on behaviour of students

The data was collected from the responses from the head teachers’ questionnaire. The data was recorded in the table that follows

Table 4.4: Contribution of guidance and counselling on student behaviour

Contribution of guidance and	Strongly	Disagree	Not	Agree	Strongly	percenta
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counselling	disagree		sure		agree	ge
i It helps to develop a very free and friendly atmosphere	0	0	2	2	6	80%
ii It allows students to open up and unleash their fears, frustration and plans which helps in avoiding destruction	0	2	2	4	2	60%
iii It helps reduce tension in school	0	0	0	8	2	100%
iv It reduces suspicion and build trust on the part of the students	0	0	0	10	0	100%
v It improves the students' study habits and performance	0	0	0	8	2	100%
vi It helps students to cope with changes on their daily lives and environment	0	0	0	10	0	100%

From Table 4.4 most head teachers (80%) agree that G%C creates a free and friendly atmosphere, all (100%) agree that it builds trust, reduce tension improves student study habits and helps students cope with changes in their daily lives and environment. These findings indicate that guidance and counselling is a handy tool in building understanding, a positive attitude, directing behaviour and coping with changes.

4.7 Factors that have hindered effective guidance and counselling services

The researcher sought responses from the teacher counsellors who were rendering the services in schools. From the teacher counsellor questionnaire the data obtained was recorded in the table;

Table 4.5 Factors that hinder effective guidance and counselling services

Factors that hinder effective guidance and counselling	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
i. Lack of policy framework for implementation	2	2	2	2	2
ii. Lack of trained teacher counselors to head the department	0	2	0	6	2
iii. Too much workload for teacher hence no time for counseling.	0	0	2	4	4
iv. Lack of resource material to be used during counseling sessions.	-	2	0	4	4
v. The students do not take guidance and counseling sessions seriously.	0	2	0	2	6
vi. Lack of private rooms for guidance and counseling.	-	4	2	2	2

From Table 4.540% of the teacher counsellors agreed that lack of policy framework and lack of private counselling rooms are factors that affect counselling.80% agreed that lack of trained teacher counsellors, too much workload for the teacher counsellor, limited time for counselling, lack of material for counselling and students not taking counselling seriously as factors that hinder effective counselling. These findings show that the Guidance and counselling departments are not equipped fully. Some measures need to be undertaken to eliminate this factors in the departments to enhance delivery of services.

4.8 Strategies to promote guidance and counselling

The researcher sought response from the teacher counsellor and head teacher questionnaires and some proposed strategies included reducing allocate more time for counselling which should be regular, using peer educators in guidance, training teacher counsellors through workshops and seminars to improve their services, having a professional counsellor associated with schools to deal with referral cases and equipping the departments with resources.

From the findings the measures are meant to make the services better and available to students. It indicates willingness to improve and the guidance and counselling departments should be supported.

CHAPTER FIVE

SUMMARY OF FINDINGS CONCLUSION AND RECOMMEDATIONS

5.1 Introduction

This chapter presents summary of research findings, conclusion and recommendations on research findings and future research in an area related to the study.

5.2 Summary.

The study focused on the influence of guidance and counselling on the behaviour of students in Likoni Sub-County, Mombasa County. The summary of the findings are as follows:

5.2.1 Student misbehaviour in secondary schools in Likoni Sub-County

Results showed that the most common misbehaviour were laziness, rudeness to teachers , drug and substance use, sneaking out of school, boy girl relationship , fighting among students, bullying others and homosexuality in descending order. Homosexuality was the least experienced form of misbehaviour. From the teacher counsellors most of the misbehaviour issues emanate from dysfunctional families and peer pressure. Other causes include influence from the surrounding community and poor parenting.

5.2.2 Strategies used to correct misbehaviour

Various forms of punishment were preferred in correcting misbehaviour compared to guidance and counselling. These included suspension /calling parents, manual labour, and putting student out of class .Guidance and counselling and corporal punishment were equally used. Detention was the least used . From student respondents some punishments are abused as some students are

not bothered by being outside class. Most students also indicated that G& C was done before or after punishment.

5.2.3 Effectiveness of measures used to correct misbehaviour

Student had a perception that both guidance and counselling and punishment was effective in bringing about change in behaviour but guidance and counselling was more effective. The head teachers' responses guidance and counselling was 50% effectiveness in bringing about behaviour change. Most responses from students showed that change in behaviour due to punishment was due to fear of punishment while guidance and counselling enabled them identify their mistakes and their effects, cope with situation making them to be more responsible and change behaviour that brought improved performance. From the head teachers viewpoints they attributed effectiveness of G&C to change in behaviour and improved performance.

5.2.4 Students' perception of and source guidance and counselling

Most students knew G&C as a process that guides their behaviour. A significant number believed that it is to be told what to do when faced with problems and a few knew it as to be guided. Their perception influenced the choice counselling source, although majority preferred teachers.

5.2.5 Contribution of guidance and counselling on behaviour of student

Most head teachers agreed that guidance and counselling creates a free and friendly atmosphere, all agreed that it builds trust, reduce tension improves student study habits and helps students cope with changes in their daily lives and environment.

5.2.6 Factors that have hindered effective guidance and counselling services

A good number of the teacher counsellors agreed that lack of policy framework and lack of private counselling rooms are factors that affect counselling. Most agreed that lack of trained teacher counsellors, too much workload for the teacher counsellor, limited time for counselling, lack of material for counselling and students not taking counselling seriously as factors that hinder effective counselling.

5.2.7 Strategies to promote guidance and counselling

Results of proposed strategies included allocation of more time for counselling which should be regular, using peer educators in guidance, training teacher counsellors through workshops and seminars to improve their services, having a professional counsellor associated with schools to deal with referral cases and equipping the departments with resources.

5.3 Conclusions

From the findings, the researcher concludes that guidance and counselling services were not conducted well in schools and there is need to use it more. The importance of guidance and counselling was not keenly observed in dealing with misbehaviour although its limited use brought positive change in behaviour.

Most students had poor perception of guidance and counselling and were not conversant with various forms of guidance and counselling. Guidance and counselling contributes a lot to student behaviour and it can prevent incidences like strikes but departments are not working efficiently due lack of necessary resources. The services can be improved and made effective if the suggestions and recommendations are taken into consideration.

5.4 Recommendations

From the issues that emerged in the case of the study the researcher recommended the following;

1. Guidance and counselling should be offered to students, parents and the local community sensitized on the need to support it by the school to curb misbehaviour.
2. Guidance and counselling should be embraced by all teachers and avoid ineffective punishment when dealing with misbehaviour.
3. The school should sensitize students to all necessary areas of guidance and counselling to students and allocate more regular time for counselling to promote use of the departments.
4. The school should equip the guidance and counselling departments, reduce work load for teacher counsellor and have a professional counsellor for referral cases should be associated with it.
5. The ministry should organize for in service training of teacher counsellors yearly, teacher counsellors should educate peer educators to make guidance and counselling services effective.

Recommendation for further research

1. A similar study should be done within the whole Mombasa County to come up with strategies to improve counselling in the whole county.
2. A study should be conducted on influence of career guidance on choice of careers to sensitize the schools on need for career guidance

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APPENDICES

APPENDIX I: A LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI,
DEPARTMENT OF EXTRA-MURAL STUDIES,
P.O BOX 30197,
NAIROBI.

Dear Sir / Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a student pursuing a Post Graduate Diploma in Education (P.G.D.E) at the University Of Nairobi. I am to submit a research project report on: “THE INFLUENCE OF GUIDANCE AND COUNSELLING ON THE BEHAVIOUR OF STUDENTS IN SECONDARY SCHOOLS IN LIKONI SUB-COUNTY, MOMBASA”. To achieve the objectives of the study, your institution has been selected to participate in this study. The information will be used purely for academic purposes and your school will not be mentioned in the report. Findings of the study, shall upon request, be availed to you.

Thanks in advance for your assistance and co-operation.

Yours faithfully,

Marycolette Mukhamba

University of Nairobi.

APPENDIX II: AUTHORIZATION LETTER

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegrams: "SCHOOLING", MOMBASA
Telephone: 0203548163
e-mail: deolikoni@yahoo.com
When replying please quote



SUB-COUNTY EDUCATION OFFICE
LIKONI SUB-COUNTY
P. O. BOX 1795
MOMBASA

RefNo: EDU/LKN/DEO/9/139

Date: 31st AUGUST 2016

ALL PRINCIPALS
PUBLIC/PRIVATE SECONDARY SCHOOLS
LIKONI SUB COUNTY

RE: RESEARCH ON THE INFLUENCE OF GUIDANCE AND
COUNSELLING ON BEHAVIOR OF STUDENTS IN SECONDARY
SCHOOLS.

Authority is hereby granted to the bearer of this letter, names Mukhamba Marycolette Namwenya Id no. 22260386 to visit secondary schools in Likoni sub county on the above mentioned subject.

Please accord her necessary assistance.


KHALIF HIREY
SUB COUNTY EDUCATION OFFICER
LIKONI SUB COUNTY.

APPENDIX III: QUESTIONNAIRE FOR HEAD/ DEPUTY HEAD TEACHER

The researcher is a Post Graduate Diploma student in Education at the University of Nairobi. She is carrying out a research on the influence of guidance and counseling on the behaviour of students. You have been chosen as one of the respondents. The information given on this questionnaire will be treated with absolute confidentiality and will be used only for the purpose of research. Please complete the questionnaire appropriately, truthfully and honesty. You need not to write your name.

Tick the most appropriate

1. Gender

Male

Female

2. Position held

Head teacher

Deputy Head teacher

3. Category of the school

Private day school

Public day school

Private boarding

Public boarding

4. Total students enrolment _____

5. For how long have you taught (tick where appropriate)

0-5 years	<input type="checkbox"/>	6-10 years	<input type="checkbox"/>
11-15 years	<input type="checkbox"/>	15 and above	<input type="checkbox"/>

6. Which of the following criteria do you think should be followed when appointing a teacher counselor? (You can tick more than one)

i. Age	<input type="checkbox"/>	ii. Level of education	<input type="checkbox"/>
iii. Sex	<input type="checkbox"/>	iv. Training in counseling	<input type="checkbox"/>

Any other specify _____

7. Who else participates in guidance and counseling in your school?

i. Class teacher	<input type="checkbox"/>	ii. House master/ mistress	<input type="checkbox"/>
iii. Deputy head teacher	<input type="checkbox"/>	iv. All of them	<input type="checkbox"/>

Any other specify _____

8. Are external professional speakers invited in your school? If so name some of their professions _____

9. At what level are guidance and counseling services offered?

i . Form one	<input type="checkbox"/>	ii. Form two	<input type="checkbox"/>
iii. Form three	<input type="checkbox"/>	iv. Form four	<input type="checkbox"/>
v. All forms	<input type="checkbox"/>		

10. Does the teacher counselor have any training in counseling?

i. Yes ii. No

11. How often does the teacher counselor meet students for guidance and counseling services?

i. once a week ii. 2-3 times a week

iii. More than 3 times a week iv. When problem arises

v. Any other specify _____

12. Is guidance and counseling assigned a specific time in the time table?

i. Yes ii. No

13. Is the time assigned for counseling adequate for effective counselling?

i. Yes ii. No

14. How do the students in your school respond to counseling?

i. Good ii. Poor

15. How do you rate the success of the counseling services provided in your school in solving discipline problems?

i. Above average ii. Average iii. Below average

16. What is the approximate number of students who have responded positively to guidance and counseling?

i. 100% ii. 75%

iii. 50% iv. Less than 50%

17. What type of guidance and counseling services/programs are offered to students in your school (you can tick more than one).

- | | | | |
|----------------------|--------------------------|--------------------------|--------------------------|
| i. Career guidance | <input type="checkbox"/> | ii. Academic guidance | <input type="checkbox"/> |
| iii. Social guidance | <input type="checkbox"/> | iv Discipline counseling | <input type="checkbox"/> |

Any other specify _____

18. On discipline counseling, what are the discipline problems experienced in your school?
(You can tick more than one).

- | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|
| Bullying of new students | <input type="checkbox"/> | Rudeness to the teachers | <input type="checkbox"/> |
| Fighting among students | <input type="checkbox"/> | Use of abusive language | <input type="checkbox"/> |
| Theft among students | <input type="checkbox"/> | Boy/ girl sexual relationship | <input type="checkbox"/> |
| Sneaking out school | <input type="checkbox"/> | Homosexuality/ lesbianism | <input type="checkbox"/> |
| Drug and substance use | <input type="checkbox"/> | Laziness | <input type="checkbox"/> |

19. What are some of the methods used in your school to address various disciplinary cases?
(You may tick more than one).

- | | | | |
|----------------------------|--------------------------|--------------------------------|--------------------------|
| Manual labour | <input type="checkbox"/> | Expulsion | <input type="checkbox"/> |
| Suspension/calling parents | <input type="checkbox"/> | putting a student out of class | <input type="checkbox"/> |
| Guidance and counseling | <input type="checkbox"/> | Imposing fine | <input type="checkbox"/> |

20. How does head of guidance and counseling contribute to management of students in your school? (Tick appropriately using the following rating)

1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree

Contribution of head of guidance and counselling	1	2	3	4	5
i Organize the guidance and consoling services in the school					
ii Offer guidance and counseling services to the students and invite guest speakers					

iii Link guidance and counseling department with the office of the head teacher					
iv Link guidance and counseling department with other departments in the school					
v Identify the student who need guidance and counselling					
vi Invite teachers in school to offer guidance and counseling to students					

21. How has guidance and counseling contributed in the management of student discipline in your school. (Tick appropriately using the ratings).

1. Strongly Disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree

Contribution of guidance and counselling	1	2	3	4	5
i It helps to develop a very free and friendly atmosphere					
ii It allows students to open up and unleash their fears, frustration and plans which helps in avoiding destruction					
iii It helps reduce tension in school					
iv It reduces suspicion and build trust on the part of the students					
v It improves the students' study habits and performance					
vi It helps students to cope with changes on their daily lives and environment					

22. Does guidance and counseling play a crucial role in managing student discipline in your school?

Yes No

Justify your answer _____

23. What are your suggestions for the improvement of guidance and counseling in the management of student discipline in your school?

Thank you for filling this questionnaire

APPENDIX IIV: QUESTIONNAIRE FOR TEACHER

COUNSELOR

The researcher is a Post Graduate Diploma student in Education at the University of Nairobi. She is carrying out a research on the influence of guidance and counseling on the behaviour of students. You have been chosen as one of the respondents. The information given on this questionnaire will be treated with absolute confidentiality and will be used only for the purpose of research. Please complete the questionnaire appropriately, truthfully and honestly. You need not to write your name.

1. Gender

Male

Female

2. Category of the school

Private day school

Public day school

Private boarding

Public boarding

3. For how long have you been in this school as a teacher counselor?

0-3 years

3-6 years

6-10 years

More than 10 years

5. Who else participates in the guidance and counseling in this school?

Class teachers	<input type="checkbox"/>	House masters	<input type="checkbox"/>
Head teachers	<input type="checkbox"/>	All of them	<input type="checkbox"/>

Any other specify _____

6. Do you invite professional speakers from outside?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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If yes name some of their professions _____

7. At what level are guidance and counseling services offered in this school.

I. Form one	<input type="checkbox"/>	II. Form two	<input type="checkbox"/>
III. Form three	<input type="checkbox"/>	IV. Form four	<input type="checkbox"/>
V. All forms	<input type="checkbox"/>		

8. a) Do you have any training in counseling?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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b) If yes what form of training do you have?

i. Guidance and counseling course at the university	<input type="checkbox"/>	ii. In services course	<input type="checkbox"/>
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Any other specify _____

9. What are some of the common misbehavior in this school? You may tick more than one

Drug and substance use	<input type="checkbox"/>	Laziness	<input type="checkbox"/>
Bullying of new students	<input type="checkbox"/>	Rudeness to teachers	<input type="checkbox"/>
Fighting among students	<input type="checkbox"/>	Students not ready to open up	<input type="checkbox"/>
Sneaking out of school	<input type="checkbox"/>	Homosexuality/lesbianism	<input type="checkbox"/>

Any other specify _____

10. What do you think are some of the causes of these problems?

11. What are the methods used to deal with misbehavior in the school?

You may tick more than one.

Manual labour	<input type="checkbox"/>	Physical punishment	<input type="checkbox"/>
Suspension/calling parents	<input type="checkbox"/>	putting a student out of class	<input type="checkbox"/>
Guidance and counseling	<input type="checkbox"/>	Imposing fine	<input type="checkbox"/>
Detention	<input type="checkbox"/>	Expulsion	<input type="checkbox"/>

Any other specify _____

12. (a) Does guidance and counseling department play any role in addressing these misbehavior?

Yes No

(b) If yes, what are some of the strategies the department uses to deal with these cases

13. (a) Are there students who keep committing offences now and then?

Yes No

(b) Does your department use any special measures to help them reform?

Yes No

(c) If yes, mention some of these measures _____

(d) In your view do these measures work?

Yes No

14. (a) Do you think guidance and counseling department has a role to play in the Management of student's behaviour?

Yes No

(b) If yes, mention some of the roles it plays _____

(c) How does guidance and counseling contribute in the management of Student's behaviour in the school? Rate your response using the following rating. (Tick appropriately)

1. Strongly Disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

Contribution of guidance and counselling	1	2	3	4	5
i It helps to develop a very free and friendly atmosphere					
ii It allows students to open up and unleash their fears, frustration and plans which helps to avoid destruction.					
iii It helps reduce tension in school					
iv It reduces suspicion and build trust on the part of the students					
v It improves the students' study habits and performance					
vi It helps students to cope with changes on their daily lives and environment					

15. (a) In dealing with cases of discipline in counseling do you get the support from the following.

- i. Head teacher ii. Deputy Head teacher
- iii. Disciplinary committee iv. Teachers
- v. Parents

(b) If yes, what is the kind of support you get?

16. In your own view what factors have hindered effective use of guidance and counseling in managing student discipline? (Tick appropriately)

1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree

Factors that hinder effective guidance and counselling	1	2	3	4	5
Lack of policy framework for implementation					
Lack of trained teacher counselors to head the department					
Too much workload for teacher hence no time for counseling.					
Lack of resource material to be used during counseling sessions.					
The students do not take guidance and counseling sessions seriously.					
Lack of private rooms for guidance and counseling.					

17. What are some of the challenges your department faces in dealing with disciplinary cases.

18. Briefly state some of the measures that can help the guidance and counseling department assist students become more discipline? _____

Thank you for filling this questionnaire

APPENDIX V: STUDENTS QUESTIONNAIRE

The researcher is a Post Graduate Diploma student in Education at the University of Nairobi. She is carrying out a research on the influence of guidance and counseling on the behaviour of students. You have been chosen as one of the respondents. The information given on this questionnaire will be treated with absolute confidentiality and will be used only for the purpose of research. Please complete the questionnaire appropriately, truthfully and honestly. You need not to write your name.

1. Gender

Male

Female

2. Category of the school

Public day school

Private day school

Public boarding

Private boarding

3. Guiding and counseling means

i. Guiding students concerning personal behaviour

ii. Guiding students concerning future careers

iii. Telling students what to do when they face problems

iv. Guiding students concerning discipline

v. I do not know

4. When students need counseling in this school whom do they go to? (tick only one)

i. Class teacher

ii. The school guiding and counseling teacher

iii. Friends

iv. The head teacher

v. Deputy head teacher

5. (a) How often do you meet your guidance and counseling teacher for counseling?

i. Once a week ii. Twice a week

iii. Monthly iv. When there is a problem

v. Any other specify

6. Mention some of the issues you discuss with guiding and counseling teachers

(a). Have you ever been punished in this school?

Yes No

(b). If yes, what offence had you committed?

(c). Did the teacher counselor counsel you before or after the punishment?

(d). Do you think you deserved to be punished?

Yes No

Please explain your answer _____

7. What are some of the disciplinary problems that students commonly face in this school? (You may tick more than one).

Drug and substance use Laziness

Bullying of the students	<input type="checkbox"/>	Rudeness to teachers	<input type="checkbox"/>
Fighting among students	<input type="checkbox"/>	Sneaking out of the school	<input type="checkbox"/>
Homosexuality/lesbianism	<input type="checkbox"/>		

Any other specify _____

8. (a) Tick the forms of punishment given in your school. (you may tick more than one)

Manual labour	<input type="checkbox"/>	Physical punishment	<input type="checkbox"/>
Corporal punishment	<input type="checkbox"/>	Suspension/calling parents	<input type="checkbox"/>
Putting a student out of class	<input type="checkbox"/>	Guidance and counseling	<input type="checkbox"/>
Imposing fine	<input type="checkbox"/>	Detention	<input type="checkbox"/>
Expulsion	<input type="checkbox"/>		

Any other specify _____

(b). Do you think these forms of punishment do help a student change his/her behavior?

i. Yes ii. No

Give reasons to your answer

9. (a) Have there been a strike in your school recently?

i. Yes

ii. No

(b). If yes, what was the main cause of the strike? _____

(c). What measures were taken to resolve issues leading to strike _____

(d). Do you think guidance and counseling would have helped the students not to go on strike?

i. Yes

ii. No

Please give reason for your answer _____

10. (a) Do you think guidance and counseling services offered in your school have helped students to be more disciplined?

i. Yes

ii. No

Please explain your answer _____

(b) How do you rate guidance and counseling in management of student discipline in your school?

i. Satisfactory

ii. Poor

Thank you for filling this questionnaire

