THE ROLE OF GUIDANCE AND COUNSELLING IN HELPING STUDENTS TO BE WELL-ADJUSTED IN SELECTED SECONDARY SCHOOLS IN MAGUMONI DIVISION, MERU-SOUTH DISTRICT, KENYA

BY

GATUNE GRACE MURITHI

A PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN THE INSTITUTE FOR CONTINUING EDUCATION OF KENYATTA UNIVERSITY

2003

KENYATTA UNIVERSITY LIBRARY
DECLARATION

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

Signature: [Signature] Date: 17/06/03

GATUNE GRACE MURITHI
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
KENYATTA UNIVERSITY

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

Signature: [Signature] Date: 17/06/03

DR. EDWARD M. KIGEN
SENIOR LECTURER
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
KENYATTA UNIVERSITY
DEDICATION

To my loving husband Ashford Murithi for his candid support and encouragement. To my dear children, Jackline Makena, Joan Gakii and Victor Mutugi and to my inlaws Zablon and Jennifer who continuously encouraged me to carry on.
ACKNOWLEDGEMENTS

This research involved four secondary schools in Magumoni Division, Meru South District. Had it not been for good cooperation received from the Headteachers, Guidance and Counselling Teachers and students from Ikuu Boys, Ikuu Girls, Njuri Secondary School and Kiereni Secondary, the project would not have been successful. I am therefore indebted to them.

I am particularly indebted to my supervisor Dr. E.M. Kigen of the Department of Educational Psychology, Kenyatta University for invaluable assistance he gave at every stage. His constructive criticisms, emphasis on thoroughness and precision are most appreciated.

I wish to thank my colleagues at Ikuu Boys for their criticisms and resourcefulness in my work.

Gratitude also goes to my fellow students in Masters of Education Programme for their co-operation and encouragement, and to the lecturers at the School of Continuing Education (SCE) Kenyatta University for their encouragement.

Last but not the least, I also wish to thank Ms. Mary Muhu for typing this research project.
ABSTRACT

The purpose of this study was to investigate the role of Guidance and Counselling in helping students to be well-adjusted in schools. The review of the literature related to the meaning of the two terms; Guidance and Counselling, their correlation and their significance.

Four Form Three classes from purposively sampled schools in Magumoni Division, Meru South District and four Guidance and Counselling teachers from the selected schools were involved in the study. The sampled schools were two mixed schools, one boys' school and one girls' school. These are schools that have Guidance and Counselling programmes. There were about 78 female students, 76 male students, two male and two female Guidance and counselling teachers who were used in the study.

A pilot study was first conducted to ensure validity of the research instrument before the actual data collection. The main research instrument used was the questionnaire, both for students and the teachers.

Tables, frequency and percentages were used to present the data. The findings revealed that Guidance and counselling played a major role in helping students to adjust. Generally, where the service is offered, both students and teachers felt that it helped the students to change their behaviour and
especially it is a main tool to control students' unrest or strikes.

The results of the present study are not generalizable because the findings were based on a small research sample comprising only form three students within a specific locality. To get more conclusive results, the researcher recommends that similar studies be replicated in a wider scope; different schools from various provinces and students drawn from different levels of learning.
TABLE OF CONTENT

Title Page. ........................................................................................................ i
Declaration ........................................................................................................ ii
Dedication .......................................................................................................... iii
Acknowledgements .......................................................................................... iv
Abstract ........................................................................................................... v

List of Tables ..................................................................................................... vii
List of Figures .................................................................................................... vi
List of Appendixes ............................................................................................ viii

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study ........................................................................ 1
1.2 History of Guidance and Counselling .................................................... 4
1.3 Statement of the Problem ......................................................................... 6
1.4 Limitation of the study ............................................................................ 9
1.5 Definition of Terms and Meaning of Acronyms .................................. 9
  1.5.1 Definition of Terms ........................................................................ 9
  1.5.2 Acronyms ..................................................................................... 11

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction .............................................................................................. 12
2.2 Definition of Guidance and Counselling ................................................ 12
  2.2.1 Guidance ..................................................................................... 13
  2.2.2 Counselling ............................................................................... 15
2.3 Importance of Guidance and Counselling ............................................. 17
CHAPTER FIVE:
5.0 Discussion of the results .......................................................... 39
5.1 Evaluation .................................................................. 43
5.2 Recommendations ................................................................. 44
5.3 Suggestions for Further Research ............................................. 45

REFERENCES ............................................................................ 47
APPENDIX I. Questionnaire for Students ........................................ 51
APPENDIX II. Questionnaire for Guidance and Counselling
Teachers .................................................................................. 56
APPENDIX III. Letter of Authorization to carry out research .......... 62
LIST OF TABLES

1.1 Number of schools which experienced Unrest by province in the year 2000/2001..... 8

4.1 Questionnaire distributed and received back... 27

4.2 Age of student respondents......................... 28

4.3 Criteria of appointing Guidance and Counselling teachers.............................. 30

4.4 Success of Guidance and Counselling............. 34

LIST OF FIGURES

3.1 Summary of research design......................... 25

4.1 Subjects taught........................................... 29

4.2 Causes of indiscipline.................................. 31

4.3 Percentage loss.......................................... 34

4.4 Recommendations....................................... 37
CHAPTER I

INTRODUCTION

1.1 Background to the Study

The Ministry of Education, Science and Technology recognises guidance and counselling as an essential service that must be offered to all learners in Kenya. The service should be provided on a continuous basis. The ministry has attempted to implement this. For example, the Gachathi Report (1976), the National Committee on Education Objectives and Policies (NCEOP) recommended that;

All teachers should take a compulsory course on Guidance and Counselling as part of their training

This is being implemented in training colleges, through professional studies and educational programmes in the universities.

All teachers should participate in Guidance and Counselling as one of their normal duties. Guidance should be integrated with other topics such as career, ethics, human relations and Family Life Education.

The Kamunge Report (1988) – Presidential Working Party, on Education and Manpower Training for Next Decade and Beyond) adds that; schools and colleges should establish Guidance and Counselling and senior teachers be made responsible. Many
schools, and colleges have people appointed to co-ordinate Guidance and Counselling.

A school-going child/learner spends $\frac{3}{4}$ of his or her active time in school than at home. A good school should provide total quality education to learners so that they come out of the education system as well-adjusted personalities who are useful to themselves and to the community they serve. The role of the school is important as a transforming agent.

It is assumed that Guidance and Counselling should assist learners to appreciate their role as workers and develop right attitudes towards discipline and the management of time. Durojoiye (1972), observes that psychological guidance of the school child deals with the information on aspects of growth of the school child, which will help adults in their attempts to educate him. For successful education, psychological guidance is essential.

Through purposeful guidance, the child’s early attempt at learning are channelled into knowledge and nurtured into correct reactions in different situations. His moral training, social development and intellectual growth are given correct orientation. The child grows up in social behaviour in emotional reactions and intellectual performance.
Physical punishments on the other hand like flogging, knocking, making them stoop down, pulling ears or hairs and others. Forms of physical violence throws children into so emotional a state that they are incapable of normal recreations to the learning situation. They become tense, anxious and upset.

Durojaiye (1972) observes that;

No child roused to emotion by physical violence, sarcasm, satire or ridicule can possibly think clearly or speak or write adequately since the physiological and psychological outcome of tension and fear is a blocking of thought, a disturbance of motor controls of which speaking and writing are two of the most delicate

Intelligence, participation in the learning process, an active effort on the part of the learner, cannot take place when the children are hurt and in the state of emotional tension. Terrified children cannot think properly.

Quite friendly discussion between adult and child opens the channel for intelligent participation and provides the best possibility that the child will remember what was said. It has therefore been observed that in schools where the provision of guidance and counselling is taken seriously, there are very few indiscipline problems because each individual learner knows and understands what is best for him or her.
In fact, all top schools in the country have operational guidance and counselling programmes. The opposite is true that where guidance and counselling programme does not exist, there are strained relationships between learners and teachers, and among the learners, and often, such schools are riddled with many problems, such as indiscipline, strikes, riots and general harassment. The consequences of some of these problems have led to loss of life. (Guidance and Counselling workshop for co-ordinators of guidance and counselling held at Grand Batian Hotel - Nyeri 2001 – speech by Mrs. L. Ottara, Deputy Chief Inspector of Schools in charge of Guidance and Counselling).

The Ministry has therefore emphasized on the use of guidance and counselling in helping students to be well-adjusted in schools. The researcher’s concern therefore is to find out, to what extent the guidance and counselling has been useful in dealing with such problems.

1.2 HISTORY OF GUIDANCE AND COUNSELLING

Guidance and counselling in secondary schools is the springboard into the world of work or into tertiary institutions for further preparation of gainful living. Traditional counselling has been there since time immemorial, but professional guidance and counselling is fairly new everywhere compared with other professions.

The profession became prominent in American schools and colleges after World War I. Then, returning army psychologists
with their war-time experiences were hired on campuses to help in classifying and counselling of students.

During the 1960s and Early 1970s, there was marked dissipation of “in Loco Parentis” in American educational institutions. A new wave of students indiscipline and unrest evolved and a new burden was placed upon guidance and counselling to provide support for students. Students had increased freedom and had not only conflicts to handle regarding personal problems of a general nature, but specific problems regarding their new attitudes towards sexuality, drugs and other social issues of similar magnitude. Guidance and counselling had to grow to counteract the situation.

In Africa, the need for professional guidance and counselling in educational settings is rife. Professional educational and occupational guidance and counselling services, including occupational and psychological testing have been increasingly recognized and accepted by African countries as sound bases for human resource development and utilization.

Some African countries like Zimbabwe, Swaziland, Botswana, Lesotho, Kenya, Nigeria and Liberia have made considerable progress in setting up administrative structures and programmes for the provision of guidance and counselling services in educational systems since early 1980s.
Ottaro (2001) observes that guidance and counselling Programme for school-age girls came into being during Pan-African conference on Education for girls and women which was held in Burkina Faso in March 1993. During the conference, African governments confirmed their commitment, Kenya being one of them.

The conference resulted in Quadaga-dougoh declaration and framework, which has since then guided many educational activities for girls and women in this country. In 1994, a meeting of ministers held in Malawi proposed the establishment of regional training centre in Malawi with assistance from UNESCO. Kenya has continued to benefit from this programme. National training programmes have been organized targeting teacher training college tutors, social workers, K.I.E. personnel, youth programme officers, and guidance and counselling provincial district co-ordinators. The MOEST is committed to seeing that operational guidance and counselling programmes are established in schools up to today.

1.3 STATEMENT OF THE PROBLEM

The purpose of this study was to investigate the role of guidance and counselling in helping learners to adjust well in secondary schools.

The effectiveness of adjustment is measured in terms of how well a person copes with changing circumstances. Good adjustment of individual’s indicates a kind of inner harmony in the sense that
they are satisfied with themselves and have harmonious relationship with people with whom they are associated (Hurlock, 1978). The person seems to be happy in every walk of life and a maladjusted person is disturbed with marked failures in life and unsatisfactory relationship with others. Besides, when the individual experiences less meaning and unhappiness in life, they tend to become frustrated and show problem behaviour (Begum and Rahman 1991). Maladjusted students also suffer from socio-emotional problems (Khan and Sorear, 1970).

In educational institutions, such students break the law and disobey the teacher and authorities. They at times loose interest in education and become confused about their abilities (Mia 1970) which may indulge in problem behaviour in classroom. Despite the Ministry of Education, Science and Technology insisting on the use of guidance and counselling services in schools, there has been increased maladjusted behaviour in secondary schools. The indiscipline cases are on the increase, so many schools have gone on strike, which has not only affected the academic performance of students, but led to destruction of school property and loss of life.

The table below from the Daily Nation Newspaper shows the number of schools, which experienced unrest by province in the year 2000/2001.
Table 1.1: Number of schools which experienced student unrest by province in the year 2000/2001

<table>
<thead>
<tr>
<th>Province</th>
<th>Existing Number of secondary schools</th>
<th>Number of schools that experienced student unrests</th>
<th>% age of schools going on strike</th>
<th>Gravity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>630</td>
<td>85</td>
<td>13.5</td>
<td>Violent and destructive</td>
</tr>
<tr>
<td>Coast</td>
<td>151</td>
<td>4</td>
<td>2.6</td>
<td>Destruction of school property</td>
</tr>
<tr>
<td>Nyanza</td>
<td>680</td>
<td>7</td>
<td>1.0</td>
<td>Destruction of school property</td>
</tr>
<tr>
<td>Eastern</td>
<td>626</td>
<td>76</td>
<td>12.4</td>
<td>Destruction of school property and loss of human life.</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>625</td>
<td>50</td>
<td>8.0</td>
<td>Violent and destructive</td>
</tr>
<tr>
<td>Western</td>
<td>408</td>
<td>19</td>
<td>4.7</td>
<td>Minor destruction to school property</td>
</tr>
</tbody>
</table>
The researcher therefore is interested in looking at some causes and types of maladjusted behaviour in secondary schools, the way students are exposed to guidance and counselling services, and investigate whether the services have helped in making the learner to be well-adjusted.

### 1.4 LIMITATION OF STUDY

Due to limited time, the researcher is limited to only secondary schools in Magumoni Division, Meru South District. The schools are purposively selected focussing on Form Three class in schools that offer guidance and counselling programmes.

### 1.5 DEFINITION OF TERMS AND ACRONYMS

#### 1.5.1 Definition of Terms

- **Secondary School**: The formal education institution attended after primary level of education in Kenya.
- **Individual**: The client or student in the school or other setting.
- **Form Three**: The third year of secondary school level in Kenya.
Adolescent: The process of becoming adult, growing from childhood into adulthood.

Process: A series of actions or steps progressively moving towards a goal.

Helping: Assisting, aiding or availing.

Counsellee: The person(s) for whom the member has assumed a professional responsibility.

Counsellor: A person who accepts the responsibility of involving himself in the lives of people.

School Counsellor: A term used to designate a counsellor working in a secondary school setting concerned with and accepting a responsibility for assisting all pupils and having as his major concern the developmental needs and problems of the youth.

Discipline: Self-control and self-direction towards worthy goals.

Adjustment: The process of accommodating oneself to circumstances and more particularly, to the process of satisfying needs or motives, under various circumstances.

Maladjustment: A deviant behaviour that goes beyond permissible limits of society. Such deviant behaviour constitutes an individual on social problems.
1.5.2 ACRONYMS

K.I.E. : Kenya Institute of Education.
MOEST : Ministry of Education, Science and Technology
CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Shankar (1992) states that social, educational or occupational maladjustment is detrimental both to the individual and national progress. An individual is well-adjusted only when he gets an occupation or joins a course of studies or a social group in accordance with his capacities or abilities, interests, aptitudes, motives and so on. Guidance can help in his better adjustment, for example, if a child shows some abnormal behaviour, the teacher who is supposed to be psychologically oriented and possesses keen insight is sure to note it and find ways and means to overcome the difficulty.

Judgement and care are required on the part of the adult. We must constantly ask ourselves; "What are we trying to do to these children?" If the answer is to make them succeed, to make them adjust, to make them mentally healthy, then the approach should clearly be one of persistent understanding (Durojaiye 1972).

2.2 DEFINITION OF GUIDANCE AND COUNSELLING

According to Durojaiye (1972), guidance and counselling are two sides of the coin. He regards counselling as part of the more inclusive process of guidance. Together, they constitute that part of the total educational programme which helps to provide every
student with special information services and opportunities to enable him to develop his abilities, aptitudes and capacities to the fullest.

The main goal is to create “integrated harmonious personalities”. For instance, counselling helps an individual to answer the question, “What shall I do?” and guidance “Who am I?”

2.2.1 Guidance
Antony and Quaranta (1968), define guidance as a process of development in nature, by which an individual is assisted to understand, accept, and utilize his abilities, aptitudes, interests and attitudinal patterns in relation to his aspirations. The authors believe that the major purpose of guidance services is to assist students to make appropriate decisions.

Shankar (1992), defines guidance as any kind of assistance rendered to the individual which helps him in his best development. Intellectual, vocational, personal, emotional, social, moral or physical.

Biswalo (1996), defines guidance as the process of helping an individual to gain self-understanding and self-direction (self-decision making) so that he can adjust maximally to his home, school or his school environment.

According to Bennet (1955), guidance whether group or individual basis includes all those services that contribute to the
individual’s understanding of himself, his attitude, interests, abilities, his physical, mental and social maturity and his personal and social needs for optimum development, achievement, and life adjustment.

Arbuckle (1962) and Peters (1959), both see guidance in three ways, as a concept (mental age), as an educational construct (intellectual synthesis) and as an educational service (action taken to meet demand). Conceptually, they explain that guidance involves the utilization of a point of view to help an individual as an educational construct. It refers to the provision of experiences, which assist pupils to understand themselves as a service. It refers to organized procedures and processes to achieve a helping relationship.

Guidance is a continuous process of keeping the individual to helping the individual to develop, to be of his capacity in the direction most beneficial to himself and the society. An individual can develop himself only when he comes in close contact with his environment as well as understanding his environment so that he can adjust himself in the different aspects of life.

Tolbert (1972), observes that guidance used in reference to the school programme implies help to the individual to become aware of himself as unique, to find personal meaning in his school and other experiences to develop his potentialities, and to find his own identity.
2.2.2 Counselling

Counselling has been defined in various ways: Tolbert (1959), defines individual counselling as a personal face to face relationship between two people in which the counsellor by means of the relationship and his special competencies, provides a learning situation in which a normal sort of person is helped to know himself and his present and possible future situations, so that he can make use of characteristics and potentialities in a way that is both satisfying to himself and beneficial to the society, and further can learn how to solve problems and meet future needs.

Durojaiye (1970) defines counselling as a process by means of which the person to be counselled can come to understand himself so that he can solve his own problems. It is aimed at helping the individual to adjust by doing something about his problems.

Biswalo (1996), defines counselling as the process of helping an individual to accept and use information and advice so that he can either solve his present problems or cope with it successfully. This process also helps an individual to accept an unchangeable situation such as loss of dearly loved ones and to some extent change it in his favour rather than letting himself be overcome by the situation. For example, one who has been deserted by a fiancée may decide to call off the idea of marriage for some time and concentrate on something else, like further studies or some businesses, other than brooding over the calamity to the extent of being depressed.
Gustard (1953) views counselling as part of guidance service and defines it as a learning orientation process which is carried on in a one to one social environment, in which a counsellor who is professionally competent in psychological skills and knowledge seeks to assist a client to learn more about himself and learn how to put such understanding into use in relation to more clearly perceived, realistically defined goals to the end, that the counsellee may become a happier and more productive member of his society.

Pepinsky and Pepinsky (1954), see counselling as a diagnosis and treatment of minor, functional maladjustment and as a relationship primarily individual and face-to-face between counsellor and client. Wrenn (1957) defines counselling as a dynamic purposeful relationship between two people in which procedures vary with the nature of the student’s need but which there is mutual participation by the counsellor and the student with the focus upon self-clarification and self-determination by the student.

Counselling has also been defined as the profession of helping people make intelligence choices on their way to becoming self-respecting citizens in a culture that historically processes maximum value on individual development. It is aimed at helping a person to understand himself so that he can solve his problems. It helps him to advise by doing something about his problems, whatever the problem may be, personal adjustment, is the
solution. It is designed to keep an individual to answer the question "What shall I do", Why was I born, Why must I die, What is the purpose of life etc. The ultimate question of life is to find meaning and purpose.

Guidance and Counselling
Guidance and counselling cannot be separated. Counselling is the brain as well as the wheels of guidance. Without counselling, guidance becomes extremely difficult. Hence, the inseparable nature of the term counselling and the birth of the commonly used term "Guidance and Counselling". Through guidance and counselling, the individual achieves greater awareness of who he is and what he can become (Rogers, 1961).

2.3 Importance of Guidance and Counselling
Girls who mature earlier or boys who mature later may have problems in adjusting with others. To adjust to such situations, he/she may withdraw from competition with his or her age mates, become submissive or self-effacing. If he/she is courageous enough, he may become an active small boy or girl, aggressive, noisy and attention seeking (Biswalo, 1996).

Some girls and boys feel awkward about their growth. They feel unattractive. They encounter problems, which are intimately connected with their self-functioning. They are not ready to adapt to the overwhelming pressures and demands of reality for adjustment. Confused by such demands, they may easily become victims of conflicts and frustrations. Their confusion may
lead them to use self-defence mechanism. Most counselling problems emanate from the use of defence mechanism.

Some critical problems of adolescence are:-

- Anger
- Frequent moods of depression
- Suicidal tendencies
- Acts of delinquency
- Sexual deviance

Emotional problems develop because of difficulties experienced in different spheres of life. These emotional problems affect mental health. Emotional stability could therefore be attained through guidance by practising emotional control. Guidance can help in exploring the causes of those difficulties and find remedies.

Counselling should assist students to understand and accept themselves as individuals, thereby making it possible for them to express and develop an awareness of their own ideas, feelings, values and needs. Counsellors should seek to develop in the students greater abilities to cope with and solve their problems. They help students gain increased competence in making decisions and plans for the future.

Guidance helps in locating and in bringing to limelight the inherited capacities and traits of the individual and later by providing a suitable environment for development of these personality traits (Shankar 1992).
NB: The aim of education is the development of the personality of the individual.

Hawmin and Erickson have stressed the point that educational guidance offers methods of diagnosing the abilities, interests, background and needs of the individual students. It offers methods of relating such findings to the individuals’ life adjustment and finally, it offers methods of selecting, from available curriculum, that individual curriculum most suited to the students.

Various activities carried on in the school to make school programmes effective are for educational guidance. For example, a pupil indulges in stealing a book. This is a moral social and civic problem. Here, the pupil has to be taught the ways of good conduct and whatever methods are for achieving this end do come under the field of educational guidance.

According to Shankar, the aim of guidance is to help a pupil to adjust himself to the curriculum, the school and social life connected with it, and according to Patrick Humes;

The aim of counselling is to help pupils solve their own problems so that they may be reasonably well adjusted and happy at their current stage of development, take maximum advantage of the educational situation and make realistic plans for the future.

Adolescent need not someone to make decisions for them, but help and support in the tricky process of learning to cope successfully with such ambiguity.
The counsellor is dedicated to the idea that most pupils' will enhance and enrich their personal development and self-fulfilment by means of making more intelligent decisions if given the opportunity to experience an accepting, non-evaluating relationship in which one is helped to better understand himself, the environment he perceives and the relationship between them (Tolbert 1972).

Guidance work is an integral part of the educational process, the same as school administration and the school curriculum. Centred in the guidance programme is the study of individuals and the integration of this knowledge into a meaningful self-concept through counselling assistance offered by a qualified adequately prepared professional person identified as a school counsellor. Through this, the individual pupil is able to realise his potential and be able to make continuing effective adjustment in terms of changing life situations (Peters H.J. and Farwell, 1968).

The primary responsibility of the guidance function is to assist the many normal boys and girls to better understand themselves.

Antony and Joseph (1968), the counsellor must first view the student as an adolescent and see him from several vantages within the general framework. He must view him as a student both in the generic sense of the word and in terms of special considerations. The counsellor must be aware of the implications of his perceptual stance in the total development of the student.
In conclusion therefore, the school counsellor should take an active part in the formulation of broad educational goals as well as the specific guidance responsibilities within them.
CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION
As discussed in the previous chapter, many secondary schools have experienced unrest or strikes. In the year 2000/2001, there was at least more than two schools that had gone on strike in every Province of Kenya. Central Province had 85 schools that had gone on strike, Eastern Province 76 schools and Rift Valley 50 schools to mention a few. It is therefore necessary for us to understand the problem and find ways to deal with the problem.

The MOEST has emphasized use of guidance and counselling to help students adjust in secondary schools. This chapter, presents the methodology, sampling procedures, data collection and analysis.

3.2 SAMPLING DESIGN
Out of the nine (9) public secondary schools in Magumoni Division, Meru South District, six are mixed schools, 2 girls' schools and one is a boy's school.

Purposive sampling was used to select two mixed schools, one boy's school and one girls' school that offer guidance and counselling for investigation. The sample of the schools was controlled to minimize random error and to ensure validity.
3.3 Sample Size

The schools purposively sampled included, Ikuu boys, Ikuu girls, Njuri Secondary and Kiereni Secondary. These totals to four schools out of the nine schools in the division. They represent 44.4% of the total number of schools. The target population was form three class in the sampled schools and the guidance and counselling teachers in each selected school.

Since there were four schools, a number of four guidance and counselling teachers were purposively sampled and a total of 160 students were randomly selected in form three class for study. That is, at least 40 students from each school. This made a total number of 164 respondents.

NB: Form Three classes were sampled because they had been in school relatively longer and could give relatively a more reliable information about the guidance and counselling services offered in their schools.

3.4 Research Instruments

The main research instruments used for this study were questionnaires. There were two questionnaires: appendix "I" was administered to form three students and appendix "II" was administered to the guidance and counselling teachers of the four schools sampled.
The questionnaire was chosen over other instruments because it takes less time, energy and less expensive. The questionnaires were delivered to the sampled schools, directly administered to student respondents and collected the same day. For the guidance and counselling teachers, the questionnaires were given to them and collected after one week. They were both open and closed ended.

3.5 Piloting
The research instruments were first pre-tested before they were administered to respondents. Pretest was done in two schools, which were not samples for the study. This was to establish validity and reliability of the instruments. Any ambiguities in the instruments were deleted.

3.6 Data Analysis
The data were analysed descriptively. Tables, frequency and percentages were used to present the data. Tables were used because they are easy to interpret. Frequency and percentages were convenient in giving a general overview of the problem under study. They also made it easy to deduce conclusions and make recommendations for the study.
Summary of Research Design

Formulation of the Study Problem

Research Target population. The Form Three class students in Magumoni Division, Meru South District

Sample

Selected Secondary Schools in the Division

Piloting

Data Collection

Data Analysis and Writing Report

Discussion of the Results

Development of Research Instruments

Revision of Instruments

Fig. 3.1
CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

In this chapter, an analysis of the data collected through questionnaires is made. The data have been presented in tables, but show the actual number of responses, and corresponding responses. Diagrams such as pie charts have also been used.

This study attempted to find out the role of Guidance and Counselling in helping students to adjust in secondary schools.

In some areas, the data have been analysed from different samples separately depending on the nature of the information, but generally the data are analysed wholesome.

The following areas have been considered in analysis:

(i) The background information of the respondents.

(ii) Awareness of guidance and counselling services in schools.

(iii) Adjustment problems and how they are handled.

(iv) Counselling programme in schools/organisation of counselling services in schools.

(v) Suggestions for improving guidance and counselling in schools.
4.2 Background information on the respondents

Four groups of respondents were used for this study. All respondents were selected through purposive and random sampling as explained in chapter three. The respondents were drawn from: Guidance and counselling teachers and students.

4.2.1 Background information on the student respondents

A sample of form three students from sampled schools was selected to complete the questionnaires. Out of 160 questionnaires distributed, 154 questionnaires were received back.

<table>
<thead>
<tr>
<th>Schools/Questionnaires</th>
<th>Ikuu Boys</th>
<th>Ikuu Girls</th>
<th>Njuri Secondary</th>
<th>Kiereni Secondary</th>
<th>Totals</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire distributed</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>160</td>
<td>100</td>
</tr>
<tr>
<td>Questionnaire received</td>
<td>38</td>
<td>40</td>
<td>40</td>
<td>36</td>
<td>154</td>
<td>96.25</td>
</tr>
</tbody>
</table>

Table 4.1: Questionnaires distributed and received.

The table above shows that 96.25% of the questionnaires were responded to. The age of the student respondents ranged from 16 to 20 years. Majority of the respondents were aged 17 years. This is the prime adolescent age and has been described by various human growth and development theorists and researchers as the most crucial in maturation process. At this age of adolescence, they are faced with difficult tasks of discovering their self-identity, clarifying their social roles, asserting independence, learning to cope with authority and
searching for goals that would give their lives meaning. This is illustrated below.

<table>
<thead>
<tr>
<th>AGE (Years)</th>
<th>Number of Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>17</td>
<td>100</td>
<td>65</td>
</tr>
<tr>
<td>18</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>19</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>154</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2: Age of students respondents

Out of the 154 respondents, 76 (49.4%) were male students and 78 (50.6%) were female students.

4.2.2 Background information on teacher respondents

Four guidance and counselling teachers from the sampled schools were selected to complete the questionnaire. Out of the four, two were female and two male teachers. All of them were married. They all had a teaching experience of over 8 years and have taught in their present school for more than 7 years.

The four teacher respondents had a degree in education, therefore, are trained in the skills to help create a healthy environment for learning in schools. One of the teacher respondents teach science subjects; mathematics and drawing and design (D/D) while others teach humanities: Geography, Christian Religious Education and History as shown below.
Table 4.1: Subjects taught

<table>
<thead>
<tr>
<th>Schools</th>
<th>Subject taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ikuu Boys</td>
<td>Mathematics and</td>
</tr>
<tr>
<td></td>
<td>Drawing &amp; Design</td>
</tr>
<tr>
<td>Ikuu Girls</td>
<td>History and CRE</td>
</tr>
<tr>
<td>Njuri Secondary</td>
<td>Geography and CRE</td>
</tr>
<tr>
<td>Kiereni Secondary</td>
<td>History and CRE</td>
</tr>
</tbody>
</table>

None of the teacher respondents is a professional in guidance and counselling but has attended workshops and seminars dealing with guidance and counselling.

4.3 Awareness of Guidance and Counselling

4.3.1 Students Awareness

During the study, the students respondents were asked to give the definition of guidance and counselling. Out of 154 respondents, 134 (87%) gave correct definition while 19(13%) gave wrong definition.

112 (73%), as well agreed that guidance and counselling would help students to change their behaviour. However, they expressed several things they do not like about guidance and counselling programme in their schools.

The list below shows some of the things they do not like, arranged in order of merit based on the number of respondents who gave reasons.

(a) Inviting counsellors who are not professionals/not qualified.
(b) Making guidance compulsory for all students.
(c) Repeating same topics many times that bore students. Such topics as boy/girl relationships.
(d) Revealing one’s problem to other teachers.
(e) Involving the administration and so it becomes a disciplinary issue.
(f) Involving parents/guardians in some issues.
(g) Wasting time especially when it involves boring speakers or repeated topics.

4.3.2 Teachers awareness

The teacher respondents proposed the following to be the best criteria to follow when appointing guidance and counselling teachers in schools. Training featured to be the main factor to consider. Others were: level of education, sex, age, teaching experience and others.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Sex</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Level of Education</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Training</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>8.3</td>
</tr>
</tbody>
</table>

Table 4.3: Criteria of appointing guidance and counselling teacher

4.4 ADJUSTMENT PROBLEMS

Adjustment problems varied from one school to the other although some featured in all schools.
4.4.1 Major discipline problems
The major discipline problems were; lateness, taking of drugs and alcohol, theft, fighting, smoking, refusing to do assignment, absenteeism and others. Lateness seemed to be the major problem.

4.4.2 Major causes of indiscipline
The student respondents highlighted poor administration to be the major cause of indiscipline. Others were; peer pressure, ignorance and influence from home.

FIGURE 4.2: CAUSES OF INDISCIPLINE

KEY:
144° – Poor performance (40%)
108° – Others (30%)
50° - Ignorance (14%)
47° – Peer influence (13%)
11° – Home factor (3%)
To the teacher respondent, the main cause of indiscipline was peer influence.

4.4.3 Strikes/Unrest in schools

Only one school out of the four had registered a strike for the last one year. The main cause of the strike was poor administration (Teachers had taken students civilian clothes away). The behaviour portrayed during the strike was:

(a) Throwing stones
(b) Destroying school property
(c) Shouting unnecessarily
(d) Refusing meals and to attend classes.

All the schools agreed that guidance and counselling services would help students not to go on strike.

4.5 Counselling programme/organisation in schools

The response from both teachers and students shows that it depends when the students see the guidance and counselling teacher for counselling services. It is only one school that seems to have a specific day (once per week) when the school counsellor meets the students for guidance services. Other schools do not have a specific time. The response has clearly shown that there are some students who have never met the teacher counsellor even once.

The problems discussed were;

(i) Academic/educational problem.
(ii) Personal problem
(iii) Career problem
(iv) Others

About 61% of those who have met the counsellor discussed educational issues, 15% personal issues, 9% career problems and 15% others. Educational problem is the master problem discussed by many clients. Such problems are; failing in exams, decline in performance and how to pass in examinations. 81% of the respondents showed that the teacher counsellor was interested in their problems.

82.4% felt that the counsellor helped them to understand better their interests, abilities, personality strengths and weaknesses. Many student respondents (69.5%) would consider it a personal loss if their school were to do without a Guidance and counselling teacher.
FIG. 4.3: PERCENTAGE LOSS

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>69.5</td>
</tr>
<tr>
<td>2</td>
<td>11.6</td>
</tr>
<tr>
<td>3</td>
<td>5.2</td>
</tr>
<tr>
<td>4</td>
<td>12.3</td>
</tr>
</tbody>
</table>

KEY:
1. Great loss
2. Some loss
3. Loss
4. No loss

The response showed that there was quite favourable response to guidance and counselling services offered in schools. The success of counselling services is rated average by majority of the respondents.

<table>
<thead>
<tr>
<th></th>
<th>Number of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Average</td>
<td>42</td>
<td>26</td>
</tr>
<tr>
<td>Average</td>
<td>74</td>
<td>49</td>
</tr>
<tr>
<td>Below Average</td>
<td>38</td>
<td>25</td>
</tr>
</tbody>
</table>

Table 4.4: Success of guidance and counselling
The school that had registered a strike rated the success of guidance and counselling services to be below average in their school. Research revealed that other teachers involved in guidance and counselling are class teachers, dorm masters, teacher on duty, peer counsellor and headteachers of institutions.

Schools as well invite speakers from outside the school to carry out guidance services. Such speakers are:

- Lawyers
- Doctors
- Pastors
- Professional counsellors
- Engineers
- Lecturers from the University
- Other teachers from other schools
- Others.

Given the number of students in each school whereby apart from one school, which had approximately 200 students, the rest had 400 students and above. The result showed that time allocated for counselling purposes is not enough.

4.6 COUNSELLING EXPERIENCES

4.6.1 Challenges

The teacher respondents expressed various challenges faced as they carry guidance and counselling services in their respective schools. The most challenges were:

(i) Having a big teaching load, hence having no enough time for students.
(ii) No training in counselling.
(iii) No specific rooms for counselling sessions in some schools.
(iv) Uncooperative respondents (students)
(v) Peer influence
(vi) Uncooperative parents.
(vi) Lack of motivation and recognition by both the school community and the employer.

4.6.2 Importance of Guidance and Counselling Services
Despite the challenges expressed above, 75% of both teacher and student respondents agreed that guidance and counselling has greatly helped to curb indiscipline in schools. Guidance and counselling has also helped eliminate the rate at which students go on strike because it helps change their behaviour.

4.7 RECOMMENDATIONS FOR IMPROVEMENT OF GUIDANCE AND COUNSELLING IN SCHOOLS
4.7.1 Recommendations from students
Below is a list of suggestions from student respondents on how to improve guidance and counselling in schools. They are arranged in order of merit based on the number of respondents.
(Figure 4.4)
FIG. 4.4: RECOMMENDATIONS

KEY:
1. Inviting people from outside the schools
2. Allowing students to participate
3. Assigning more time for guidance and counselling
4. Providing private room
5. Appointing more counsellors

4.7.2 Recommendations From Teacher Respondents
They suggested the following for the improvement of guidance and counselling in schools.

(i) More counselling information from the Ministry of Education.
(ii) Reduced teaching load or be exempted from teaching.
(iii) Provision of special room for holding counselling sessions.
(iv) More co-operation from other teachers, parents and students.
(v) The ministry to provide each zone with a professional counsellor.

(vi) The teachers who do guidance and counselling to be well-paid.

(vii) The Ministry of Education to post guidance and counselling teachers in schools who are trained (professionals)

(viii) More workshops/seminars on guidance and counselling.
CHAPTER FIVE

5.0 DISCUSSION OF THE RESULTS

On the basis of the data analysis on the questionnaire distributed and questionnaire received back from one student respondent, 96.25% of the questionnaires were returned to the researcher. This was a good percentage to represent the sample selected.

The form three class selected purposively was also the most relevant class because majority at this class have attained age 17 years and have settled in schools. They have more experience in school than from one and two’s and form four which is an examination class who may not find it helpful or would consider it as a waste of time to complete such a questionnaire.

Considering the gender of the respondents, both teachers and students, were evenly represented, therefore the information received was not biased. Teachers had a teaching experience of eight years and above and therefore are aware of life facing students in schools, the common indiscipline problems, modes of punishments and their impact on students.

They have worked as guidance and counselling teachers for seven years and above and therefore they are quite exposed to students’ counselling problems. They are all graduates with a degree in education and so they are trained to help create a healthy environment for learning.
None of the teacher respondents has been trained as a guidance and counselling master and this is a limitation to their effectiveness. There is need for the Ministry of Education, Science and Technology (MOEST) to train guidance and counselling teachers so that they can be more effective in the field.

It is true that the Ministry of Education recognises guidance and counselling as an essential service that must be provided to all learners at all times. This has been evidenced in most education committees and committee reports like;

- Ominde commission (1964)
- Gachathi report (1976)
- Kamunge report (1988)

There should be more efforts towards assisting the youth in understanding their career desired and values attached to it.

On the basis of awareness, 87% of the students know what is guidance and counselling. There was an agreement that both punishment and guidance and counselling help change the behaviour of students. This may imply that both are useful and should be used to help students. It is guidance and counselling that enables students to be aware and later to adjust to their changing complex society.
Education is the springboard into the world of work or into tertiary institutions for further preparation of gaining living. Guidance and counselling should assist students in getting and integrating adequately quality, education, in getting experience and appreciation of life in and around their school, in understanding the working communities in their society as well as what it takes to chose and plan for diverse careers they can find in their country; and in acquiring information and skills necessary to achieve self-fulfilment as prospective workers and citizens. This means that a programme of guidance and counselling at secondary level should embrace educational, vocational, and personal or social counselling. Such a programme should have specific objectives.

The researcher also observed that the major indiscipline problems in secondary schools are lateness, which was very common in all schools sampled, taking of drugs/alcohol and smoking, theft, laziness and absenteeism.

The major cause of indiscipline in schools is mainly due to peer influence although quite a number of student respondents felt that the administration contributes a lot. There are other causes of indiscipline such as ignorance and influence from home.

From the four sampled schools, it is only one school that had experienced a strike within the recent year (2002) and the only school that majority of the respondents felt that guidance and counselling does not change the behaviour of students. They
The researcher showed that the organisation of guidance and counselling programme is poorly done in schools. This is because, there is no specific time when the service is offered to students but it depends on circumstances. This is why it is rated to be of average and not above average. Some students have not met their guidance and counselling masters in their schools, and of course, these are some of the students who may find it a little difficult to adjust in the school institutions.

When students are emotional and are unable to make decisions or to function normally, they need personal help. Counselling should assist students to understand and accept themselves as individuals, thereby making it possible for them to express and develop an awareness of their own ideas, feelings, values and needs.
The researcher found that the major form of counselling in schools is based on education, choice of careers, but little is done on personal or social problems. This is one of the areas that should help students so much to adjust to their environment. Where guidance and counselling is carried out, it would be a great loss if the school were to do away with it.

The researcher also found that once teachers are involved in guidance and counselling and guest speakers are also invited from outside the schools, such as lawyers, doctors, pastors, professional counsellors, engineers and others to carry out guidance services.

The biggest challenge faced by guidance and counselling teachers is teaching load thus, they do not have enough time to meet the students. It would be quite important to consider them, and give them slightly lesser load or be exempted from teaching especially in school with big population (above 400) students. More time should be set aside for guidance and counselling services so that at least the counsellor may be able to meet the required target.

5.1 Evaluation

Guidance and counselling programmes should be evaluated to see whether or not they meet their objectives and have the desired effect on students. This can only be possible if they have realistic reasonable, achievable, specific and measurable objectives.
The evaluation should be based on clear procedures and guidelines. It should include an analysis and interpretation of the situation before, during and after the programme. This will enable the schools to make relevant adjustments to the strategies and programmes if necessary.

Evaluation will help schools to determine areas of their programme that need improvements as well as to demonstrate the positive effects of the programme, to students and other schools which have not adopted the programme.

5.2 RECOMMENDATIONS

With regard to the findings of the present study, the researcher has the following suggestions.

(i) The Guidance and counselling programme to be made compulsory in all schools and be practiced.

(ii) The Ministry of Education, Science and Technology to put more emphasis on training Guidance and counselling teachers. This is because many guidance and counselling teachers at present have not undergone any training, they practise, trial and error.

(iii) In order to establish that guidance and counselling help students to adjust well in schools, the objectives should be very clearly stated. Such objectives are;

(a) To help individual students to understand and appreciate school regulations and rules for
healthy and responsible school and community living.

(b) To help students understand rationale for and appreciate the values of different school experiences.

(c) To help students develop a sense of responsibility through organising and running useful recreational activities which will help them to explore and develop their hobbies and interest.

(d) To help students to explore careers comprehensively and to relate those careers to their interests, abilities, social life and school life experiences.

(e) To provide students with skills in general self-management.

(f) Encourage the school management to organise school community based and oriented activities which will help students to be socialized into adult community.

5.3 SUGGESTION FOR FURTHER RESEARCH

This study covered only four schools in Magumoni Division, Meru South District, Eastern Province.

There is need for the study to be carried out, covering a wide range of schools in the Republic of Kenya on the impact of Guidance and Counselling in secondary schools in helping students to adjust.
It is recommended that similar study be replicated in other classes as well and not only in form three class. Other teachers apart from guidance and counselling teachers to be included in the research. This would give a more reliable data.

References:

[Reference Text]

[End of Document]
REFERENCES:


Cufford J. Morgan (University of North Carolina at Chapel Hill) and Richard A. King (1971). Introduction to Psychology; University of Texas, Austin.


Guidance and Counselling workshop for co-ordinators of Guidance and Counselling held at Grand Batian Hotel – Nyeri 7th – 23rd June 2001. (Organised by UNESCO)


Staffle B. (1986). *Theories of Counselling*.


APPENDIX I

QUESTIONNAIRE FOR STUDENTS

The information given will be treated with total confidentiality. It is only required for research purpose. You may not write your name on this questionnaire to ensure confidentiality. Attempt all questions.

Personal Details:

Gender: Male: _________________  Female: _________________

Age (Years): ____________________

Class (Form): ____________________

1. Guidance and counselling means: (Tick where appropriate)

   (a) Calling students everyday and addressing them on how to cope with school life? [ ]

   (b) Guiding students concerning their personal behaviour, future careers and telling them what to do when faced with a problem. [ ]

   (c) Punishing students who misbehave and warning them not to repeat the same again. [ ]

   (d) I do not know. [ ]
2. What are the main discipline problems among students in your school?
.................................................................................................................................................................
.................................................................................................................................................................

3. What are the main causes of indiscipline in your school?
.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................

4. List some form of punishment offered in your school.
.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................

5. In your opinion do you think these punishments help a student change his or her behaviour?

   YES [ ]
   NO  [ ]

6. Have there been any cases of unrest or strikes during the last one year in your school?

   YES [ ]
   NO  [ ]

7. If yes, what could have been the cause?
.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................

8. What kind of behaviour did the students portray? (Tick as many as appropriate)

   (a) Throwing stones  [ ]
   (b) Destroying school property [ ]
(c) Shouting unnecessary [   ]
(d) Refusing meals and to attend classes. [   ]
(e) Any other (Specify) .................................................................

9. Do you think guidance and counselling services would help students change their behaviour?
   YES [   ]
   NO [   ]

10. Approximately, how many times do you see your counsellor in your school per term?
   (a) Once a week [   ]
   (b) Twice a week [   ]
   (c) More (Specify) .................................................................
   (d) It depends [   ]

11. Mention any problem, you can remember having discussed with your counsellor.
   (a) Educational problem [   ]
   (b) Personal problem [   ]
   (c) Other problems (Specify) ....................................................
   (d) None [   ]

12. Do you feel that your counsellor was interested in your problem?
    YES [   ]
    NO [   ]
13. Do you think your counsellor has helped you understand better your interests, abilities, personality, strengths and weaknesses?

   YES [  ]
   NO  [  ]

14. To what extent would you consider it a personal loss if your high school were to do away with counselling?

   (a) Great loss [  ]
   (b) Some loss [  ]
   (c) Little loss [  ]
   (d) No loss [  ]

15. How do students in your school respond to counselling?

   (a) Quite favourably [  ]
   (b) Favourably [  ]
   (c) Fairly favourably [  ]
   (d) Not favourably [  ]

16. In your assessment, how would you rate the success of counselling services provided in your school?

   (a) Above average [  ]
   (b) Average [  ]
   (c) Below average [  ]

17. Are there things you do not like about guidance and counselling programme in your school?

   YES [  ]
   NO  [  ]
18. If yes, what are they?

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

19. Tick all suggestions you would make for improving guidance and counselling services in your school.

(a) Providing private room for the counsellor. [ ]

(b) Appointing more counsellors. [ ]

(c) Allowing students to participate in planning counselling programmes. [ ]

(d) Inviting people from outside the school to talk to students. [ ]

(e) Assigning more time for guidance and counselling services in school. [ ]

20. If any other comment about guidance and counselling. Please write in the space provided below.

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

Thank you for taking your time to answer this questionnaire.

Mrs. Murithi G.G. (Researcher)
APPENDIX II

QUESTIONNAIRE FOR GUIDANCE AND COUNSELLING TEACHER

All the information given will be treated confidentially.
Information is only required for research purposes.

• Please attempt all questions
• You may not write your name on this questionnaire

PERSONAL DETAILS

Gender : Female____ Male____
Marital Status : Married_____ Single____
Nationality : ______________________
No. of years in teaching : ______________________
Length of teaching in present school : ______________________
Subjects taught : ______________________

QUALIFICATIONS

(Tick your highest level of Education)

(i) Kenya Advanced Certificate of Education [ ]
(ii) Approved teacher [ ]
(iii) Graduate teacher [ ]
(iv) Masters [ ]
(v) Any other (specify) [ ]
1. What is your qualification as a school counsellor? (tick appropriately)
   (a) Certificate [ ]
   (b) Diploma [ ]
   (c) Degree in counselling [ ]
   (d) Any other (specify) [ ]

2. Which of the following criteria do you think should be followed when appointing a teacher counsellor? (Tick as many as appropriate)
   (a) Age [ ]
   (b) Level of education [ ]
   (c) Sex [ ]
   (d) Training in counselling [ ]
   (e) Teaching experience [ ]
   (f) Any other ((specify)) ......................................................

3. Approximately, what is the number of students enrolled in your school?
   (a) 200 [ ]
   (b) 300 [ ]
   (c) 400 [ ]
   (d) More than 400 [ ]

4. How often do you meet students for counselling purposes?
   (a) Once a week [ ]
   (b) Twice a week [ ]
   (c) More than 5 times a week [ ]
   (d) When a problem arises [ ]
   (e) Any other time (specify) ......................................................
5. Is the time assigned for counselling in your school adequate, given the number of clients you have to cope with?
   YES [ ]
   NO [ ]

6. What forms of guidance and counselling services are offered to students in your school? (Can tick more than one)
   (a) Academic guidance [ ]
   (b) Personal guidance [ ]
   (c) Vocational guidance [ ]
   (d) None of the above [ ]
   (e) Any other (specify) ............................................................

7. Who else participates in conducting Guidance and counselling in your school?
   (a) Class teacher [ ]
   (b) Teacher on duty [ ]
   (c) Dormitory master/mistress [ ]
   (d) Peer counselling [ ]
   (e) Any other (Specify) ............................................................

8. Does your school invite outside speakers to handle students with youth problems.
   YES [ ]
   NO [ ]
9. Which of the following problems do you experience when handling guidance and counselling services? (Tick as appropriate)
   (a) No specific room for holding counselling sessions. [  ]
   (b) Lack of co-operation from administration and teachers. [  ]
   (c) Lack of co-operation from clients. [  ]
   (d) Lack of co-operation from parents. [  ]
   (e) Having a big teaching load. [  ]
   (f) Any other (specify) ..............................................................

10. Mention any four types of counselling problems in your school?

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

11. What could be the main cause of these problems?

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

12. In your opinion, do you think guidance and counselling has in any way helped in curbing indiscipline problems in your school?

   YES [  ]
   NO [  ]
13. Has there been any cases of unrest/strike in your school for the last two years?
   YES [ ]
   NO [ ]

14. What kind of unacceptable behaviour did the students portray? (Tick as many as appropriate)
   (a) Refused to attend classes [ ]
   (b) Destroyed school property [ ]
   (c) Refused food [ ]
   (d) Matched out of school compound and destroyed other people's property. [ ]
   (e) Any other (specify) .................................................................

15. What could have been the main causes of the unrest?
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................

16. Do you think guidance and counselling services would help students to change their behaviour?
   YES [ ]
   NO [ ]

17. What are your suggestions for the improvement of guidance and counselling services in your school? (Tick all relevant ones)
   (a) More counselling information from the Ministry of Education. [ ]
   (b) More co-operation from teachers, parents and students. [ ]
(c) A special room for holding counselling sessions. [  ]

(d) Reduced teaching load or be exempted from teaching. [  ]

(e) Any other (Specify)...

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

18. If you have any other information with regard to guidance and counselling, please, write it in the space provided below.

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

Thank you for taking your time to fill this questionnaire.

MRS. MURIITHI G.G.

(RESEARCHER)
Dear Sir/Madam,

SUBJECT: INFORMATION FOR THE PROJECT

GATUNE GRACE MURITHI        Reg No.  E54/0011/2000
is a bonafide student of the Institute for Continuing Education, doing his/her M.Ed. in PSYCHOLOGY. For her Project (Mini Research) he/she will need some data from your office. Please help her/him to get some of it if possible. Data will be strictly used for research work only.

Thank you.

PROF. M. M. PATIL
DEPUTY DIRECTOR, INSTITUTE FOR CONTINUING EDUCATION