AN EXPLORATION OF GUIDANCE AND COUNSELLING SERVICES AND THEIR INFLUENCE ON STUDENTS’ BEHAVIOUR IN NON-FORMAL SCHOOLS IN NAIROBI

BY
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DECLARATION

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

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Date 13th Sep 2005

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

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Date 13/9/2005
DEDICATION

To my husband Walter and my children Annie, Kenneth and Alex for their love, patience and encouragement during the writing of this research project.
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ABSTRACT

Drug abuse, violence, HIV menace have continued to be issues of great concern in the society and particularly in many institutions of learning. The non-formal school students are worst hit due to the environment they live in and the exposure they have had in life.

It is in this light that the study sought to investigate the status of guidance and counselling in these schools and its influence on the students. The study also sought to find out the behaviour problems the students have and how they are addressed within the school set up. The study in this case investigated the academic and professional qualifications of the teachers in order to establish whether they qualify for quality guidance and counselling provision. The study also sought to find out the facilities in place for counselling. Facilities such as counselling rooms, timetable and maybe a syllabus to ensure standards in counselling. The study also investigated the respondents attitude towards guidance and counselling and it was established that they are positive. The responses revealed that both non-formal education teachers and the students understand and appreciate the importance of guidance and counselling and recommended that it should be allocated more time and teacher's capacity to be build through inservice and orientation training.

The literature reviewed gave insight into the concepts of non-formal education and guidance and counselling. Roles and factors leading to a successful guidance and counselling programme were also given impetus.
Four schools were sampled from four divisions in Nairobi namely, St. Martins De Pores (Kasarani), Shangilia Mtoto Wa Africa (Westlands), St. Catherine’s (Embakasi) and UBEP (Starehe). Purposive and random sampling methods were used to select the sample. An exploratory study using survey design was applied for data collection. Descriptive statistics were used for analysis of data obtained. This was in form of frequencies, percentages and mean. The findings revealed that there are minimal guidance and counselling services provided to the non-formal education students. It was also revealed that there is minimal change in students’ behaviour as a result of guidance and counselling. This was attributed to lack of trained teacher counsellors, facilities and a counselling environment within the NFE centres.

Finally, recommendations are given on how best teacher performance in guidance and counselling in non-formal schools can be enhanced. These include orienting the practicing teachers on guidance and counselling skills, equipping guidance and counselling offices and creating a conducive environment for counselling. It is also recommended that the NFE curriculum to infuse and integrate G & C component in the mainstream curriculum.
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<td>AIDS</td>
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CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The Government of Kenya places high value on education as a fundamental human right, and one of the factors that can hasten economic growth of the country. The 1990 world conference on Education For All (EFA) added the government’s impetus to provide education to all eligible children.

The government thus has put in place several initiatives to make EFA a reality; with the 2003 declaration of Free Primary Education (FPE) being the biggest milestone. The FPE saw a large influx of students of diverse ages joining and rejoining formal primary schools. However despite the Free Primary Education (FPE) initiative, in 2004 there was an estimated 1.7 million children and youth aged 6-14 years who were for various socio-economic reasons been unable to access education through formal school delivery channels.

Non-formal education (NFE) with its flexible nature seems to offer the remedial functions by ensuring learners are provided with a convenient study programme. Before 1994 needs assessment survey carried out by the Kenya Institute of Education (KIE), the government did very little to promote NFE. By then non-governmental organizations, religious groups, individuals and parents basically provided it. Currently, the government ministries like the Ministry of Culture, Gender, Sports and Social Services and the Ministry of Education, Science and Technology (MoEST)
also play key roles in its provision. Its concentration is in the slum areas targeting the ‘slum’ and ‘street’ children who are worst hit by the school non-access problem.

The terms ‘street’ and ‘slum’ children as applied in government policy documents refer to certain categories of out of school children living/working in the streets or in the informal urban residential settlements. Such settlements are crowded with tiny, unplanned, semi-permanent structures, which are poorly constructed and leave no space for recreation and other social amenities. The environment is unhygienically kept and the area is crime-invested, (Muthendi, 2004). It is in this scenario that the non-formal schools thrive. Classes are those small, poorly lit and unventilated semi-permanent structures with poor or no furniture and lack most of the basic requirements of a normal school.

Many of the teachers are of very low academic qualifications and lack formal training. However, the flexibility in non-formal education attracts many of the slum students who cannot cope with the formal education’s rigidity yet are willing to learn. This however, does not mean that NFE perfectly complements the failures of the formal education.

Though the government has of late intensified its support to NFE by putting a policy in place, developing an NFE curriculum and training some NFE teachers on the curriculum implementation process, the problem of eligible youth being out of school is not yet over.
Many children are still roaming in the streets, involved in petty crimes and in drugs and substance abuse while others are in child labour. Many of those in school do not perform well while others continue to drop out. Such a scenario shows that there is other push out factors other than school levies, which the government has not yet addressed. It is against this background that the researcher intends to investigate the status of guidance and counselling in the non-formal schools in order to find out whether and how the psychosocial needs of the students are addressed.

According to Tumuti, (2004), guidance and counselling programmes are becoming real phenomena in schools and more counsellors are being trained but it is not clear whether non-formal education teachers are included. A consultative stakeholders workshop held at KIE in December, 2001 to develop a guidance and counselling policy, states that when the policy is finally adapted, it will introduce a guidance and counselling programme at all levels of Kenya’s schools and institutions. Again, it is not clear whether the NFE is included.

1.1 Statement of the Problem

Children who have been brought up in the streets, the slums and particularly those who have been subjected to child labour, prostitution, drug and substance abuse normally exhibit certain maladjusted behaviours. Many of them are AIDs orphans who have witnessed their parents and other relatives going through the painful process of sickness and death, leaving them very traumatized. The non-formal education students belong to this category of children. Many of them find adjusting to the new life in school quite challenging and some drop out.
The effectiveness of adjusting is measured in terms of how well a person copes with changing circumstances. Good adjustment of the individuals indicates they are satisfied with themselves and have harmonious relationship with the people with whom they are associating (Hall, 1978). A maladjusted person is disturbed with marked failures in life, tend to become frustrated and show behaviour problem. Maladjusted students suffer from socio-emotional problems (Gitonga, 1970). They break the law and disobey the teachers and authorities. They loose interest in education and become confused about their abilities. They may indulge in problem behaviour in classroom such as truancy, bullying, fighting, stealing, telling lies and withdrawal, (Ngau, 1991). This study is therefore intended to find out whether there is guidance and counselling in the non-formal education schools and its influence on students’ behaviour in the non-formal schools.

1.2 Purpose of the study

The study sought to find out the influence of guidance and counselling on students’ behaviour in non-formal schools. The study also investigated the competencies of the teacher counsellors in order to know whether they comply with the principles of guidance and counselling. The study further explored the most prominent behaviour problems that would require counselling.

1.3 Objectives

1. Find out the behaviour problems of the students.

2. Investigate the availability of guidance and counselling services for the students in non-formal schools.
3. Establish who guides or counsells students who have such problems?

4. Investigate the academic and professional qualifications of the counselling providers.

5. Establish the experience level of the guidance and counselling providers.

6. Find out where and when the counselling takes place.

7. Find out the facilities available for effective counselling

8. Investigate the respondents’ view about guidance and counselling.

9. Investigate intervention measures applied by counsellors to change maladaptive behaviour of students.

1.4 Research Questions

1. Which maladaptive behaviours are common among students in your school?

2. What guidance and counselling are provided to the students in your school?

3. Who guides and counsels the students in your school?

4. What is the highest academic qualifications of the teacher counsellor(s)?

5. How long has the teacher been guiding and counselling students?

6. When is guidance and counselling done?

7. Where is it done?

8. What facilities do you have for carrying guidance and counselling?

9. In what ways has guidance and counselling influenced the students in the non-formal schools?

10. What are the intervention measures applied by counsellors to change maladaptive behaviour of students?
1.5 **Significance of the study**

The findings of this study would be helpful in making recommendations that could form the basis for strengthening guidance and counselling in NFE schools. The study has highlighted maladaptive behaviours among the students and the counselling strategies adopted by the teacher counsellors in the schools. It has also revealed lack of conducive counselling environment in all schools. None of the sampled schools has trained teacher counsellors, training offices or time scheduled for guidance and counselling. This study therefore serves as an important asset to the NFE teachers, school administrators, curriculum developers and the policy-makers to fill in the missing gaps. The reviewed literature stresses the need for training and confidentiality in guidance and counselling yet the findings of the study reveal that both of them are missing in all the NFE schools.

The study reveals that lack of quality guidance and counselling (G & C) programmes make the students not motivated to seek the services while the teachers also do not feel confident handling many of the issues due to lack of appropriate skills. In this case, the study reveals that the students seek counsel from any teacher and from their friends. This shows that though they value guidance and counselling both teachers and students do not fully conceptualize the meaning and objectives of guidance and counselling. The findings in this study were helpful in that the concepts are not only defined but also explained and their roles highlighted. This information is helpful in establishing quality guidance and counselling programmes in the NFE schools. The researcher has made recommendations to all people concerned and it is hoped that
guidance and counselling will be strengthened, operationalised, harmonized and made more effective in order to help the NFE students.

1.6 Scope and Limitations of the Study.

There are eight divisions in Nairobi Province. Due to the limited time for the study, the survey was carried out in four divisions only. The areas selected were some of the ones with the largest concentration of non-formal schools.

The sampled schools had to be registered with the Ministry of Education, Science and Technology or the Ministry of Culture Sports, Gender and Social Services. This therefore limited the sample size. The data collected were generalized to all the non-formal schools in Nairobi and other urban slums in the country.

1.7 Basic Assumptions of the Study

The study was based on the following assumptions:

- That there were some guidance and counselling services in the NFE schools.
- The subjects would give correct information on the dissemination of the guidance and counselling services in their schools.
- The selected sample would be representative of all the non-formal schools in Nairobi Province.
- The target respondents would provide honest information as sought by the researcher.
1.8 Definition of significant terms

Status – refers to the situation of guidance and counselling programmes in the non-formal education, in terms of facilities, personnel and general environment.

Guidance – help, advice and information given to the learners to enable them to make their decisions.

Counselling – help given to learners through talking out which helps to remove frustrations or be able to deal with problems that interfere with their normal life in school, at home and with friends.

NFE Schools – Schools or structures where non-formal education takes place.

NFE Providers – Those facilitating NFE services. They could be the teachers, the managers or just donors.

Psychosocial needs - Those things that non-formal students might require such as food, shelter, love and acceptance among others.

Teacher Counsellor – a title given to a teacher who is also in charge of guiding and counselling learners.

Volunteers – Those who offer free services to these learners. They could be teachers or social workers.

Flexible - relaxed rules.

Rigid – strictly follows a set pattern and rules.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter discusses and presents a review of the literature related to the study. The discussion is divided into three main sections. The first section gives the theoretical framework on the importance of guidance counselling. The second part discusses the Kenyan education scene, qualities and analysis of the development of non-formal education. The final section discusses the meaning and significance of guidance and counselling in non-formal education.

2.1 Theoretical Framework

Many theoretical approaches have influenced this study on the status of guidance and counselling in non-formal schools. Three of these are the learning cognitive and the psychodynamic approaches. These theories provide information on the need to provide guidance and counselling services to the students in non-formal schools.

2.1.1 Behaviourist Approaches

Behaviourists like Pavlov, Watson and Skinner assert that nearly all behaviour is learnt, is responsive to reinforcement variables in the environment and is situation-specific. They also argue that because behaviour is learnt, it can also be unlearnt. According to them learning is through observational or associational (conditioning). In operant conditioning for example, organisms learn the association between behaviour and a consequence. As a result of this association, organisms learn to
followed by punishment. In summary, these theories suggest that the non-formal education students’ behaviour must have been greatly influenced by the ‘streets’ and ‘slum’ life. They may not behave more appropriately in school, but the teachers need to understand their behaviour history. Various conditioning techniques can be applied for example reinforcing positive behaviour at various intervals or withdrawing some privileges whenever one misbehaves. In this case, they will start to associate good behaviour with rewards, and change gradually.

2.1.2 The Cognitive Approach

According to cognitive psychologists like Aaron Beck and Albert Ellis, a person’s brain hosts the mind whose mental processes allow one to remember, make decisions, plan, set goals and be creative, Beck (1976); Ellis (1973). The cognitive approach emphasizes the mental processes involved in knowing: how we direct our attentions, how we think and solve problems. They view the mind as an active and aware of problem-solving system (Corey, 1991). In cognitive view, an individual’s mental processes are in control of behaviour through memories, perception, images and thinking.

Aaron Beck (1976), claimed that depression is caused by people’s negative views about themselves, the world and the future. This approach suggests that the NFE students should acquire the ability to process accurate information, concentrate and be focused in their work. They should develop skills for problem solving and decision-making not only in school but also in their daily lives.
2.1.3 The Psychodynamic Approach

This one emphasizes unconscious thought, conflict between biological instincts and society’s demands and early family experiences. This approach argues that unlearned biological instincts, especially sexual and aggressive impulses influence the way people think, feel and behave. These instincts, buried deep within the unconscious mind, are often at odds with society’s demands. Although Freud (1856 –1939) saw much of psychological development as instinctual, he believed that early relationships with parents are the chief forces that shape an individual’s personality. According to Freud, irrational forces, unconscious motivations, biological and instinctual drives and certain psychosexual events in early childhood, determine people’s behaviour. Freud attributes human behaviour to be a result of libido (which is the source of motivation and all pleasurable acts) and death instincts (which account for the aggressive drive). To him people at times manifest through their behaviour an unconscious wish to die or hurt others or themselves, (Corey, 1991).

The psychoanalysts stress on the first six years of life as the foundation on which later personality development is built. Faulty personality development leads to later adjustment problems and healthy and unhealthy uses of ego-defense mechanisms. According to the Freudian view, the three areas of persons and social development are love and trust, dealing with negative feelings and development of a positive acceptance of sexuality. It is a general characteristic of people living in slum areas and those very poor in the society and those involved in drugs and substance abuse to suffer from low self-esteem, inability to trust other people and inability to form close relationship. They lack feelings of autonomy and are generally aggressive. They also
lack the ability to fully express and control their sexual feelings and acceptable social negotiation skills. Being a by-product of the NFE, students exhibit similar characteristics, which they carry along even in school. The theories imply that the NFE students have acquired certain maladaptive behaviours such as truancy, stealing, telling lies and being aggressive. May be they are unconscious of this behaviour and through counselling, they would be made conscious and their ego would be strengthened so that their behaviour would be based more on reality and less on instinctual cravings. Since the theorists believed in reconstructing the basic personality, their childhood experiences would be reconstructed, discussed, interpreted and analyzed in order to develop the level of self-understanding that is assumed to be necessary for a change in character. In summary, the theories suggest that the students may be are unlikely aware of why they behave the way they do which a professional counselor who will be able to analyse their behaviour against the social expectations can correct.

2.2 Kenyan Education Scene

The last ten years have witnessed unprecedented increase in the number of out of school children due to the rigidity of formal schools and the high cost of education. The high rate of population growth has also contributed to the increased number of children out of school. To arrest the situation and in order to realize the Education for All goal (EFA), which was declared in Jomtien (1990), the Kenyan government declared free primary education (FPE) in January 2004. This was also a milestone to the attainment of one of the major goals of the Kenya government's development strategy, which was towards the attainment of Universal Primary Education (UPE).
According to the Task Force on Implementation of Free Primary Education (2003) report, this goal was first articulated in Sessional paper no. 10 of 1965 (MoEST, 2003). The government then committed itself to eradicating ignorance, poverty and disease. With FPE an additional 1.5 million children have shown up. Though the government has attempted to put a few measures in place, for example employing more teachers, public schools have failed to cope with the influx. With a remarkable proportion of adults, children and youth still out of school, and others still dropping out for other reasons other than school levies, the EFA goal still remains elusive. Non-formal education with its skill oriented and diverse nature maintains a remedial function by ensuring that sustainable literacy levels and economic production skills are acquired by this category of learners, (MoEST, 2005).

2.3 Meaning of Non-Formal Education

Non-formal education has also been given various definitions by different educationists. Bagayoko, (2000) quoting Coombs (1974) states that it is any organized, systematic learning activity carried outside the framework of the formal school system and designed to provide specific type of skills and knowledge to a specific target group within a limited time frame.

Ekundayo defines NFE as the systematic learning opportunities, which are organized outside the framework of the formal system of education and that, are addressing the learning needs of specific target groups. According to him, NFE has been an expression of the desire to provide education and facilitate learning through alternative modes of delivery for children and youngsters who have been unable to
access formal education opportunities. A workshop report on development of Statistical Information Systems for NFE (2000) refers to NFE as the intentionally learning events catering essentially to persons not currently participating in formal education.

As Combs, Prosser and Ahmed (1973) states, non-formal education is any organized educational activity outside the established formal system. Whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clienteles and learning objectives. Tight (1996), suggests that NFE is about acknowledging the importance of education, learning and training which takes place outside recognized educational institutions four characteristics associated to NFE as:

- Relevance to the needs of disadvantaged groups.
- Concern with specific categories of persons.
- Focus on clearly defined purposes
- Flexibility in organization and methods

According to Obura (1994), some of the basic tenets of non-formal education are:

- Less focus on teaching, more focus on learning.
- Minimal contact with teacher increased independent learning.
- Learning time and place suited to learners’ interests (time available etc)
- More efficient use of learning time: similar performance levels of formal education achieved in less time through NFE.
• Flexible curriculum content redesigned according to learners’ interests, specific target groups (learners age, their social/economic profile, their outside school activities, their reasons for seeking NFE etc).

Bagayoko (2000), says it is well-organized, structured basic education delivery system with the following characteristics:

• Part-time/short cycles
• No age limitations
• Flexibility in content and process
• Work oriented
• Cost effective
• Limited restriction on learners and learning conditions.

For Paulston (1972), non-formal education is the structured, systematic, non-school educational and training activities of relatively short duration in which the sponsoring agencies seek concrete behavioural changes in fairly district target populations.

The emphasis of all the definitions is on non-conventional delivery or facilitation methods, approaches and techniques. The needs, characteristics and circumstances of the learners necessitate approaches that are learner-oriented. This is reflected in the content that is learned, the management of the learning process and the organizations of the learning environment. Though it is hierarchically organized, it is not rigidly structured. The content dictates by the learners’ needs. It embraces programmes designed both for the broader national goals and individual learners’ development objectives as well as academic ones. NFE however, is not an alternative education for
the poor but rather a complementary approach to the failures of the formal; and it maintains quality standards, (MoEST, 2005).

2.4 Situation of NFE in Kenya

Though Jomtien conference of 1990 was a motivator to the need for alternative approaches to education in order to provide Education For All, the need to address the growing number of out of school children and youth was the real catalyst for action. In 1994, a survey for NFE was carried out by the Ministry of Culture and Social Services and KIE, (Gitau, 1998).

The findings supported the need for NFE since FE had failed to adequately meet the needs of the children especially those in difficult circumstances. The GoK- UNICEF programmes of co-operation have supported various programmes, which have been carried out. These include the development of NFE curriculum and support materials, social marketing of the NFE programme to the general public and orienting the NFE teachers to the curriculum through short in-service courses.

According to a report on First Joint Review Mission of Kenya Free Primary Education Achievements and Kenya Education Sector Support Programme Design (2004), new MoEST policy guidelines for NFE have been developed. MoEST has also set up a non-formal education unit at the ministry’s headquarters. This shows the government’s commitment and recognition of NFE.
2.4.1 The Nature of NFE Students

The final report on a survey of Non-Formal Education in Kenya (1995) states that the non-formal education students come from parents of low income levels which makes it hard for them to enroll or remain school. They live under difficult conditions and are deprived of basic necessities like food, clothing, clean water and shelter.

According to MoEST Teachers Trainers Handbook (2002), NFE students belong to the category of “Children in Need of Special Protection and Care” (CNSPC). They come to the learning situation with a number of experiences, problems and needs which include psychological, physiological, social and emotional. Children with these kind of problems, experiences and needs may manifest certain maladjusted behaviours as defined in the Oxford Learners Dictionary refers to act of self-conduct. It is treatment shown toward others. It is the doctrine that all human actions could, if full knowledge were available be analysed into stimulus and response. The most common maladaptive behaviour among the NFE students includes telling lies, bullying and stealing among others. These behaviour problems are common among students and other children of their age.

- Telling lies

Quite often children tell lies in order to get attention from adults. In schools, students commonly tell lies when they have not done schoolwork. Durojaiye (1972), cautions adults from falling into such children’s’ tricks or failing to respond appropriately when the child is genuine. According to him, the best weapon to use in correction is not punishment. Children should be helped to understand that failure to accomplish a given task is
less satisfactory in the long run than the effort of doing it. Durojaiye recommends the use of valid rewards to give the children a chance.

- **Bullying**

Bullying is also a type of behaviour characteristic of many school-age children. It is the repeated physical, psychological, social or verbal attack by those in a position of power, which is formally or situationally defined on those who are powerless to resist, with the intention of causing distress for their own gain on gratification (Besag, 1989). In early childhood ages, it takes the form of whining and teasing. In older children, it takes different forms such as assault and insults. Many children are involved either as bullies or as victims. Bullying quite often may be due to jealousy or compensation for feelings of inferiority (Durojaiye, 1972). Besag (1989), states that it could also be due to gender differences, age, family, race or religious factors. In NFE schools bullying takes the form of aggression. The overage students sometimes are very hostile over the younger ones. At times they feel that they cannot get their own way except by intimidating others. Such behaviour is attributed to a feeling of inadequacy or to poor moral development and should be given attention from guidance experts. It can also be caused by poor self-image, little confidence and a feeling of helplessness. Bullying in NFE schools takes the form of physical beating, verbal insults and disrespectful behaviour towards authority and should be given attention through guidance and counselling.

- **Stealing**

It is common for children to take things, which belong to others. Gesell in describing honesty says: “his needs are strong. Sense of the limits of ownership is weak. Thus he takes what he sees and wants, regardless of who own it” (Durojaiye, 1972). The most
common form of stealing among the NFE students includes stealing clothes, books, pens and sometimes money. Durojaiye states that quite often, the taking it purely an impulsive response to an unexpected chance to do it. The parents’ socio-economic status may result in their inability to provide these items. Durojaiye states that the most effective way to deal with such maladaptive behaviour is to explain why they should not take what belong to others. It is also important to instill into them a sense of responsibility and respect for what belongs to others. The child should be made to return the stolen item. As Durojaiye says, they should ‘face the music’ of returning things. According to him, real understanding of the child’s situation under such circumstances usually seals a pact between the child and the adult – a pact that serves to strengthen the child moral behaviour for the rest of his life. Children should be made to develop self-control no matter how strong the temptation is. Other forms of maladaptive behaviour can also be collected through various approaches of guidance and counselling for example children who sleep in class can be reinforced by being rewarded any time they remain awake. Kinai (2000), states that reinforcement is important in encouraging, maintaining or strengthening a desired behaviour. She states that children will learn behaviours that are rewarded. Inductive reasoning is also and effective method of behaviour modification. Adolescents whose parents use induction were found the least aggressive. They seemed to be quite compliant. They have no conflicts with parents and peers to make them aggressive. The children are made to understand issues and behave in the prescribed manner. Another form of correcting behaviour is withdrawal of privileges such as school outings. A child who acts in an undesirable way may be left in school when others go for a school trip.
2.4.2 Nature of NFE Teachers

The report on first Joint Review Mission of Kenya Free Primary Education Achievements (2004) indicates that 59.3% of the NFE teachers have neither professional training in teaching nor have they attended any other short courses related to teaching. The recommendation was that all the teachers should be in serviced and among areas to be given particular emphasis was psychology of children particularly those in difficult circumstances such as the orphaned, the street children and the adolescents. This implies that the teachers are expected to address the psychosocial needs of the students. Thus, guidance and counseling should be provided to these students.

Counselling, according to Pietrofessa, Hoffman and Splete (1984) is a relationship between a professionally trained, competent counselor and an individual seeking help. In this case, the counseling teachers have to be professionally trained in counselling skills.

2.5 The Meaning of Guidance and Counselling

Though the terms guidance and counselling are quite distinct, many people generally use them interchangeably. Tumuti (2004), says the concept ‘guidance’ pertains to educational attainment and development of students. It includes the organization and the provision of educational opportunities and services to students. He says its main purpose is to help students “maximize their academic and career achievement and make better adjustment in every stage of their development.” To him therefore, “both guidance and counselling are complementary in a school setting.
Guidance is less intimate than counselling. It is more public, informative and is meant to give direction. Guidance can be initiated by the counsellor (Makinde, 1987). Barki and Mukhopadyoy (1989), define guidance as the assistance made available by qualified and trained persons to an individual of any age to help him/her to manage his/her own life’s activities, develop his/her own point of view, make his own decisions and behaviour problems. Unlike guidance where a counsellor can initiate, a client usually initiates counselling. Counselling is not meant to instruct and the counsellor does not express his/her own views and values to the client (Makinde, 1987).

Tahum (1986), quoting Carl Rogers, (1951), defines counselling as “--- a helping process which depends on the development of a relationship between people which is sufficiently supportive to enable one of these people (the student as the client) to explore aspects of his life more freely and to arrive possibly at more adequate ways of coping (pg. 158). According to Gitonga (1999), Tahum’s conceptualization of counselling is that it is a dialogue between someone who has a problem and someone with a specialized knowledge who can help in the understanding of the problem.

Counselling, therefore, is a service incorporated in the guidance programme. According to Gitonga, (1999), guidance work is not counselling but almost all counselling is part of guidance. Both guidance and counselling should be concerned with helping a client to make his/her decision and come up with problem solving skills rather than giving the client a ready-made solution. Tumuti (2004) says that “--- guidance and counselling role in schools is to enable the students to reap maximum benefit from the school experience.”
2.6 Importance of Guidance and Counselling

Guidance and counselling is an indispensable part of a successful and effective education system. The following are some of the important aspects of this service:

(a) As learners grow up, they need information on what changes to expect as they move from one stage of growth and development to another. They require guidance on how to successfully cope with challenges that characterize each phase of development. Through developmental (facilitative) guidance and counselling, the learners is enabled to set goals appropriate in each stage, anticipate possible outcomes and discover how to work towards a higher level of achievement for their own good and the good of the society.

(b) A child with signs of personality or social maladjustment is helped to identify possible corrective measures so as to overcome personal difficulties, which may lead to unacceptable behaviour. Corrective or remedial guidance and counselling offered to learners with disruptive behaviour is aimed at promoting behaviour change, punishment alone does not deter misconduct.

(c) Preventive guidance assists a learner to identify and avoid situations or activities that are potentially dangerous. Those learners already involved in risky behaviour are helped through adjustive guidance to appreciate how their attitude or actions may lead to unpleasant consequences.

(d) Guidance and counselling helps students to develop deeper understanding of who they are and acknowledge their potential abilities and their weaknesses. This in turn enable them work towards strengthening the positive aspects about themselves and eliminate the negative ones. It fosters personal responsibility and
enriches mannerism. It helps students to cope with personal, psychological and social problems, (Gitonga, 1999).

(e) A learner in a new school or in a higher level of learning is helped to adjust to the new and unfamiliar educational environment. The learner is helped to cope with new teachers, subject’s class’s regulations, accommodation, and barding facilities. In such cases, orientation programmes organized, by guidance and counselling department would enable the learner to settle down faster.

(f) Through educational guidance, the learner is better informed about the subject of study and subject choices.

(g) Through guidance and counselling, the learner with personal psychological problems acquires life skills; attitudes and living values that enable them to manage their problems with less fear and anxiety.

(h) Vocational guidance provides information on job opportunities and the factors affecting the job market such as unemployment, information technology and international relations.

2.7 **Scope of Guidance and Counselling in Schools**

The six components of guidance and counselling in schools are educational guidance, vocational guidance, personal and psychosocial counselling, health guidance, civic and disaster management and conflict resolution (K.I.E & LISP, 2003).

Educational guidance orients and inducts the student to the educational environment. It helps to make the student get settled otherwise a new setting can present hindrances to learning (Republic of Kenya, 1977). It also helps in analyzing academic records
and reports to assess which student may require help and in which academic areas. Educational guidance also helps the students to explore their abilities, special needs, interests and limitations while they are also guided to making their own career choices.

With the rapidly developing world, a student may not be able to relate with the world of work. Vocational guidance helps the students with information about the opportunities available and the requirements without being pushed by their parents. Republic of Kenya (1976), states that guidance and counselling services should assist in reducing conflict between students and their parents regarding the choices of education and training. At times parents choose careers for their children, which are beyond their abilities and interests.

According to the Minister for Education (Aduda, 1977), career guidance is important in schools in that it helps students identify the courses of their interests, be informed what is required to pursue such courses and more important to ensure that the job expectations are harmonized with the market realities. This, translated to the NFE context, would mean that the learners should be guided to choosing those skills that are in their interest level and which are also relevant to the job market. However, those who would wish to pursue academics and probably rejoin the formal system later should be advised accordingly and be told the opportunities available for their choices. Health guidance promotes good physical and mental health among students. They are made aware of the dangers of drug abuse, and HIV/AIDS. They are also guided on healthy feeding habits.
Civic guidance helps the students to understand their society, the social norms and values as well as responsible citizenship. Disaster management and conflict resolution help learners be able to deal with disasters, avoid instances that may lead to disasters and be prepared in dealing with them and their effect on people.

2.8. Objectives of Guidance and Counselling Programmes in schools

Considering the diverse nature, the background and the exposure that most of the NFE learners have had, guidance and counselling services then are of utmost importance. According to Herman, Peters and Shertzer (1974), the purpose of providing counselling services in schools can be seen against the fact that most students at times become concerned with uncertainties in their lives. To them, modern life is characterized as an age of turmoil, conflict and uncertainties. It is also as an age of freedom, excitement and adventure. It is in the relatively calm, non-threatening and mutually counselling atmosphere that an NFE learner might find consolation and try to sort out his/her ideals and values, which were long lost, or never experienced. If the learner is able to implement the ideals and the values then the rehabilitation process would be successful and the learner would be able to regain his/ her self-esteem, and eventually manage to successfully participate in education. Moser (1963), says that the object of guidance and counselling in schools is to help every student in formulating goals, adjusting to new situations, solving personal or social problems and dealing with personality problems.

According to Kilonzo (1980), the objectives of Kenya's guidance and counselling programme are “to help all learners grow in self-understanding, develop their
capabilities for making realistic career decisions, overcome any personal deficits and make optimal academic progress.” Peters and Sheltzer (1974), stress that guidance and counselling is designed to help individuals with psychological problems to voluntarily change their behaviour and to make wise future decisions, clarify their ideas, perceptions, attitudes and goals.

Republic of Kenya (1977), also asserts that “a student may not work hard to realize his potential because he has a low concept of himself, lacks personal security or may be experiencing pressure to succeed hence causing anxiety and tension that hinder his learning (pg.5). This means that student’s problems should be dealt with through the provision of guidance and counselling services.

According to Barke and Mukhopadyay (1989), the main thrust for guidance and counselling services is on helping the student to achieve an all-round growth and not only for problem-solving. Tumuti (2004), concludes that the school is partially responsible of developing the ‘whole’ child – which includes the development of physical, intellectual, emotional, social, language and moral components.

According to Nguku (The Daily Nation, Oct 19 2004) “--- the high school drop out rates among slum children compared with their rural counterparts is to be attributed to a high prevalence of risky behaviour such as prostitution, alcoholism, drug abuse and poverty.” Maybe with strong and quality guidance and counselling programmes, NFE would take “Catch up, keep up and get ahead” challenge by Coombs (1968) as he advocates for the developing countries adoption of NFE programmes and practices as
complementary approaches. The NFE counselling teachers if there are any, and if they are trained, should have continuous in-service courses to update their skills while those who are not trained should go for full training courses in order to continue helping and providing quality counselling to the learners.

2.9 Requirements for Quality Guidance and Counselling in Schools

Republic of Kenya (1976) recommended that all teachers should participate in guiding and counselling students as one of their normal duties. Monea (1963), states that teachers and parents support is critical for an effective guidance and counselling programme. Adequate time is also necessary for quality guidance and counselling according to Amukoa (1990), Rithaa (1996) and Kilonzo (1980). A counselling room is also necessary and as Paterson (1962) states, a counsellor needs private room or office where he/she can meet the clients. Moser (1963), also stresses that a private room creates a desire and motivation for students to utilize the counselling services.

Teachers feel confident to provide counselling services if they are trained. According to Tumuti (1989), teacher counsellors have no training for the job except probably for the course they took during their undergraduate or diploma training. Barki and Murkpodyay (1989), also state that professionally trained personnel should carry out guidance and counselling.

According to Nguku (The Daily Nation, Oct 19 2004) “... the high school drop out rates among slum children compared with their rural counterparts is to be attributed to a high prevalence of risky behaviour such as prostitution, alcoholism, drug abuse and
poverty.” Maybe with strong and quality guidance and counselling programmes, NFE would take “Catch up, keep up and get ahead” challenge by Coombs (1968) as he advocates for the developing countries’ adoption of NFE programmes and practices as complementary approaches. The NFE teacher counsellors if there are any, and if they are trained should have continuous in-service courses to update their skills while those who are not trained should go for full training courses in order to continue helping and providing quality counselling to the learners.
2.10 Conceptual framework

Parents
Other relatives

School programmes
Religious doctrines

Guidance and Counselling Leaders

Teachers
Other community

Education for all
- Formal
- Non-formal

Positive behaviour change
Positive attitude towards life
No school dropouts
More access learning
Quality learning

Responsible citizens
- Low crime rate
- Industrialized country
- Literate society
The conceptual framework for this study is based on the concept of non-formal education in the context of the whole education spectrum. The role of guidance and counselling being provided by all the key stakeholders is underscored and the effect of that would be improved participation in education.

The education acquired will help change their behaviour and attitude towards life. If many of the learners are reformed, then the rate of crime will be reduced, there will be no school dropouts and since they will be literate, they will be able to participate in development activities.

The various sources of guidance and counselling include:

- School programmes
- Religious leaders
- Parents and relatives
- Other community leaders

Those who benefit from education become responsible citizens and contribute to being sources of information on guidance and counselling. The framework then shows that guidance and counselling through both formal and non-formal education helps in moulding better citizens for the country’s development.

2.11 Summary

There is supportive literature drawn from the development theories and other research on the importance of guidance and counselling services to all individuals and particularly those who already have other psychological stresses.
It is particularly important to establish functional guidance and counselling departments in schools where learners can be adequately assisted. The literature also suggests that the background of the NFE students makes them vulnerable thus, they require to be guided and counselled in order to effectively manage the crisis they may be undergoing.

From the literature on non-formal education, it is important to explore the status of guidance and counselling in these schools in order to provide the necessary advice to the education providers and help the students to become better adjusted socially and perform as well as their counterparts in formal education.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, the research design, target population, sampling procedure, and instrumentation are discussed. The procedures for testing the validity and reliability of the instruments, data collection and analysis are also discussed.

3.1 Research Designs

The study was an exploratory survey, which applied descriptive research design. It was exploratory in the sense that the researcher set out to find out the status of guidance and counselling and its influence on students' behaviour in NFE schools.

A descriptive study is concerned with functional relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing (Gacicio, 2004). The survey method gathers data from a relatively large number of cases at a particular time. It is concerned with the generalized statistics that result when data are abstracted from a number of individual cases. Gay defines descriptive research as a process of collecting data in order to test hypothesis or to answer questions concerning status of the subjects in a study, (Gitonga, 1999). This design, therefore, was the most appropriate for this study.

3.1.1 Variables

The exploratory study of guidance and counselling and its influence on student's behaviour in non-formal schools in Nairobi had both independent and dependent variables. The independent variables are:
(i) The intervention measures or the behaviour modification techniques such as inductive reasoning or cognitive restructuring.

(ii) Reinforcement (rewards)

(iii) Punishments

The dependent variables are the students' maladaptive behaviours, which include:

(i) Bullying

(ii) Stealing

(iii) Sleeping in class

(iv) Telling lies.

Therefore, this study investigated the influence of guidance and counselling services such as inductive reasoning and reinforcement on students' common maladaptive behaviours, which include bullying, stealing, telling lies and sleeping.

3.2. Location of the Study

The study was carried out in Nairobi Province only. Nairobi Province, being the capital city of Kenya has the most informal settlements and a vast population. Likewise, it has the most NFE schools in the country. The study was specifically carried out in Shangilia, St. Martin's, St. Catherine's and UBEP, which are in Westlands, Kasarani, Embakasi and Starehe respectively.

3.3 Population and sample

The target population was the teachers in NFE schools and students in Nairobi Province only, and the NFE curriculum specialists in KIE. The NFE schools vary in terms of enrolment, curriculum used, facilities and sponsorship, among others. The sample comprised 30 teachers and 120 students – all drawn from 4 non-formal
education schools, in 4 divisions, and 4 curriculum specialists in the non-formal education division in KIE.

3.3.1 Sampling Procedure

Purposive sampling of Nairobi Province was used. Nairobi, being the capital city of Kenya has the most informal settlements and a vast population. Data from MoEST/UNICEF (2005) on the national status of NFE state that 33% of the already captured NFE schools reside in Nairobi, 67% are shared amongst other provinces. Nairobi records the highest NFE enrolment (71%) compared to other provinces.

Random sampling was used to select four divisions out of the eight in Nairobi province. The name of each division was written on a piece of paper and all the eight pieces put in a container. The container was thoroughly shaken and four papers randomly picked. Random sampling ensured that all the divisions had an equal and independent chance of being selected for the sample.

Purposive sampling was used to select the NFE schools, which are established and registered with government ministries. The NFE schools from each division were listed down. The names selected from each division were put in four strata. From each stratum, random sampling was carried out to select the four specific schools to participate.

Random sampling was used to select participants from every level. Since NFE is based on three levels of learning; level 1, level 2 and level 3 (which are equivalent to standards 1-4, 5 and 6, 7 and 8 respectively), ten students were selected to represent
each level. Pieces of papers were written for all the students in the level. The initial idea was to have one container for the boys and one for the girls to ensure gender balance. This idea could not work because in some schools the girls were very few. However, deliberate effort was put to ensure both boys and girls participated.

Purposive sampling was used to sample the teachers who interact with students most. Among them were headteachers, deputy headteachers, class teachers and the teacher counsellors (where available). This ensured the researcher got information from the most reliable source, which the researcher assumed, was most accurate.

Purposive sampling was also used to sample the curriculum specialists from the Adult and Continuing Education Division. This is because they are the only ones who have interacted with the NFE curriculum. Due to their busy schedules, the researcher purposively sampled six specialists out of the nine who participated in the NFE curriculum development process, depending on their availability, level of interaction with the curriculum and their experience with the NFE schools.

3.4 Instrumentation

The research instruments for this study consisted of two questionnaires; one for the teachers and one for the students, and an interview guide for the curriculum developers.

3.4.1 Questionnaire for the Teachers (Appendix A)

The purpose of this instrument was to investigate the:

(i) Teachers’ academic and professional qualifications.
(ii) Teachers experience in guidance and counselling

(iii) Students' behaviour problems that need guidance and counselling.

(iv) How guidance and counselling is carried out in the non-formal education schools.

The questionnaire contained 19 items (See Appendix A). Items 1-3 dealt with the teachers' personal information, 4-7 was information about the school, 8 and 9 was the students' behaviour problems, while 10-18 was on the status of guidance and counselling in the school. An introductory letter stating the purpose of the study was attached to each questionnaire.

3.4.2 Questionnaire for the Students (Appendix B)

The purpose was to find out whether the students go for counselling, where they go, when and their views about it. Items 1-3 was the students personal information, 4-6 was guidance and counselling, 7 was the students behaviour problem while 8-11 was on behaviour modification. In both questionnaires, the items were both objective and open-ended, based on the study objectives and the research questions.

3.4.3 Interview schedule for the Curriculum Developers (Appendix C)

The purpose of this interview was to find out from the curriculum specialists whether there is any component of guidance and counselling in the curriculum and if not, they give suggestions concerning the same. The interview guide contained 14 items. Items 1 and 2 were on personal information, 3-8 on status of guidance and counselling in NFE schools while 9-14 was on supervision. Each item provided room for further probing so that the researcher was able to gather as much information as possible.
3.5 Pilot Study

3.5.1 Validity

Validity of the instruments was tested through face and content validity. All the items in all the instruments were carefully examined and judgment made on how well they represented the expectations of a guidance and counselling programme for an ideal non-formal education school.

3.5.2 Reliability

The reliability of the instruments was found by pre-testing them on three teachers, ten students, five boys and five girls drawn from the three levels of learning, in a center that was not involved in the study but has similar characteristics to the ones sampled. The pretest assessed the language suitability of the instruments and their clarity. Content validity was established by specialists in the area such as the NFE curriculum specialists, curriculum specialists in guidance and counselling, some non-formal education teachers – as well as the researcher’s supervisor. A test-re-test was used to test the reliability of the questionnaires.

Reliability refers to the likelihood that a given measurement procedure will yield the same description of a given phenomenon if that measurement is repeated (Babbie, 1995). It is concerned with the stability or consistency of a measure (Hickey, 1996). Nachmias and Nachmias (1996) define reliability as the ratio of true-score variance to observe-score variance. Reliability varies on a scale of 0 to 1, having 0 value when the measurement involves nothing but error and reaching 1 when there is no variable error at all in the measurements (Nachmias and Nachmias, 1996). The test re-test involved administrating the questionnaires twice to the same respondents within an
interval of ten days and then calculating the relationship using the Pearson product-moment correlation coefficient.

The following formula was used to calculate the correlation coefficient ($r$).

$$ r = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sqrt{\sum (x - \bar{x})^2 \sum (y - \bar{y})^2}} $$

Where $x_i$ = score for individual student for test 'one'

$y_i$ = score for individual student for test 'two'

$x$ = mean score for all students for test 'one'

$y$ = mean score for all students for test 'two'

Source (Underhill 1994)

The reliability coefficient ($re$) for the full test was calculated using the formula:

$$ re = \frac{2r}{1 + r} $$

where $r$ = correlation coefficient between the two tests.

The values obtained for the students and the questionnaires were 0.63. This was above the average 0.5 value set by the researcher as acceptable value for reliability hence the instruments were acceptable as reliable for the study after few modifications.

3.6 Data Collection Procedure

A permit was obtained from the Ministry of Education, Science and Technology, research department. Data were collected from the teachers and the students using questionnaires. The questionnaires for the teachers were self-administered. The researcher took the questionnaires personally to the schools and requested the headteacher to allow the researcher to talk to the teachers briefly at break time in
order to explain the purpose of the study. The researcher then agreed on the day to collect the filled questionnaires. They agreed on a deadline of three days. On collection of the questionnaires, the researcher thanked all the teachers for sparing their time to fill in the questionnaires.

On the students’ questionnaires, the researcher got permission from the headteacher on the appropriate time to talk to the students. Those sampled sat in one room. The researcher after being introduced by the headteacher, explained to the students the importance of the research and how they were to fill in the questionnaires. The researcher then went round assisting any of them who got stuck. The headteacher and some teachers also assisted. The researcher then collected all the filled questionnaires and thanked all the students who were involved.

3.7 Data Analysis Procedure

Data gathered were both from the objective and open-ended items. Data gathered from these items were analyzed both qualitatively and quantitatively. Quantitatively, data, which were mainly from the objective items were coded and keyed into the computer using the statistical package for social sciences (SPSS) programme. The frequencies and percentages of each response were derived from the data.

Qualitative data mainly came from the open-ended items. The responses of these items were grouped together according to similarity in responses. They were then coded and keyed into the computer using the SPSS programme. The frequencies and percentages of each response were calculated. The data were then summarized and used to write the report according to the objectives.
CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents the findings of the study. The study revealed that the non-formal schools vary in terms of size, sponsorship and registering bodies among others.

4.1 Students’ Responses

The schools that were represented in the study were St. Martins, Shangilia Mtoto wa Africa, St. Catherine’s and Undugu Basic Education Programme (UBEP). All these schools are under different sponsorship and different registering ministries. Table 1 gives the students’ demographic data and the nature of the non-formal schools.

Table 1.

<table>
<thead>
<tr>
<th>School</th>
<th>Sponsor</th>
<th>Registered</th>
<th>Males</th>
<th>Females</th>
<th>Age (mean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martins</td>
<td>Religious</td>
<td>MoEST</td>
<td>18</td>
<td>12</td>
<td>16.5</td>
</tr>
<tr>
<td>Shangilia</td>
<td>NGO</td>
<td>Social Services</td>
<td>20</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Catherine</td>
<td>Religious</td>
<td>MoEST</td>
<td>16</td>
<td>10</td>
<td>16.5</td>
</tr>
<tr>
<td>UBEPC</td>
<td>Community</td>
<td>Home Affairs</td>
<td>15</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>69</td>
<td>51</td>
<td>62</td>
</tr>
</tbody>
</table>

Fifty seven point five percent of the respondents were males. The number of female students was lower (42.5%) in many of the non-formal schools. The reason for the disparity is attributed to several gender issues in the slums and other areas where people live under difficult circumstances. Such gender issues include parents’ preference of the boy-child; low value to girls’ education and the girls’ multiple roles among others. The study also revealed that most girls get into child labour in order to
complement the families' income. These forms of child labour include house helping, commercial sex and hawking among others. The study revealed that the non-formal schools are registered under different government ministries; they also have different sponsoring bodies. This perhaps leads to different approaches to guidance and counselling. It suggests that the programmes are not harmonized and perhaps that is why some behaviour problems are more prominent in some schools.

Shangilia Mtoto wa Africa children's home has many children but most of them attend neighbouring schools. This is because the school compound is congested. The home is on rented premises. There is no space for expansion, hence no spare room for guidance and counselling.

**Students' behaviour problems that require Guidance and Counselling**

The study revealed that many of the non-formal education students are drawn from the slums, streets and other hardship areas. They live under difficult circumstances and have been exposed to violence, drug abuse, bullying and other criminal activities. The study revealed that few non-formal education students come from intact families. Sixty-four (53.3%) are from single mothers homes, 11 (9.25) from single fathers, 11 (9.25) from sibling headed homes, 8 (6.7%) from children’s homes while 8 (6.7%) stated that they stay with their grand parents. This perhaps explains why they have such behaviour problems hence; they require strong guidance and counselling. This concurs with Tattum (1986) who states that counselling had become a 'cure' for all disruptive and violent behaviour in British schools. Their behaviour could be a demonstration of the way they view their world, especially the orphans. Some are depressed, hopeless and have developed certain antisocial attitudes, which concurs
with Beck’s (1976) claim that mental processes are in control of behaviour through memories, perception, images and thinking. Such anti social attitudes displayed by the non-formal education students calls for the intervention of guidance and counselling. This concurs with Driver (1970) that healthy attitudes are initiated through guidance and counselling. Driver further states that other areas of guidance and counselling include the practice of empathy, sharing with others and doing for others.

The study revealed that the students have several behaviour problems; which require the intervention of guidance and counselling. However, the intervention applied by the teachers are not effective because they have misunderstood the concept of guidance and counselling. The students’ maladaptive behaviour frequencies, percentage and current intervention measures as given by the teacher respondents are summarized in table 2.

**Table 2: Students behaviour problems and interventions**

<table>
<thead>
<tr>
<th>School</th>
<th>Maladaptive behaviour</th>
<th>F</th>
<th>%</th>
<th>Main Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martins</td>
<td>Telling lies</td>
<td>7</td>
<td>88</td>
<td>Time out</td>
</tr>
<tr>
<td></td>
<td>Bullying</td>
<td>7</td>
<td>88</td>
<td>Corporal punishment</td>
</tr>
<tr>
<td></td>
<td>Stealing</td>
<td>7</td>
<td>88</td>
<td>Verbal punishment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Repayment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Corporal punishment</td>
</tr>
<tr>
<td>Shangilia</td>
<td>Stealing</td>
<td>5</td>
<td>100</td>
<td>Repayment</td>
</tr>
<tr>
<td></td>
<td>Bullying</td>
<td>5</td>
<td>100</td>
<td>Corporal punishment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Corporal punishment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Manual work</td>
</tr>
<tr>
<td>Catherine’s</td>
<td>Telling lies</td>
<td>3</td>
<td>75</td>
<td>Guidance and counselling</td>
</tr>
<tr>
<td></td>
<td>Bullying</td>
<td>3</td>
<td>75</td>
<td>Verbal punishment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Corporal punishment</td>
</tr>
<tr>
<td></td>
<td>Truancy</td>
<td>2</td>
<td>50</td>
<td>Guidance and counselling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Suspension</td>
</tr>
<tr>
<td>UBEPE</td>
<td>Telling lies</td>
<td>7</td>
<td>100</td>
<td>Time out</td>
</tr>
<tr>
<td></td>
<td>Bullying</td>
<td>2</td>
<td>29</td>
<td>Verbal punishment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Corporal punishment</td>
</tr>
</tbody>
</table>
The study revealed that many (88%) of the respondents stated that telling lies, bullying, and stealing were the main maladaptive behaviours in St. Martin’s. In Shangilia, all (100%) of the respondents stated the same behaviour problems as most common in their school. The survey also revealed that 75% of the respondents in St. Catherine’s stated telling lies and bullying were the most common while half (50%) stated that truancy was also very common. In UBEP, all (100%) of the respondents gave telling lies and truancy as the most common while (29%) stated that bullying is also common in the school.

The study revealed that the students are subjected to various forms of punishment as a form of correcting maladaptive behaviour. This disagrees with Kinai (2002) who states that reinforcement is important in encouraging, maintaining or strengthening a desired behaviour and states that children will learn behaviours that are rewarded. This is the main reason why many of the students drop out and go back to the streets. Many of those who are suspended do not go back to school. If inductive reasoning were applied, the NFE students’ drop out rate would be reduced.

The study revealed that bullying is a common maladaptive behaviour in all schools. This was mainly attributed to the diverse ages (11-17) given in this study. The bigger boys bully the small ones by physically assaulting them while girls bully by use of abusive language. Many (85%), respondents are above the normal average primary school going age, which ranges between 6-13 years. This agrees with Besag (1989), that age is a factor for bullying. The overage students are hostile to the younger one. They at times feel that they cannot get their own way except by intimidating the
weaker and powerless one. This explains why bullying is so rampant in the non-formal schools. This also concurs with Durojaiye who says that a child who feels he cannot get his own way except by intimidating others indicates some emotional inadequacy and should be given guidance. Since behaviour is learnt, it can be unlearnt through guidance and counselling. This concurs with Gitonga (1999), that guidance and counselling is the contemporary method of managing student’s behaviour. Gitonga asserts that guidance and counselling has fostered personal responsibility and enriched mannerism.

Influences of Guidance and Counselling on NFE students

Though, according to the study, guidance and counselling has not done much to influence the NFE students, the respondents stated that it still plays a role however minimal. One of its major contributions is that it has managed to rehabilitate the former street children in the non-formal schools. Though some drop out and go back, at least there are some who have stayed on. The ones who stay on eventually stop or reduce abusing drugs because they are encouraged not to sniff glue or abuse the drugs while in school. Such students are retained in school and some perform fairly well in education. In St. Martin’s school, for example, two of the teachers were former street boys who went through education in the school and were later employed in the same school to serve as role models to the students.

The fact that the respondents are positive about guidance and counselling services is revealed in their responses. 53% stated that students need counselling on how to pass examinations. Ninety six percent of the respondents stated that guidance and
counselling also helps in behaviour modification. This concurs with behaviourists Pavlov, Watson and Skinner that since behaviour is learnt, it can be unlearnt through conditioning and reinforcing of positive behaviour. The respondents gave several other uses of guidance and counselling in their schools. 60% stated that it creates students' self-awareness. Others said that, it reduces indiscipline in school (15.8%), it encourages interpersonal relationship (7.5%), it discourages maladaptive behaviour (5.5%) and it equips students with problem-solving skills (5.5%).

The study also revealed that through guidance and counselling, the non-formal students have been reformed. They are encouraged to participate in co-curricular activities such as athletics and drama, which draws their attention from drug abuse and negative peer influence. Through such activities, their social skills are cultivated and they learn to understand and get along with other people. Activities such as drama are used to pass messages on HIV/AIDS and drug abuse prevention.

The study however reveals that the influence of guidance and counselling on the non-formal education students is minimal. This is due to the teachers’ failure to understand the concept of guidance and counselling. They view any disciplinary action as guidance and counselling. This is why they commonly apply punitive measures such as corporal punishment, time out and verbal punishment to instill discipline.

According to Kinai many adolescents who are in low bullying tendencies had non-punitive parents. Bandura and Walters (1963) and Becker (1964), suggests that love
oriented methods of disciplining utilize reasoning and reinforcement which results in non-bullying children. Reinforcement is important in encouraging and maintaining desired behaviour. According to Kinai (2002) rewarded responses tend to be repeated in given situations while unwanted responses tend to be discontinued or forgotten. Reinforcers in a school situation include rewards, praises, comments, prizes and tokens. However, the study reveals that the NFE teachers, like many adults tend to use negative reinforcers such as corporal punishments, threats and suspensions to correct maladaptive behaviour. Punishment is a painful or aversive stimulus administered to suppress undesirable behaviour. Therefore, it does not change behaviour completely but rather, only suppresses for sometime. This explains why it has become difficult to correct the NFE student’s behaviour. These findings concur with those of Kinai who suggests that adolescents brought up in love-oriented homes have internalized values and feelings of guilt when they violate rules and they are non-aggressive. This also suggests that children who are corrected through guidance and counselling are more likely to be compliant, which is unlike what the study reveals of the NFE students.

Other sources of guidance and counselling for the students

The researcher found out that students seek help from any teacher. This is because there are no specific teacher counsellors in any of the sampled schools. They also seek guidance and counselling from their friends. Many (60%) of them stated that they seek counsel from their mothers. This concurs with Moser (1963) who emphasizes that parents’ support is critical for an effective guidance and counselling programme.
4.2 Responses from Teachers Questionnaire

The study revealed that the staff establishment in the non-formal schools differs. St. Catherine’s Primary located on Mukuru slums and sponsored by DKA had the lowest number of respondent teachers (Table 3). St. Martins De Porres had the highest number of teachers, hence the most teachers selected. The next highest was Undugu Basic Programme followed by Shangilia Mtoto wa Africa.

Table 3: Number of teachers in the non-formal schools and their demographic data.

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Highest education level</th>
<th>Longest experience in G &amp; C</th>
<th>Male</th>
<th>Female</th>
<th>F</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Martins Centre</td>
<td>Diploma</td>
<td>2 yrs</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td>Undugu basic programme</td>
<td>Graduate</td>
<td>&gt; 2 yrs</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>29.2</td>
<td>62.5</td>
</tr>
<tr>
<td>Shangilia mtoto wa Africa</td>
<td>Diploma</td>
<td>10 yrs</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>20.8</td>
<td>83.3</td>
</tr>
<tr>
<td>St. Catherine Primary</td>
<td>P1</td>
<td>8 yrs</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>16.7</td>
<td>100.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>10</td>
<td>14</td>
<td>24</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fourty six percent of the respondent teachers were males while female teachers were 54%. The variation is largely due to the fact that many of them are volunteers while others are irregularly and poorly paid. The study revealed that many of the lady teachers are married and perhaps are supported financially by their husbands. There are many NFE teachers with high academic qualifications. Thirty three percent in St. Martins are diploma holders, 29.2% in Shangilia are graduates, 20.8% in UBEP are diploma holders while 16.7% in St. Catherine’s are P1 teachers. There were however, very few teachers with counselling skills, which contradicts Gitonga’s (1999) statement that training is a necessary ingredient to a successful guidance and
counselling programme. It is also against the principles of guidance and counselling supported by Tattum (1986) and Pietrofessa, Hoffman and Splete (1984) who states that a successful counselling is between a person seeking help and a professionally trained, competent counsellor. Indeed, Barki and Murkpodyay (1989) also support this. Although these professionals may have taken a unit in psychology in the course of their study, none of them was trained in guidance and counselling and none of them has acquired the basic skills through inservice training. This also concurs with Wahome’s views (Gitonga, 1999) and Tumuti’s (1989) sentiments that teacher counsellors have no training for the job except probably for the course they took during their undergraduate or diploma training. It also agrees with Aduda’s (1997), report that schools provide inadequate counselling services mainly because counsellors lack training and therefore adapt conservative approaches where they give instructions to students rather than words of counsel.

Napier (1972), emphasizes that the problem is not that guidance and counselling services are not valuable but it is doubtful that those performing this specialized services have adequate training to undertake them, yet this is the situation in NFE schools. The objective for guidance and counselling is helping students form sound judgements in their education, vocational, personal, social, recreational and religious problems. There is no one best procedure for counselling but there are principles for organizing and administering counselling activities (Garrison, 1934) hence the need for training.

The study revealed that the teachers who do guidance and counselling also have full teaching load, hence give little attention to counselling since their concern is to cover
the syllabus of the examinable subjects. Apart from St. Martins where they stated that they do counselling after classes once a week, other schools have no time scheduled for it. The respondents stated there is need to allocate time for guidance and counselling. 95% expressed need for full-time guidance and counselling teachers. This concurs with Amukoa (1990), Rithaa (1996) and Kilonzo (1996) who emphasizes that adequate time is necessary for guidance and counselling.

The study also revealed that there are no counselling rooms/offices in the non-formal schools. Some schools use the staffroom. Paterson (1962) advocates for a counselling room and is supported by Moser (1963) who states that a private room creates a desire and motivation for students to utilize the counselling services. This perhaps also explains why the non-formal education students have many psychosocial problems. Perhaps they do not seek counselling services for lack privacy.

Majority (95.8%) of the respondents stated that there are some form of guidance and counselling services for the students in the non-formal schools. They stated that students are given guidance and counselling on health especially HIV/AIDS, how to perform better in academics, career guidance and resisting peer influence. The study revealed that schools use other methods to guide and counsel students. These include assembly programmes, special orientation courses, messages through class teachers and open days.

The study, however, revealed that due to lack of professional training, they apply wrong techniques such as corporal punishments and verbal punishments on those who fail to perform well academically while they suspend the truants. Quite often the
students drop out of school when they are suspended. The researcher found that visiting speakers are also invited in some schools to talk to the students though very rarely. The general scenario was that untrained teacher counsellors do the job. Though they provide the services, the researcher found that they do not seem to know what it entails and therefore they lack confidence. These findings concur with Kilonzo (1998) who states that counsellors feel incompetent to deal with psychological and social problems because they are not trained.

The respondents also stressed that time set for counselling is not enough. They expressed need to have a full time teacher counsellor who is free from other teaching duties, a well set schedule and a guidance and counselling syllabus. The fact that there is no guidance and counselling syllabus means NFE counselling is not harmonized and each teacher gives his personal approach. This concurs with Napier (1972) who states that the giving of information is not organized systematically. To him, it is doubtful that this casual approach towards the dissemination of such information is of much value to students seeking guidance.

4.3 Responses by Curriculum Specialists.

All respondents were of the view that teachers need to be trained in guidance and counselling skills. The study revealed that there is no guidance and counselling component in the NFE curriculum despite the many government recommendations. The curriculum developers’ responses were that guidance and counselling be infused or integrated in the existing curriculum. The respondents also expressed need to orient the practising teachers on basic guidance and counselling skills.
4.4 Summary

The status of guidance and counselling in non-formal schools is poor. There are neither facilities nor trained personnel. Guidance and counselling influence on students' behaviour is minimal. Teachers adopt other approaches to modify maladaptive behaviour such as corporal punishments, suspension, time out and verbal punishments. These approaches only suppress the undesirable behaviour but do not modify behaviour. In some cases the students react negatively. They drop out of school and revert back to their old street habits.

4.5 Conclusion

There are no facilities available for quality guidance and counselling services. The counselling going on in many of the schools is substandard; hence students are never motivated to seek the services. This perhaps has contributed to the many maladaptive behaviours in NFE students and a high rate of drop out despite the flexible nature of NFE. However, the little services they receive has helped rehabilitate a few especially the ones who have been on drugs. Some have quit and are able to participate in education. It is hoped that the government, NFE school administrators, sponsors, teachers and curriculum developers will each play their role in creating quality, operational and harmonized guidance and counselling programmes in all NFE schools in Kenya.
CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives the conclusions in accordance with the research questions set up in chapter one. These conclusions were arrived at through the scrutiny of data analysis in chapter four as well as making inferences and deductions from the data.

The last part of this chapter presents recommendations on what should be done to enhance guidance and counselling services in non-formal schools. Most of the recommendations comprise of the respondents suggestions. The researcher however uses other empirical knowledge to shape the recommendations for enhancing the provision of guidance and counselling in non-formal schools if the recommendations are implemented.

5.1 Conclusions

The purpose of this study was to explore the status of guidance and counselling and its influence on the students' behaviour in NFE schools in Nairobi province. After careful analysis and interpretations of the data the researcher noted the mandatory requirement of professional qualification and relevant facilities for any successful guidance and counselling programme. Consequently, the following conclusions were made:

1. From the research findings, the non-formal schools guidance and counselling need to be enhanced through training the teachers. The practising teachers do not have
the skills. They hence apply punitive approaches to modify behaviour. Such approaches include corporal punishments and verbal punishments instead of more appealing and effective ones like inductive reasoning.

2. Teachers do not feel confident and competent in responding to some issues such as the many psychosocial issues affecting the students. They thus ignore these issues and the students are left alone in their own world of problems. The students seek help from any teacher when they can no longer manage the problem or quite often they seek help from their close friends. This means the students are not properly guided or counselled. They sit on their problems or they are misguided and their problems become more complex. They manifest their unmet needs by displaying maladjusted behavior such as verbal and physical aggression, lying, stealing and sleeping in class. Many of them abuse drugs and other substances such as glue while others drop out of school. There are no rooms set apart for guidance and counselling. In many schools guidance and counselling is carried out in the staff room. This means there is no privacy and confidentiality is not guaranteed.

3. Another revelation that emerged from the study is that most of the guidance and counselling is done by teachers who have full teaching load. They do not have time set for counselling. Their concentration is on syllabus coverage because that is what will be examined. Since the Kenyan education system is examination-oriented, teachers concentrate on what will make the students pass. Other things are not taken seriously and so is guidance and counselling.
4. The study also revealed that in some schools guidance and counselling is conducted by counselling students on attachment or visiting counsellors. Since there is no teacher counsellor in the school, there is no follow up of cases and students therefore are not motivated to seek help because they do not feel fully helped and there is little impact to their counselling.

5. From the study, it was revealed that guidance and counselling is an interplay of many factors and absence of some leads to substandard counselling programmes, which is not effective in correcting students behaviour problems. This study highlights the importance of facilities and most specifically counselling offices and trained teacher counsellors as necessary requirements to effective counselling. The study further reveals that there is no counselling syllabus in place. All these suggest the programmes are very uncoordinated and so is the content.

5.2 Recommendations

5.2.1 Recommendations for Educational Policy Makers.

- Non-formal education students have greater psychosocial problems than those in the formal. The government should therefore consider allocating them more resources for guidance and counselling services.
- The non-formal educational policy should address the dire need for guidance and counselling teachers in non-formal schools.
- Non-formal education schools should have full time qualified guidance and counselling teachers and a counselling room.
• All teacher counsellors should be inserviced in order to acquire the necessary competencies for guiding and counselling students. This will also raise the level of teacher performance and motivate the students to seek counselling services.

5.2.2 Recommendations to Curriculum Developers

• Guidance and counselling for all students is very important and most crucial for learners living under difficult circumstances like the NFE ones. It is therefore very important to include it in the NFE curriculum and also in NFE teacher training programmes.

5.2.3 Recommendations for Teachers

• NFE schools should integrate guidance and counselling in their school curriculum in form of clubs, societies, peer clinics and classroom teaching.

• NFE teacher counsellors should seek professional training from the many established counselling institutes in order to acquire basic counselling skills. They should also change their attitude towards guidance and counselling and adopt its approaches such as reinforcement and inductive reasoning in place of physical punishment.

• Guidance and counselling is not only for the weak students who are incapable of dealing and coping with their own problems effectively. The teachers should instill positive attitudes among the students so that they eliminate the stigma associated with counselling. This will motivate students to openly seek help.
• Many teachers think that guidance and counselling is a service for students only. They need to be advised and informed that it can benefit them also especially in handling the contemporary issues facing everybody in the society.

• Teachers should combine forces to help the students otherwise a counsellor cannot make a guidance and counselling programme succeed single handedly.

5.3 Suggestions for Further Research

From the findings of the study, further research on issues that were beyond the scope of the study should be carried out. Future researchers could study the following:

• This research was carried out in an urban setting. A comparative study between urban and rural non-formal schools may be carried out.

• Perhaps future researchers can explore other factors affecting effective provision of guidance and counselling services in non-formal education schools.

• This study investigated the status of G & C and its influence on students' behaviour in NFE schools. Perhaps other researchers can find out its impact.

• The use of questionnaires could have influenced the responses. Future researchers can use a different tool, perhaps an interview schedule in order to probe for details. Most of these suggestions were also highlighted in chapter four of this report.
BIBLIOGRAPHY


Muthendi, B.W. (2004). *Brief on NFE.* A paper presented to NFE data collectors at KIE.


- A paper presented during a senior Education Management seminar at KIE Nairobi, Kenya.

APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS

I am carrying out a study of guidance and counselling services and their influence on students behaviour in non formal schools in Nairobi. Read the items in the questionnaire and please give me the correct information. In the objective items, tick the appropriate ones and if none of them is appropriate, write down the appropriate one in the space provided. In questions where no choices are given give your responses in the space provided. You do not need to write down your name.

PERSONAL INFORMATION

1. Name of the school _________________________________________

2. Your gender ______________________________________________

3. Position/responsibilities in the school __________________________

_____________________________________________________________

INFORMATION ABOUT THE SCHOOL

4. Who is the sponsor of your school?
   A private entreprenuer  □
   A religious body □
   Community □
   NGO □

5. When was the school registered? ______________________________
6. With whom is it registered?
   Government (specify Ministry/ department) _______________________
   Local authority _______________________

7. How many students in your school fall in the categories below?

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Former street children</td>
<td></td>
</tr>
<tr>
<td>Former child labour victims</td>
<td></td>
</tr>
<tr>
<td>Homeless children</td>
<td></td>
</tr>
<tr>
<td>HIV/AIDS orphans</td>
<td></td>
</tr>
<tr>
<td>Children from poor households</td>
<td></td>
</tr>
<tr>
<td>Others (specify)</td>
<td></td>
</tr>
</tbody>
</table>

MALADAPTIVE BEHAVIOUR AND MODIFICATION STRATEGIES

8. Do you have any of the following behaviour problems in your school?

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fighting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stealing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telling lies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truancy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleeping in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rudeness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other(s) (Specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. What methods do you apply to modify the students’ behaviour (tick the appropriate).

<table>
<thead>
<tr>
<th>Maladaptive Behaviour</th>
<th>Corporal Punishments</th>
<th>Time out</th>
<th>Manual work</th>
<th>Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fighting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stealing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telling lies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truancy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleeping in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rudeness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any other (specify) ______________________________________

STATUS OF GUIDANCE AND COUNSELLING

10. What are the professional skills of the teacher in your school?

   Teaching                       □
   Guidance and Counselling       □
   social work                    □
   None of the above              □
   Any other specify □

11. What are the qualifications of the teacher counsellors?

   Graduate teacher               □
   Diploma teacher                □
   P1 Teacher                      □
   Any other specify □
12. How long has the counsellor been counselling?

Less than 2 years
More than 3 years
More than 10 years

13. Are there scheduled times for guidance and counselling?

Yes □ No □

14. If yes, how many hours per week/per month?

15. Is the time assigned for guidance and counselling adequate?

Yes □ No □

16. How often do you invite visiting speakers for the students?

Once a week □
Once a month □
Once a term □
Once a year □
Any other (specify) _____________________________

17. What forms of guidance and counselling are offered to the students?

Health guidance □
Education guidance □
Vocational guidance □
Career guidance □
Personal problems □
Any other (Specify) _____________________________

18. Where is the guidance and counselling done?

In a room □
Staffroom □
Open field □
Any other (specify) _____________________________
19. Give ways in which guidance and counselling has influenced the students in your school.
APPENDIX B

INTERVIEW SCHEDULE FOR THE STUDENTS

Dear students

I am interested in learning from you how you solve any problems that you may be having whether personal, from home or from school. I know all of us have different problems that we look for people to help us cope. Please share with me very freely some of the problems that you or your classmates face and whom you go to for help. This is not an examination so there no right or wrong answers. Note that this is only for information and whatever you tell me here will be treated with utmost confidentiality. You do not have to write your name. Where there are choices, tick the correct one in the box provided. Where no correct choice is given, write for me in the space provided.

PERSONAL INFORMATION

1. Name of your school: ________________________________

2. Gender: Male [ ] Female [ ]

3. Age: ________________________________

INFORMATION ON GUIDANCE AND COUNSELLING

4. Whom do you go to when you have a problem here in school?

Any teacher [ ]

Teacher counsellor [ ]

Friends [ ]

Nobody [ ]

Any other (specify) ________________________________
5. How often do you consult this person?

- Only when you have a problem
- Even when you don’t have a problem
- Any other (specify)

6. When you consult the person for help, how do you feel?

- Appreciate the assistance
- Need for more guidance
- Worried about possible consequences
- Regret the outcome of the session
- Any other (specify)

MALADAPTIVE BEHAVIOUR

7. Has any of your classmates been involved in any of the following? (Tick the appropriate ones).

- Stealing
- Telling lies
- Being absent in school
- Bullying
- Fighting
- Abusing others
- Being rude to the teachers
- Any other (specify)
8. What techniques do teachers apply to students with the following maladaptive behaviours?

<table>
<thead>
<tr>
<th>Maladaptive Behaviours</th>
<th>Correction techniques (tick the appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Corporal punishments</td>
</tr>
<tr>
<td>Stealing</td>
<td></td>
</tr>
<tr>
<td>Telling lies</td>
<td></td>
</tr>
<tr>
<td>Fighting others</td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td></td>
</tr>
<tr>
<td>Truancy</td>
<td></td>
</tr>
<tr>
<td>Rude to teachers</td>
<td></td>
</tr>
<tr>
<td>Sleeping in class</td>
<td></td>
</tr>
</tbody>
</table>

9. Have you ever discussed with a teacher counsellor about the following? (tick the appropriate).

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to improve your school academic performance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to manage your time properly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to resist drug abuse?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to avoid HIV infection?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to perform certain tasks such as athletics?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to relate well with others without being manipulated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The changes you expect as you grow up?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. Were you helped to understand yourself better?

Yes [ ]  No [ ]

11. What would you say about having people to be providing you with such help in your school?
APPENDIX C

INTERVIEW SCHEDULE FOR NFE CURRICULUM DEVELOPERS

Good Morning/Afternoon Sir/Madam?

I am carrying out an exploratory study of Guidance and Counselling services and their influence on students’ behaviour in non-formal schools. I would like to know whether such programmes do exist and whether they are operational in the schools. Please note the information you give me is strictly for educational purpose and will be kept in confidence.

PERSONAL INFORMATION

1. Gender: Male □ Female □

2. Division: ________________________________

GUIDANCE AND COUNSELLING INFORMATION

3. Is there a guidance and counselling component in the NFE curriculum that you developed?
   Yes □ No □

4. If ‘no’, do you think it is necessary to include it in the curriculum?
   Yes □ No □

   If yes, (probe for possible ways of inclusion, including suggested time).

5. Do you have a teacher-training programme for NFE teachers?
   Yes □ No □
6. If yes, how many teachers have been trained?

7. Does it have the guidance and counselling component?
   Yes ☐ No ☐

8. If no, do you think the NFE teachers:
   • Provide guidance and counselling to the students? ☐
   • Have the appropriate skills to provide guidance and counselling to the NFE students? ☐
   • Should be in-serviced/oriented on the basic guidance and counselling skills that they can help their students? ☐
   (Probe for suggestions)

SUPERVISION ON GUIDANCE AND COUNSELLING

9. How often do you monitor the NFE programmes in the schools?

10. Considering the general learners background, have you ever enquired whether they have guidance and counselling services? Yes ☐ No ☐

11. If yes, what was your advice? __________________________________________________________

12. Do all the NFE schools have trained teacher counsellors? 
   Yes ☐ No ☐

13. Do all the NFE schools have counselling offices/rooms? 
   Yes ☐ No ☐

14. What other advice would you give in order to establish strong and operational guidance and counselling programmes in NFE schools?