GENDER DIMENSIONS IN GUIDANCE AND COUNSELLING AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS PUBLIC SECONDARY SCHOOLS IN GITHUNGURI DISTRICT, KIAMBU COUNTY

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A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR MASTER OF GENDER AND DEVELOPMENT STUDIES IN THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCE DEGREE
DECLARATION

This research report is my original work and has not been presented for a degree or any other award at any university.

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This research report has been submitted for examination with our approval as the university supervisors

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To my husband Dr. Peter Kinyanjui, my daughters Susan and Joy, and my son Alvin.
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Lastly, I extend special thanks to the Almighty God for His mercies throughout my studies.
ABSTRACT

One aspect of counselling in the educational system is to help boys and girls alike, to develop their capacities to the full. However, little is documented on the effect of gender factors in guidance and counselling among students in public secondary schools. The purpose of this study was to investigate how gender issues affect guidance and counselling among students in public secondary schools in Githunguri District, Kiambu County. The research had the following objectives; To find out the guidance and counselling issues among students in public secondary; to investigate if there are gender issues in guidance and counselling in secondary schools with reference to Githunguri District, whether students' issues are adequately addressed by guidance and counselling departments in secondary schools and to obtain views of teacher counsellors and students on the enhancement of guidance and the counselling departments. The research adopted a descriptive survey sample design by use of both quantitative and qualitative methods. The target population were public secondary school students in Githunguri District. Counsellor teachers in public secondary schools were used as key informants in this study. Both stratified and simple random sampling techniques were applied to select the sample of the study. Data were collected using a questionnaire and analyzed using the statistical Package for Social Sciences (SPSS). The findings are presented using tables and frequency distributions to enhance clarity. The study findings reveal that there are more female teacher counsellors than male counsellors and more female than male students sought guidance and counselling services. The study also revealed that students' issues are not adequately addressed by the guidance and counselling programme. The study recommends that secondary school principals should appoint more male teachers in guidance and counselling and that in-service courses on gender issues should be held for teachers who offer guidance and counselling services in schools. It further recommends that school Principals should not engage teacher counsellors in disciplinary activities since that amount to role conflict. Finally students' issues should be kept secret by those entrusted in guidance and counselling.
ABBREVIATIONS

AIDS  Acquired Immunodeficiency Syndrome
CEDAW  Elimination of All Forms of Discrimination Against Women
HIV  Human Immunodeficiency Virus
MOE  Ministry of Education
NACADAA  National Campaign against Drug Abuse Authority
ROK  Republic of Kenya
STIs  Sexually Transmitted Infections
UPR  Unconditional Positive Regard
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<td><strong>Adolescent</strong></td>
<td>A period of transition, young teenagers of 13 to 16 years.</td>
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<td><strong>Counselling</strong></td>
<td>Process by which a person (counsellor) assists another person in need to resolve an issue/s.</td>
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<td><strong>Cross-breed counselling</strong></td>
<td>Counselling done by both male and female teachers</td>
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<td><strong>Gender</strong></td>
<td>Socially constructed concept; it focuses on the roles assigned to men and women by the society.</td>
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<td><strong>Gender equality</strong></td>
<td>Equal treatment of boys and girls so that they can enjoy benefits of development including access to opportunities and resources.</td>
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<td><strong>Gender factors</strong></td>
<td>Influences due to roles assigned to men and women in the society.</td>
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<td><strong>Gender issues</strong></td>
<td>Issues affecting boys or girls or both, men or women in the society.</td>
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<td><strong>Guidance</strong></td>
<td>Help or advice given to someone when in need.</td>
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<tr>
<td><strong>Issues</strong></td>
<td>Situational difficulty, issue is preferred instead of problem as issues are resolved unlike problems that may present difficulty as they may not necessarily be solved.</td>
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<tr>
<td><strong>Single gender</strong></td>
<td>Being either male or female.</td>
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<tr>
<td><strong>Sex</strong></td>
<td>Biological differences between males and females</td>
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<td><strong>Teacher counsellors</strong></td>
<td>Teachers responsible for guidance and counselling in school.</td>
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<tr>
<td><strong>Teenage</strong></td>
<td>The age of a person between 13 and 19 years old.</td>
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In the past two decades, the emotional and psychological wellbeing of students has been affected by various factors. These include HIV and AIDS, drugs and substance abuse, poverty, physical disabilities, physical and emotional abuse, pregnancy and lack of motivation among others. These have resulted in students feeling emotionally and psychologically disturbed, sometimes dropping out of school, suicide and students behaving in ways that are deemed inappropriate by school officials. All these have impacted negatively on the psychosocial well-being of students. The concerns to address issues that affect students from these and other effects has become widely recognized in the education sector (Gibson and Mitchell, 2010; Republic of Kenya, 2001; Wango, 2006a; Wango and Mungai, 2007). Guidance and counselling has increasingly been proposed as the panacea for the problems being faced by students today (Tan and Goh, 2002).

The subject of gender equity in schools especially in the guidance and counselling context may not have received adequate attention (Rieck, 2002). However, with emerging challenges caused by demographic changes and challenges, both the counsellors and the school management have displayed a growing interest in developing the potential of all young people. This will require schools to adopt a gender sensitive approach including counselling services. An overview of the
developing trends point a concurrence for the need of a gender-perspective that addresses equity and equality for both sexes in the context of delivering quality guidance and counselling services (Othman, 1993). However, the large number of students in schools, limited number of trained teacher counsellors, heavy work load and other socio-economic challenges places great pressure on teachers, students, parents and society as they promote strategies to enhance the well being of girls and boys in school through guidance and counselling (Pekerti, 2006; Wango, 2006a). This study investigated the gender aspects in the secondary school guidance and counselling programme.

Several international treaties and agreements such as Elimination of All Forms of Discrimination Against Women (CEDAW), held in 1979 and the Beijing Platform for Action, held in 1995 have exemplified the importance of gender mainstreaming (World Bank, 2001). However, attaining enhanced guidance and counselling services in secondary schools has tended to be difficult in Kenya, for instance. The head teachers who implement policies may not either understand or agree with them and they cannot modify them (Wango 2006b). Romano and Wahl (2005) summarize four major issues faced in incorporating gender responsiveness into guidance and counselling: an analysis of the role and expectations for boys and girls in schools; an examination of gender parity indices in school enrolment; qualitative research on student perceptions of success; and, parental and teacher beliefs about gender and gender-based practices that can support or hinder the
achievement of goals for boys and girls. This study investigated some of these factors as they affect the school guidance and counselling programme.

Literature on gender factors in guidance and counselling in schools has tended to be rather scanty (Arbuckle, 2003). Most of what has been written on this subject appears to be based on the effectiveness of methods utilized by school counsellors, principals, school administrators and teachers towards achieving the desired behaviours among students. The few studies that have been conducted on the contributions of gender in counselling largely focus on post-secondary students and not on high school students (Chauhan 1982). However, current data in Southern Africa reflect acute disparities in the participation of men and women in the fields of guidance and counselling. Yet the idea of gender responsiveness is critical in establishing carefully planned guidance and counselling programmes in secondary school education. Kebaya (1987) suggests that any guidance and counselling programme should be gender sensitive considering the different impact that socio-economic and cultural factors may have on the future and general lives of boys and girls.

Gender discrimination has remained persistent in all parts of the world. The extent and nature varies considerably across various regions with greater disparities in sub-Saharan Africa (World Bank, 2001). For example a survey done in Sierra Leone indicated that the number of girls attending school decline as they
approach puberty since their families give priority for higher education to boys (Cornwall, 2005). Disparities in gender role were manifest during counselling in traditional African societies (Brown, 1966). In most traditional societies, fathers guided and counselled boys while mothers guided and counselled girls. Individuals were socialized to think, feel and act in accordance with patterns of a particular society, which they were a part of and in accordance with their gender. Personality development of the youth was not sorely the responsibility of the parents but that of the extended families as well. Grandparents and other responsible adults counselled young people on sensitive topics such as sexual behaviour and other society roles, values and traditions. The approach to counselling was gender-sensitive (Mutie and Ndambuki, 1999). This study investigated the extent to which this has been carried over in contemporary society in formal schools.

In Kenya, policy on guidance and counselling including the role of teacher counsellors and student peer counsellors continue to be a subject of on-going discussion and research (Wango, 2006a). The role of the school counsellor has been studied, examined, defined, and redefined through past research (Wango, 2006a; Wango & Mungai, 2007). However, the contribution of gender in guidance and counselling is yet to be clearly defined (Hogan, 2003). In addition, the specific ways by which guidance and counselling is practised and the success of such programmes in ensuring gender equity and equality remains largely ignored. The low attention given to gender perspective in guidance and
counselling in Africa and Kenya in particular requires more research. Furthermore, studies that empirically address gender dimensions in guidance and counselling among students in secondary schools in Kiambu and Githunguri in particular are lacking.

1.2. Statement of the Problem

This research aimed at investigating gender factors in the secondary school guidance and counselling programme. The ever-growing complexity of society, coupled with social problems like HIV and AIDS, drug abuse and the rapid development of science and technology has tended to place heavy demands on education. Secondary schools, as important social institutions, have the responsibility to adapt quickly to changing patterns, and help prepare boys and girls for future challenges. A significant aspect of counselling in the educational system is to assist boys and girls alike, to develop their capacities to the full. These include intellectual, social, physical and moral capacities. Issues that affect the performance of boys and girls should therefore be accorded a gendered approach. These include the school guidance and counselling programme and issues that affect boys and girls, who addresses them and how they are handled. It is against the above backdrops that this study was carried out in Githunguri District.
1.3. **Research Objectives**

The purpose of this study was to investigate how gender issues affect guidance and counselling among students in secondary schools in Githunguri District.

The objectives of this study were:

1. To find out the guidance and counselling issues among male and female students in secondary schools in Githunguri District.
2. To investigate if there are differences between male and female teachers offering guidance and counselling to students in secondary schools in Githunguri District.
3. To assess whether students' issues are adequately addressed by guidance and counselling teachers in secondary schools in Githunguri District.
4. To suggest intervention strategies on the enhancement of gendered guidance and counselling in secondary schools that is beneficial to all students.

1.4. **Research Questions**

The study was guided by the following research questions:

1. What are the guidance and counselling issues among male and female students in secondary schools in Githunguri District?
2. Are there gender differences among teachers offering guidance counselling services in schools in Githunguri District?
3. Are male and female student issues adequately addressed by guidance and
4. What intervention strategies can enhance the school guidance and counselling programme for the well being of all students?

1.5. Significance of the Study

This study is significant to all students, females and males, teacher counsellors, school administrators and education policy makers because of the theoretical and practical implications that the research has brought out concerning gender issues that affect guidance and counselling in secondary school. The study further expands on understanding of what promotes effective guidance and counselling among female and male students. This is to ensure that the outcome of counselling is of utmost beneficial to the client. Subsequently, the research gives insight to boys and girls so that they can choose the right counsellor based on the assistance they can offer to the student but not according to their gender.

1.6. Scope and Limitations of the Study

The study focused on gender issues as they relate to the secondary school guidance and counselling programme. It was confined to selected secondary schools in Githunguri District, Kiambu County. However, it is possible that the findings can be generalised to various secondary schools in the republic. Due to confidentiality and time constraints it was difficult to observe actual counselling sessions. The researcher therefore, relied on information provided by students and teacher counsellors.
CHAPTER TWO
LITERATURE REVIEW

2.1. Introduction

This chapter reviews literature on aspects that influence guidance and counselling among students in secondary schools. Genders issues in guidance and counselling have been explored in detail. Theoretical framework and conceptual framework are also discussed. The researcher has used a variety of books and academic journals.

2.2. Guidance and Counselling in Secondary Schools

Researchers have attempted to understand the concept of guidance and counselling. Wango and Mungai (2007) state that to guide is to direct, steer, aid, assist, lead, inform or show the way. In particular they assert that guidance helps students to become aware of personal identities, perceive clearly the nature of their person; experience their world, the aggregate of surroundings and the people with whom they interact more deeply and completely. Guidance is the utilization of purposeful helping activities to enable the child to live as richly and completely as possible in order that his or her capabilities and abilities may reach their fullest development (Shertzer, 1965). Unlike guidance, counselling is a process through which the counsellor assists the student to resolve his/her issues.
The concept of guidance and counselling is not new. Formal guidance and counselling by way of contracting the client had began quite early in the US, Taiwan, Japan and Norway. In the traditional societies including those in Africa, guidance and counselling was offered by parents, relatives and older parents while peer support services provided a support mechanism (Gibson and Mitchell, 2010; Ndegwa, 2003). In Kenya, the Ministry of Education established a guidance section in 1971 in recognition of the need to assist pupils and students in various ways and in 1977, the Ministry produced a hand book to be used by the teachers in guiding the students on careers titled the ‘Ministry of Education Handbook for schools Guidance and Counselling’. The Gacathi report (Republic of Kenya, 1976) further recommended a need to enhance guidance and counselling by heads of institutions assigning a member of staff to be responsible for guidance and counselling. Schools and educational institutions were to build and use cumulative record of students and the establishment of courses at the university for training professional workers in guidance and counselling in secondary schools. The Ominde Commission (Republic of Kenya, 1964) too had emphasized on the need for guidance and counselling to cater for the overall development of the person and not just careers. The Koech report (Republic of Kenya, 1999) suggested that apart from counselling students, schools counselling practice should assist in reducing conflicts between students and their parents. Incidentally, both the Kamunge and Koech reports (Republic of Kenya, 1988,
1999) acknowledged that students in schools faced diverse problems that required guidance and counselling services.

Guidance and counselling as we know it today may have been largely different from traditional societies though the concept of a person offering help to another person in need is a feature of, and part of the history of mankind. Guidance and counselling was confined to the counsellor and client of the same gender as boys were taught by males and girls by females. In addition, in patriarchal systems, a man was prohibited from showing strong emotions particularly in public and also on relationship (Good et al., 1989). The nature of therapeutic relationship may therefore be in conflict with the traditional male standing as it would seem to give the therapist power over the client. Good et al. (1989) observe that male students may refuse to seek help from male or female teachers because they would seem superior to him or her. In addition, men may feel uncomfortable about seeking help for fear of intimacy or emotional closeness especially with other men (Levingson, 1988). Full expression of emotional or reactions with other men may be considered a homosexual tendency (David & Brannon, 1976). Guidance at early age was conducted by the parents, both the mother and the father. According to Kenyatta (1995:103) the mother was in charge of co-education of her children. The mother taught both boys and girls the laws and customs, especially those governing the moral code and general rules of etiquette in the community (Kenyatta, 1995:103). The foregoing literature observes that issues concerning boys and girls were well taken care of in traditional African societies. With formal
education and modernisation, such traditions have faded as guidance and counselling role is taken up by the teacher in the school.

The field of guidance and counselling has continued to elicit attention among researchers in Kenyan secondary schools. For instance, in 2001 a task force to investigate violence in schools (Republic of Kenya, 2001) revealed the need to enhance the departments of guidance and counselling in secondary schools. Njambi (1996) advocates for a guidance process that is for all the students and not for students with ‘problems’ alone, a continuous and sequential educational process that is developmental in nature. According to Njambi (1996), guidance must be concerned with all areas of students’ growth, that is, learning is enhanced when emotional, personal, social and physical issues of boys and girls are resolved. In addition, it should strive for co-operation and not compulsion. For Njambi (1996), boys and girls in secondary schools have a right to decide whether they wish to avail themselves for guidance and counselling.

Wango and Mungai (2007:2) asserts that the school guidance and counselling programme must have four Ps, that is, purposeful, practical, preventive and programmed. (Explain each of them)

2.3 Gender Identity in Guidance and Counselling

Zimbardor (1992) sees gender roles as patterns of behaviour regarded as appropriate for males and females in a particular society. According to Baron
(1992), gender roles provide the proper definitions of masculinity and femininity, much of which is shaped by our gender. For counselling and guidance, gender role orientation refers to the social construction of gender identity based upon the situational contest in which an individual lives his/her life (Bern, 1996). Consequently, it is the way through which an individual perceives whether personal choices are appropriate for the cultures idea of being male and female.

Gleiteman (1981) says that to understand the concept of guidance and counselling, the term sex and gender should be distinguished. According to Gleiteman, the term sex is generally reserved for aspects of the male-female differences that pertains to reproductive functions (such as ovaries verses testis, vagina versus penis) or that are likely to be genetic factors (like differences in average height and muscular strength). In addition, sex is also viewed as stereotyped patterns of behaviour associated by society with each sex (Baron, 1992). On the other hand, the term gender refers to social or psychological aspects of being seen as a man or woman. Zimbardo (1992) sees males and females as totally different; not only do they have different physical characteristics but they often behave in different ways and play different roles in the society. Gender differences are acquired primarily through learning, but there are some indications that genetics factors such as hormonal differences between boys and girls may also influence this process (Baron, 1992). However, everybody must belong to a community including boys and girls in secondary schools. In addition, individuals
must conform to the community norms. For instance, during rites of passage, ascribed gender roles are observed.

According to Baron (1992), adult men and women have very different roles and responsibilities in the home and in the work place. They operate in very different sectors; women represent the majority of secretaries, nurses and teachers while men account for majority of engineers, carpenters, and mechanics (Malim and Birch, 1998). This may not always be the case as situations and regions will also vary.

Gender differentiation, according to Malim and Birch (1998), begins very early in life. At an early age, even as young as two to three years, boys can be seen playing with construction toys and engage in considerable rough tumble play, while girls are more likely to be found playing with dolls and household toys. Children learn as they grow up and at adolescence, distinct roles are established both in behavioural and in interest and occupational choices. Zimbardo (1992) agrees that children learn gender roles of their culture in many ways. Adults reward these roles according to gender appropriate behaviour and discourage or punish for actions that are gender inappropriate. Boys in particular receive strong negative responses from their fathers when they engage in cross-gender behaviour. Children may also imitate the behaviour of the people around them or of the people in movies or books. Zimbardo (1992) also says that children may
also develop beliefs in limiting rules about gender roles (girls can’t be soldiers). In that case, boys and girls grow up in different physiological environments that shape their views of the world and their ways of dealing with issues. In the end, children learn masculine and feminine traits within the family and society (Brewer, 2001). These aspects become a part of culture and will in turn impact on the school guidance and counselling programme.

The gender of the teacher and student is a matter of concern in schools (Republic of Kenya, 1999; Wango, 2006a). Wango (2006a) notes several arguments, some based on stereotypes that male students prefer female teacher counsellors, and that male students did not seek counselling as much as their female counterparts except on discipline cases. Further, the Koech Commission (Republic of Kenya, 1999) noted that most students, especially female students, were not very comfortable when being counselled by a counsellor from the opposite sex and this was particularly difficult for the female Muslim students. The Commission, therefore, recommended that counselling be offered by professionally trained and mature members of staff and that, unless otherwise requested, students be guided and counselled on the basis of gender parity. But Wango (2006a) argues that this was not a consensus among students and teachers and raises gender as a matter that required further investigation hence this study.
2.4 Issues for Counselling in Secondary Schools

The world is undergoing tremendous changes and traditional societies will feel this impact. Wango (Unpublished) argues that issues such as the effects of the HIV and AIDS scourge, terminal illnesses including cancer, alcohol, tobacco and drugs and substance abuse, poverty, disabilities and other issues affect all persons in considerably different ways. This includes students in school. These factors will influence the decision to remain or drop out of school, physical and emotional turmoil, drug abuse, pregnancy, lack of motivation, and behaviours deemed inappropriate by school officials and require to be addressed by the school (Wango & Mungai, 2007:24). Geldard (2009) has outlined the common teenage problems in schools such as rebelliousness, running away from home, shyness and feeling of inferiority, poor academic results, loss of interest in studying, loss of self esteem, peer pressure and immaturity in intellectual development.

Seidman (1960) in a study on interest and problems of adolescents in high schools, asked students to consider various items as personal problems and to construct an order reflecting their own experiences. According to the study, issues for boys are money, health, study habits, relationships and personal attractiveness. On the other hand, the issues for girls are personal attractiveness, health, money, home and family. The study revealed that the issues of boys and girls may be the same but priorities are quite different. Cheseto (2005) and Mungai (2003) categorized students’ problems as follows: physiological problems, social
problems, vocational problems and education problem. The most educational problems among young people in schools are: choice of a school, poor academic performance, development of study habits, and importance of curriculum, school social activities and teacher-student relationship (Ongubo, 1987).

Khaemba (1986), in a study on the role of guidance and counselling in selected secondary schools in Nakuru Municipality, found that students were confronted with educational, vocational and social problems. Bording (1946) suggested categories into which problems could be classified as dependence, lack of information, self - conflict, choice anxiety. Engelkes (1982) like Bording developed a two-dimensional method for classifying problems. First, a problem is intra-personal or inter-personal and, second, it is developmental or environmental. These pertain to the individual’s stage of development in life, or his or her current set of conditions or stimuli, respectively. Thus, in the current research, the problems could be emanating from self, or from others (could be a person of the same sex or opposite sex). The issue of girls and boys could be also be emanating from set conditions of the individual schools. That the issues could be gender specific or general was a major concern in this study.

A gender perspective of issues that affect students in secondary schools could be helpful so as to suggest intervention strategies. Gacheri (2003), in a research on the role of guidance and counselling in selected secondary schools in Tigania Division Meru North District, found that 34.3% of the respondents described the
role of guidance and counselling as low and that guidance and counselling programmes do not respond to the needs and interests of students. In addition, 37.1% of the respondents also noted that the programmes were not related to the real issues affecting the students though the study did not investigate whether the real issues were gender related issues. These aspects informed this study.

2.5 School Counsellors and their Understanding of Gender

The teacher counsellor or is the teacher responsible for guidance and counselling in the school (Wango, 2006a; Wango and Mungai, 2007). The Gacathi Commission (Republic of Kenya, 1976) had observed that career and vocational guidance conducted in schools was on voluntary efforts by some teachers who felt motivated to do it. As a result, the Commission recommended that all teachers be trained in guidance and counselling and be required to do it as one or their normal duties. In addition, it recommended that the head of each educational institution assign a member of staff to be responsible for guidance and counselling and ensure that the services are available to all students and teachers and that opportunities for individual guidance and counselling by teachers and parents were available at appropriate times. However, Wango (2003:27) notes that there does not seem to be any indication that a follow-up was made as to how this should implemented. In addition, the Commission did not address how gender issues were to be addressed in guidance and counselling.
The Koech Commission (Republic of Kenya, 1999) recommended that a national programme be instituted for the professional training of teachers to handle guidance and counselling. The Commission also recommended that peer-counselling services be established in all educational and training institutions especially to combat HIV and AIDS. The various policy frameworks proposed on education and counselling that have formed the educational legal framework in Kenya (Wango, 2006b) could have failed to establish how the teacher counsellor would be equipped to handle gender issues in schools. On the issues of drugs and substance abuse, teachers were required to work closely with National Campaign against Drug Abuse Authority (NACADAAA) as recommended by the Report on the Task Force on Students Discipline and Unrest in Secondary Schools (Republic of Kenya, 2001). But as noted by the task force, appointed counsellors were unable to meet the school expectations due to lack of relevant training (Wango, 2003; 2006a). Yet such an understanding is important because, as Peters and Shertzer (1965) assert, counsellors should be competent in understanding children’s and adolescent personality development.

According to Gleitman (1981) adolescence has a lower limit for fifteen for girls and seventeen for boys when physical growth is more or less complete. There is a traditional view of adolescents, which holds that it is inevitably a period of great emotional stress. This fact places a lot of emphasis on guidance and counselling (Grinder, 1973). Adolescents as young adults are in desperate conflict with a cynical adult-world that drives them into despair and suicide. However, the
traditional view of adolescent has been challenged by several writers who argue that turbulence of the period is by no means inevitable (Erickson, 1963 as quoted in Gleitman, 1981).

Gleitman (1981) argues that adolescents are particularly prone to ridicule or reject those among their age mates who have physical strength. Gleitman concurs with the traditional view that the adolescent is going through a period of conflict which clashes with the values of his/her childhood, with the values of grownups and even with him/herself, in that he/she has to adjust to a newly-discovered personality, beginning with an attempt to understand him/herself and learning to cope with new and more difficult situations than ever before. Grinder (1973) is of the opinion that an adolescent may care intensively about his/her looks and the impression he/she makes on his peers especially of the opposite sex. Grinder observes that, the young person must cope with many feelings: anxiety, fear, depression, shame and despair as well as happiness, pride and satisfaction. Overall, great importance is placed on understanding the adolescence stage and the underlying issues that guidance and counselling process must address. Both boys and girls have different developmental stages with unique needs that should be handled with a lot of care.

Adolescent boys and girls in high schools tend to strive harder to conform to gender stereotypes and the prevailing sexual moves (Katz, 1966). In particular, Katz notes that adolescent is a crucial age in terms of gender issues because the
students are trying out the gender roles on a large scale. Adolescent girls may worry about the size of their breasts, too small or too large, depending on the current fad, and boys about the size of their penis—"too small" but occasionally "too large". According to Grinder (1973) adolescent are very much preoccupied with size, shape, and relative obese or slenderness. To Grinder, nearly every boy is interested with muscularity and majority of girls wants to lose weight (Grinder (1973). According to Mungai (2003), almost 30 girls drop out of secondary school in Kenya each day and guidance and counselling services would be essential at this stage. This study further investigated issues with strong gender implications to both students and teacher counsellors.

2.6 Gender Preference in Counselling

A number of challenges may exist for female counsellors working with male adolescent and male counsellors working with female adolescent (Katz, 1996). In addition, research highlights the preferences of the same gender student counsellor relationship for high school students that illustrates that secondary students perceive same gender counsellors as more beneficial. Johnson (1976) perceived female student counsellors as helping in social or in personal areas and to want female schools counsellors’ opinions, reactions and approval in relation to their experiences and decisions.

Teachers and counsellors in secondary schools are members of cultural groups, ethnicity, social class and religion. These cultures are lenses through which
counsellors base their perceptions and values (Heinkelman & Granello, 2003). Each counsellor comes to the session with a set of cultural expectations for what is meant to be a good girl and a good boy. Therefore, when counsellors are unaware of their own gender development, this may increase the risk of imposing their expectations on their clients (Hardin and Yanico, 1983). Heinkelman and Granello (2003) prefer a counsellor of the same sex while Hardin and Yanico (1983) failed to find differences in help-seeking associated with counsellor’s gender. In contrast, Carter (1973) found differences associated with the counsellor’s gender. Mwangi (1991) implies that sex of the client may influence preference per particular help-giver in colleges.

Kebaya (1987) studied the way high school students perceived their problems and their help-seeking preferences and found that boys differed significantly on help seeking from girls which may imply that sex influenced help seeking. Wango (2006a) noted patterns where students sought help from teachers of the opposite gender and indicated contentment with their choice. This may explain why Form in Kebaya (1987) noted that all college students do not seek organized counselling when they are confronted with problems. NACADAA (2006), noted that both male and female students in tertiary institutions engaged in drugs and substance abuse, but that boys received more guidance and counselling attention than girls on drug abuse.
2.7 Theoretical Framework

This study was informed by the feminist theory advanced by Chodorow (1978). Chodorow attributes psychological differences in the makeup of females and males to the social factors that, for most children, the first intimate relationship is with their mother. This initial relationship may have different consequences for girls from those of boys. For example, Chodorow (1978) argues that infants experience themselves as continuous with the mother. A mother too, empathically relates to the infants and experiences continuity with them.

Important to Chodorow (1978) are the necessary differences in the way children develop beyond certain points. Girls can continue to define themselves within the context of this initial relationship. Mothers, also see their daughters as extensions of themselves. Girls experience a continuing attachment to the mother while still defining themselves as females. None of this is possible for boys. Instead, boys separate from mothers much earlier than girls do in order to develop as males. Mothers, too, experience their sons as separate and different from them, unlike their daughters. Thus, boys embark on a developmental path marked not by attachment but by separation and increasing individuation. Chodorow (1978) further argues that the personalities of girls are frequently less differentiated than those of boys and are closely tied to their relationships. Girls can experience continuity with others and relate to their feelings. However, boys curtail their
emotional attachment to the mother and also limit their ability in general to relate empathically to others.

This theory is applicable to this study since one gender may tend to seek guidance and counselling services more, and from a particular gender rather than the other. The theory is also explain why boys and girls from single families may be more vulnerable than their counterparts with both parents. The presence of a father or a mother figure in the growth of a child cannot be over-emphasized. In this study, the relationship on the counselling issues that affect boys and girls in secondary school is therefore juxtaposed with the gender of the counsellors and the extent to which the guidance and counselling programme is effective in assisting all students. This relationship is conceptualized in Figure 2.1.

\[Figure\ 2.1: \textit{Conceptual\ Framework}\]
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the procedure that was followed in conducting the study. It describes the research design, location of the study, target population, sampling techniques and sample size, the research instruments and the way in which data reliability and validity was ensured, the data collection procedure, ethical issues and, finally, the method of data analysis.

3.2 Research Design

This study followed a descriptive survey sample design. Kothari (2006) explains research design as a systematic way of solving the research problem whereby a researcher adopts various steps to study the problem along with the logic behind them. Survey design is used to ascertain the nature of a phenomenon from relatively large number of cases (Nkpa, 1997). Survey methods collect data through questionnaires or/and interviews (Orodho, 2005). According to Gay (1992), surveys attempt to collect data from members of a population for the purpose of establishing the current status of that population with respect to one or more variables. The survey design was selected for this study because the study was involved in describing, recording, analyzing and reporting conditions, as they currently exist (Kothari, 2004).
Silverman (2000) posits that descriptive survey research provides deeper understanding of social phenomena than would be obtained from purely qualitative research. A descriptive study is used to gather systematically factual information necessary for decision-making, Ogula (1998). Descriptive design was used in this study because of its appropriateness in establishing relationships between variables and facilitating the collection of information for determining the population parameter.

3.3 **Location of the Study**

This study was conducted in Githunguri District, Kiambu County. Kiambu County has a population of 1,623,282 (49% males and 51% females). The population density is 638 per square kilometre Republic of Kenya (2009). The residents of this place are basically farmers and business men and women. Githunguri is one of the eleven districts in the county (Appendix vi). The District had a total of 30 public secondary schools at the time. These schools included five boys' boarding schools, four girls' boarding schools and 21 mixed boarding schools. Gay (1992) observed that factors such as familiarity to an area, limitations of time, effort and money may influence the researchers' choice of locale. This in part influenced the researcher to choose Githunguri District for the current study. Moreover, Meredith (1996) notes that carrying out a research in a setting where one is familiar with colleagues and friends facilitate data collection.
3.4 Target Population

A population is the aggregate of all cases that conform to some designated set of specifications (Frankfort-Nachmias & Nachmias, 1996:179). The target population in this study were all the 30 public secondary schools in Githunguri District. The schools differed by type (boys, girls or mixed, and were either boarding or day schools). Table 3.1 shows the targeted population.

Table 3.1: Target Population

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Category of Secondary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mixed</td>
</tr>
<tr>
<td></td>
<td>Day</td>
</tr>
<tr>
<td>Guidance and counselling teachers</td>
<td>88</td>
</tr>
<tr>
<td>Students</td>
<td>5,229</td>
</tr>
<tr>
<td>Total</td>
<td>5,317</td>
</tr>
</tbody>
</table>

3.5 Sampling Technique and Sample Size

3.5.1 Sampling Technique

According to Frankfort-Nachmias and Nachmias (1996), stratified sampling is used primarily to ensure that different groups in the population are adequately represented in the sample. All the public secondary schools were first classified according to whether they are mixed, boys' or girls' schools. The list obtained served as the sampling frame from which a representative sample of the population was obtained. To select the specific subjects to be
included in the sample, simple random sampling technique was then applied to select subjects from the students' population. As for teachers, purposive sampling was applied to select teacher counsellors in the guidance and counselling department. According to Mugenda and Mugenda (1999:50) purposive sampling allows a researcher to use cases that have the required information with respect to the objectives of their study.

3.5.2 Sample Size

A sample is a representative subset of a population (Nachmias & Nachmias, 1996). Gay (1992) asserts that for survey design a sample of at least 20 per cent is justifiable for the study. On this strength, the researcher took a sample size of 15 schools for the study, that is, 50 per cent of the total schools. Nine mixed schools, three boys and three girls' schools were selected from the population. Two more schools were used for the pilot study. A total of 408 students and all the 147 teachers in the guidance and counselling departments from sampled schools were included in the study. Table 3.2 shows the determination of sample size.

Table 3.2: Determination of Sample Size

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Category of Public Secondary Schools</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mixed day</td>
<td>Girls Boarding</td>
<td>Boys Boarding</td>
<td>Total</td>
</tr>
<tr>
<td>Guidance and</td>
<td>88</td>
<td>24</td>
<td>35</td>
<td>147</td>
</tr>
<tr>
<td>Students</td>
<td>216</td>
<td>96</td>
<td>96</td>
<td>408</td>
</tr>
<tr>
<td>Total</td>
<td>304</td>
<td>120</td>
<td>131</td>
<td>555</td>
</tr>
</tbody>
</table>
3.6 Data Collection

The study made use of both quantitative and qualitative data. Quantitative data relied on the closed-ended questions, while qualitative data relied on open ended items. The research instruments were two questionnaires for students and teachers (Appendix I and II). Follow up was made on particular issues to clarify concepts and check the reliability of data. In addition, secondary data which was limited to the counselling timetables, resources used when counselling and records on which gender sought guidance and counselling services most were collected from isolated records from the departments of guidance and counselling.

3.6.1 Research Questionnaire

Questionnaires are research instruments used for both quantitative and qualitative study in order to get information from respondents. Questionnaires are much less expensive and consume less time to administer than techniques such as interviews. Questionnaires also provide greater anonymity. In this study, this was important because information regarding guidance and counselling issues may invoke some resentment on the part of respondents (Weirsma, 1980). One questionnaire was administered to students (Appendix I). Items in the questionnaire were both structured and unstructured in order to solicit information on the topic under study. The second questionnaire was administered to teacher counsellors (Appendix II).
3.6.2 Validity and Reliability of Research Instruments

According to Weirsma (1980: 215), validity is the extent to which the instrument measures what it is designed to measure. Content validity is the extent to which the content of the instrument in terms of the statements, questions or indicators represents the property being measured (Frankfort-Nachmias & Nachmias, 1996). They further state that a research instrument, such as a questionnaire, has high sampling validity when the questions or indicators contained in the questionnaire adequately represent the property being measured. According to Gay (1997), content validity is established by an expert. As a result, the researcher consulted the supervisors to review the contents of the instruments. In addition, the guidelines issued by the Chief Inspector of Schools on the context of guidance and counselling and used by others such as Wango (2006a) to evaluate the school guidance and counselling programme were consulted (Appendix III).

Reliability of an instrument concerns the degree to which a particular instrument can consistently yield a similar result over a number of repeated trials (Orodho, 2005). The researcher piloted the research instruments in two schools to help determine the reliability of the instruments. The questionnaire was administered to 10 students at two different times. There was a time interval of one week between the tests. The scores of each administration were recorded separately. Pearson’s Product Moment Formula was used to calculate the correlation coefficient between the tests. The results of the reliability tests conducted for the students are given in the Table 3.3.
Table 3.3: Students' Test Re-Test Scores

<table>
<thead>
<tr>
<th>Students</th>
<th>Test(X)</th>
<th>Re-test(Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85</td>
<td>82</td>
</tr>
<tr>
<td>2</td>
<td>80</td>
<td>82</td>
</tr>
<tr>
<td>3</td>
<td>66</td>
<td>62</td>
</tr>
<tr>
<td>4</td>
<td>78</td>
<td>81</td>
</tr>
<tr>
<td>5</td>
<td>70</td>
<td>74</td>
</tr>
<tr>
<td>6</td>
<td>79</td>
<td>73</td>
</tr>
<tr>
<td>7</td>
<td>63</td>
<td>67</td>
</tr>
<tr>
<td>8</td>
<td>82</td>
<td>78</td>
</tr>
<tr>
<td>9</td>
<td>68</td>
<td>71</td>
</tr>
<tr>
<td>10</td>
<td>70</td>
<td>74</td>
</tr>
</tbody>
</table>

The results of the test re-test scores show a correlation of 0.8467 that indicates that the instrument is highly reliable (see appendix V for calculation details).

According to Orodho (2005), a coefficient correlation (r) of about 0.75 and above should be considered high enough to judge an instrument as reliable.

3.6.3 Data Collection Procedure

This study collected data using a questionnaire for teachers and students in public secondary schools in Githunguri District. The students completed the questionnaire in one sitting as the researcher waited. Teacher questionnaires were issued to the teachers and collected after a week. They were then coded according to the research objectives to allow ease of reference.

3.7 Data Analysis

After the collection of raw data, it was cleaned, sorted out and edited to identify blank spaces or unfilled items and those that could have been wrongly responded
to. Items were organized and classified according to the objectives of the study. The items were then coded for purposes of allocations of the magnitude of what is being measured and to establish common themes.

The coded data were entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS). The qualitative data was quantified where possible along with data from the structured questionnaire items. Qualitative data in form of words was subjected to content analysis. The results were then tabulated.

Quantitative data comprised answers to close ended questions. Quantitative data were analysed and reported using frequency distributions and percentages. Data presentations were made by use of tables and frequency distributions to enhance clarity.

3.8 Ethical Considerations

Several aspects in ethical consideration were made. This was because it was difficult to observe an actual counselling session between a teacher counsellor and a student (Wango, 2006a) as this would have raised several ethical issues. In that case, questionnaires were administered to students and teachers (Appendix I and II) and a letter was prepared to request head teachers in selected schools to facilitate data collection (Appendix IV). Consent for the study was sort from all the participants, both teachers and students. Those who did not consent to participate in the study were left out as participation was voluntary. Information
regarding purpose of study and nature of study was made available to all respondents before their involvement in the study. All respondents including teachers and students were encouraged to ask questions before they gave their consent. The identity of all respondents has been anonymous during the course of the study except for the general demographic information.
CHAPTER FOUR
GUIDANCE AND COUNSELLING ISSUES AMONG
STUDENTS IN SECONDARY SCHOOLS

4.1 Introduction

Chapter four presents the findings from the study. The findings are presented, interpreted and discussed in connection with gender dimensions in guidance and counselling among students in public secondary schools. The findings have been presented in four main sections as guided by the objectives of the study and in the light of the reviewed literature related with gender dimensions in guidance and counselling among students in public secondary schools.

The main sections are as follows:

a) Demographic information of the respondents, both teachers and students.

b) Guidance and counselling issues among students.

c) Differences among issues that affect male and female students and how these are handled in counselling.

d) The adequacy of guidance and counselling teachers in handling students' issues in secondary schools.

e) Intervention strategies on the enhancement of gendered guidance and counselling in secondary schools.
4.2 Demographic Information of Respondents

The study sampled 147 teachers and 408 students from the target population. The response was very high with a majority of students (97%) and teachers (84%) responding and returning the questionnaires. The students’ demographic information in the questionnaires comprised their gender, age and class while teacher details included their gender and teaching experience as presented in Table 4.1.

Table 4.1: Sex of the Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Teachers</th>
<th>Students</th>
<th>Students' Information Per Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>Male</td>
<td>37</td>
<td>30</td>
<td>178</td>
</tr>
<tr>
<td>Female</td>
<td>87</td>
<td>70</td>
<td>218</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
<td>100</td>
<td>396</td>
</tr>
</tbody>
</table>

There was a slightly higher number of female (55%) than male students (45%). The sample was also representative of students in all classes with the least students in their final year of study, Form Four. This may suggest that a majority of students who sought guidance and counselling services most were female students.

The study findings indicate that there was unequal representation among teacher counsellors with a greater majority (70%) being females while the males were the
minority (30 %); implying that more female than male teachers are selected for the guidance and counselling departments in Githunguri District. This disparity in gender representation of teacher counsellors as explained by one of the heads of departments in guidance and counselling may have an effect on the counselling and guidance process in public secondary schools. This is because a number of challenges exist for female counsellors working with male adolescents, just as there could be challenges among male counsellors working with female adolescent (Katz, 1996). In particular, Katz notes that boys and girls in high schools strive harder to conform to gender stereotypes and the prevailing sexual moves.

The study also sought information from both teachers and students and this was grouped in age brackets. Age was important in this study since most students are at adolescence stage, which is a period of growth and maturity. At this stage, what young people want and think they can handle often differs from what adults and parents, in this case represented by teacher counsellors, are willing or think is wise to give. This creates tension, frustration, rebellion and persisting power struggles, hence the need for guidance and counselling in schools. Information on age of teachers and students is presented in Table 4.2.
### Table 4.2: Age Bracket of Teachers and Students

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>10 - 14</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>15 - 20</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>21 - 30</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>31 - 40</td>
<td>67</td>
<td>54</td>
</tr>
<tr>
<td>41 - 50</td>
<td>32</td>
<td>26</td>
</tr>
<tr>
<td>51 and above</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of students (73%) were in the 15 - 20 years age brackets. These are in the adolescence stages. However, a few students were slightly older aged between 21 and 30 years. This category of students tended to join school following a government policy to provide free day secondary education in 2007. Only a slightly small percentage of teachers (11%) were in the same age bracket with the older students as the majority of teachers were in the 31 to 40 (54%) and 31 to 40 (26%) age brackets. Others were over 51 (9%) and some argued that they lacked time interacting with young students. A majority of the teachers were old and therefore experienced, and in turn were capable of offering the required and informed decisions and guidance to students. This was confirmed by the years of teaching experience as summarised in Table 4.3.
Table 4.3: Teaching Experience

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 years</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>6 - 15 years</td>
<td>92</td>
<td>74</td>
</tr>
<tr>
<td>16 - 25 years</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Above 26 years</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
<td>100</td>
</tr>
</tbody>
</table>

Findings indicate that a majority (88 %) of the teachers had a teaching experience of more than six years, with almost three quarters (74%) having taught for 6 to 15 years. This was further evidence that a majority of teachers in the secondary schools in the district had adequate experience in working with adolescents at this critical age. It would the expected that they could identify and perhaps assist the students to resolve certain issues through guidance and counselling, and hence their appointment as teacher counsellors.

4.3 Guidance and Counselling Issues among Students in Secondary Schools

Wango and Mungai (2007:24) identify certain issues that schools may perceive as inappropriate behaviour, and therefore require guidance and counselling. These include disruptive behaviour, truancy, emotional disturbance and other ‘problems’ such as poor performance (perceived), and absenteeism. This study set out to investigate issues in the school that may require guidance and counselling among
students in secondary schools. This includes issues that students present for
counselling. The findings are presented in Figure 4.1.

![Graph showing issues students present for counselling]

**Figure 4.1: Issues Students Present for Counselling**

Both teachers and students indicated that a majority of the issues students
presented for counselling were social and psychological in nature. Cheseto (2005)
and Mungai (2003) categorized students’ problems as follows: physiological
problems, social problems, vocational problems and education problem. Among
the social and behavioural issues highlighted by both teachers and students were:
noise making, absenteeism from class and outdoor activities, failure to do
assignments, inattentiveness, improper dressing, cheating in examinations,
sneaking out of school, bullying other students, sleeping in class and sexual
relationships among girls and boys which could lead to unwanted pregnancies and
sexually transmitted infections (STIs). Poor relationship with other students was
also noted to be prevalent among some students and hence an area of counselling.
Respondents, both teachers and students, identified psychological issues that affect students in schools. They include the following: health problems arising from AIDS as well as stigma and discrimination; stress resulting from isolation from peers, family and teacher; drug and substance abuse; bereavement through death of significant members of the family such as parents and other family members. The research also noted that some students came from poor households. This fact was attested by over half of the teachers (58%). Teachers explained that students from disadvantaged homes reported to schools with empty stomachs and to exacerbate the problems further girls lacked essential items such as sanitary towels which affected them psychologically. The trend in performance for some students therefore kept on declining. Academic performance was only noted by a minority of teachers (29%) though almost one in three students (36%) mentioned this as a concern. Students who were affected tended to show signs of despair and withdrawal. Similarly, bullying of other students would appear to be a problem though again mentioned by a minority of students as it was indicated by one in three teachers (37%). Students (27%) reported cases of fighting among students in some of the schools.

These issues raised would require counselling of students who were affected. Gerlard (2009) too has outlined similar problems that are common among adolescents in schools as rebelliousness, running away from home, shyness and feeling of inferiority, poor academic results, loss of interest in studying, loss of
self esteem, peer pressure and immaturity in intellectual development (Melgosa, 2009). These issues should therefore be prioritised and addressed through the school guidance and counselling programme.

4.4 Differences in Issues that Affect Male and Female Students and how they are Handled in Counselling

It is acceptable from the previous section that there are several issues that affect male and female students. An overwhelming majority of teachers (90%) indicated that there were gender issues in guidance and counselling in schools. Further, this study investigated how these issues affect male and females, and how they are handled in counselling.

The study inquired whether there were guidance and counselling teachers in schools and both teachers (94%) and students (91%) were in agreement that there were teachers offering guidance and counselling services in public secondary schools. Teachers who indicated that there was no guidance and counselling teachers in schools were also asked to state how students sought help for guidance and counselling issues and argued that all teachers assumed the role of guidance and counselling in the classroom situation where the teacher guided the students to maintain good behaviour at all times. However, the guidance offered in the classroom was not clearly outlined and was not formally regulated. Students also received guidance and counselling through professional counsellors invited to schools by respective principals and other trained resource persons such as
preachers. However, these modes were cited as irregular and unreliable to offer quality services to students with counselling problems. Teachers and students were sceptical that there were inadequacies in the guidance and counselling departments in schools since teachers and students indicated that majority of teachers in the departments lacked training in guidance and counselling and in gender. This would help them to be professionals in counselling who would apply the right skills in counselling Egan (2002). All the visitors who visit and talk to students are not counsellors.

The study also inquired on the involvement of males and females in the guidance and counselling department in the school.

**Table 4.4: Number of Teachers in the Guidance and Counselling Departments**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of Teachers in Counselling Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 - 2</td>
</tr>
<tr>
<td></td>
<td>f</td>
</tr>
<tr>
<td>Males</td>
<td>93</td>
</tr>
<tr>
<td>Females</td>
<td>34</td>
</tr>
</tbody>
</table>

Table 4.4 indicates that there were between one and seven teachers in the department of guidance and counselling in schools in Githunguri District. According to 74% of teachers involved in the current study, there was 1 to 2 males in the guidance and counselling department in schools as compared to 3 to 5
females, as indicated by over half (55%) of teacher respondents. This was an indication of lack of appointment and/or involvement among males in guidance and counselling departments. This involvement of more female teachers and corresponding involvement of less male teachers in the guidance and counselling departments could have lead to the perception or conviction that females were more empathetic than males. In addition, the disparities noted could lead to disinterest among males and in turn may also affect the quality of guidance and counselling process in secondary schools.

Further, the study sought to establish the kind of issues that male and female students wished to discuss with male or female teacher counsellors, or the teachers. Table 4.5 summarises the issues male and female students wanted to discuss with teachers and teacher counsellors.

**Table 4.5: Issues Students Wished to Discuss With Teacher Counsellors**

<table>
<thead>
<tr>
<th>Issues to Discuss</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Male students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic issues</td>
<td>60</td>
<td>22</td>
</tr>
<tr>
<td>Social issues</td>
<td>43</td>
<td>17</td>
</tr>
<tr>
<td>Psychological issues</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Spiritual issues</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Physical issues</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Academic Issues</td>
<td>77</td>
<td>34</td>
</tr>
<tr>
<td>Female students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic issues</td>
<td>43</td>
<td>21</td>
</tr>
<tr>
<td>Social issues</td>
<td>62</td>
<td>37</td>
</tr>
<tr>
<td>Psychological issues</td>
<td>62</td>
<td>32</td>
</tr>
<tr>
<td>Spiritual issues</td>
<td>43</td>
<td>19</td>
</tr>
<tr>
<td>Physical issues</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td>Academic Issues</td>
<td>79</td>
<td>45</td>
</tr>
<tr>
<td>Both male and female students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical issues</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>Academic Issues</td>
<td>89</td>
<td>67</td>
</tr>
</tbody>
</table>
Findings revealed that though both male and female students wanted to discuss academic issues, there were differences on issues presented by both male and female students for counselling. For example, more male than female students sought assistance on economic issues, while more female than male students often presented social issues for assistances. This has gender implications based on socialization and division of labour. Men as providers are more concerned with economic issues while women as mothers are concerned with social issues Baron (1992). Because of the divergence of issues exhibited by both male and female students for counselling, one of the teachers strongly felt that guidance and counselling should be carried out in such a way so as to cater for gender differences among students. Indeed, Wango (2006b) indicated differences among male and females issues in schools. Kebaya (1987) studied the perception among high school students of their problems and their help-seeking preferences and found that boys differed significantly on help seeking from girls which may imply that gender influenced help seeking. Mungai (2003) found that about 30 girls drop out of secondary school each day in Kenya due to pregnancy and noted that guidance and counselling is essential at this stage in dealing with some of these issues.

The study sought to find out who among the male and female students sought guidance and counselling most and the reasons behind this trend as presented in Table 4.6.
Table 4.6: Students Who Seek Counselling Most and Reasons Why

<table>
<thead>
<tr>
<th>Reason</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Male students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affected most by academic issues</td>
<td>35</td>
<td>32</td>
</tr>
<tr>
<td>Have more behavioural problems</td>
<td>41</td>
<td>39</td>
</tr>
<tr>
<td>Female students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have more psychological problems</td>
<td>72</td>
<td>64</td>
</tr>
<tr>
<td>Most affected by academic declines</td>
<td>54</td>
<td>24</td>
</tr>
<tr>
<td>Affected most by social problems</td>
<td>82</td>
<td>70</td>
</tr>
<tr>
<td>Seek more attentions from teachers</td>
<td>36</td>
<td>34</td>
</tr>
</tbody>
</table>

Findings indicated that more girls than boys sought guidance and counselling and that they presented more psychological and social issues for counselling. The reasons given for this trend may tend to imply that girls have more social and psychological problems and/or seek more attentions from teachers. Good et al. (1989) agrees and observes that male students may refuse to seek help from male or female teachers because they would seem superior to him or her. In addition, men may feel uncomfortable about seeking help for fear of intimacy or emotional closeness especially with other men (Levingson, 1988).

Teachers and students also indicated that boys’ problems are behavioural in nature and they seek guidance and counselling from such behaviours as smoking, drinking, and general drug abuse, noise making, absenteeism, failure to do...
assignments, inattentiveness, improper dressing, cheating in exams, sneaking out of school and bullying other students. This is in agreement with other studies such as Wango (2006b). In addition, the lack of male teachers in the guidance and counselling departments could have made males fail to seek counselling from females in anticipation of seeking assistance from male teachers as evidenced in part of this study. This again concurs with Wango (2006b) who has noted the gendered patterns of maleness in failure to seek help, or seeking help from males. Teachers in this study also indicated that most students who sought assistance comprised of girls and boys in secondary levels two and fours. These are levels where students are most affected by both developmental and academic problems. Students in level two are faced with adolescence changes while students in the last level would require, and therefore seek career guidance.

To be able to understand the reasons why there were gender disparities in guidance and counselling in schools, the research instruments sought information on whether students were allowed to choose the counsellors or teachers when seeking guidance and counselling. This information is presented in Figure 4.2.
Figure 4.2: Students Freedom to Choose Teacher Counsellor of their Choice

The majority of students and teachers indicated that guidance and counselling was voluntary and students were allowed to choose the counsellors of their choice. But it was apparent that there was a substantial number of students who indicated that they had no choice, and students' problems were handled by any teacher regardless of whether he/she is trained or not. It is possible that the issues of such students may not be adequately addressed as appropriate and they may also be uncomfortable.

4.5 Teacher Counsellor Effectiveness in Handling Students’ Issues

Researchers have identified the importance of the bond between a counsellor and a client, in this case a teacher and a student. The quality of this therapeutic alliance has been found to have a relationship with the outcome of counselling (Horvath & Symonds, 2000). In particular, Wango and Mungai (2007) assert that guidance helps students to become aware of personal identities, perceive clearly
the nature of their person, experience their world and the aggregate of surroundings and, the people with whom they interact more deeply and completely. Wango (Unpublished) argues that in traditional societies, that alliance had gender connotations and argues that in contemporary society, the counsellor must be able to take in the world of the client. This study therefore further investigated the teacher counsellor effectiveness in offering help to the student (client).

The study investigated the adequacy of guidance and counselling teachers in handling students' issues in secondary schools. Firstly, the study sought information on whether students in secondary schools sought guidance and counselling services (Wango, 2006) and secondly, the frequency, time and methods used to provide the services as presented in Figure 4.3.

**Figure 4.3:** Views of Students and Teachers on Whether Students Sought Assistance
The majority of both teachers (66%) and students (67%) concurred that a large number of students did not actually seek guidance and counselling services from teachers although they were faced with challenging counselling issues. Further scrutiny on this trend from teachers revealed that students failed to seek guidance and counselling from teachers due to a variety of reasons. These were:

1. In some schools, teacher counsellors were also in the disciplinary committees. This amounted to a conflict of roles and hence students refused to seek guidance and counselling services from such category of teachers.

2. In other cases, teachers made students’ issues public and thus students who were affected felt disillusioned since issue of confidentiality as a cardinal skill in counselling is not adhered to by such teachers.

3. Students felt that they did not receive immediate solutions to the problems presented to the teacher counsellors through guidance and counselling. Thus they seemed not to understand the meaning of counselling; that through exploration of their issues with the help of a counsellor they should come up with a solution. It is possible that this is why most students did not seek guidance and counselling in large numbers.

Several official reports such as the Kamunge and Koech reports (Republic of Kenya, 1988, 1999 respectively) acknowledged that students in Kenyan schools faced diverse problems that require guidance and counselling services. In addition, Wango and Mungai (2007) have clarified on the role of the teacher
counsellor. It is, therefore, interesting that the above issues have not been resolved in schools as yet.

Both students and teachers, indicated that students were seeking guidance and counselling services from teachers as depicted in Figure 4.3. above. The study inquired how often the guidance and counselling was carried out in schools as presented in Figure 4.4.

![Figure 4.4: Frequency of Guidance and Counselling in Schools](image)

Findings reveal that almost a half of both teachers and students were convinced that guidance and counselling was rarely carried out in schools. Indeed, one in three teachers and students said guidance and counselling was never carried out in schools. This assertion by teachers and students alike was a clear indicator that although most schools could have established guidance and counselling departments, the departments were not functional. For instance, there were no
programmes to guide activities in those departments. In other schools, facilities to enhance guidance and counselling such as rooms were lacking.

The study further inquired into the methods used in guidance and counselling students, if it was carried out. This is because the way a student received help could influence the outcome of therapy as well as the frequency of other students seeking help. In addition, the methods would require to be highly accepted by the students as some have already pointed out on certain aspects such as solutions and confidentiality. The findings are presented in figure 4.5 below.

![Figure 4.5: Methods Used in Guidance and Counselling Process](image)

It is evident that half of both teachers and students reported that counsellors used group counselling. Wango and Mungai (2007) distinguish between the terms guidance and counselling, where guidance is offering counsel and advice while counselling is the therapeutic process of offering help. It would appear that most
schools guided students in groups. This is evident by the mention of the term ‘guidance and counselling’ to students by teachers in the classroom and even by principals in the assembly. Only one in three teachers and students indicated individual counselling. Yet it is evident in the ensuing discussion that both males and females may have different issues, some very sensitive that required confidentiality. In addition, the students would of course require the counsellors to offer empathy, understanding and unconditional positive regard (UPR), paraphrasing and reflection of feelings that are also useful skills to the young adolescents. In addition, the counsellor must at all times be able to focus on the issues that were most troubling to the client. That most teachers preferred the group method would imply that students were uncomfortable and unhappy and hence the reason why they did not seek help. In addition, further inquiry from teachers revealed what was ‘group counselling technique’. Group counselling, according to the teacher counsellors, involved a small group of student members who came together forming their own specific goals, shared their problems, provided empathy and support to each other (not even provided by a teacher) and also in turn changed their self-defeating behaviours. Yet in actual group counselling, the counsellor is able to structure the activities of the group to see that a climate favourable to productive work is maintained, facilitate members’ interactions, provide information that would assist help members see as alternatives to their models of behaviour and encourage the client to translate their insights into concrete action plans.
The study also investigated the time allocated for counselling in the schools and the frequency. This is because time is an invaluable asset that determines the effectiveness of counselling process (Wango and Mungai, 2007).

The most appropriate time for counselling was considered to be when both teachers and students were 'free', free meaning there was no formal lesson allocated in the official time table. This was during the lunch break 1.00 to 2.00 pm and after school, 4.00 to 5.00 pm. However, teachers indicated that this time was too short and inappropriate as both teachers and students were taking lunch or too tired at the end of the lesson after school at 4.00 pm. In addition, students after school were attending to family chores. Thus counselling and guidance were not as frequent and this is depicted in the Table 4.7 below.

Table 4.7: Frequency of Guidance and Counselling in School

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Daily</td>
<td>25</td>
<td>17</td>
</tr>
<tr>
<td>Fortnightly</td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>Monthly</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Termly</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>When need arises</td>
<td>30</td>
<td>18</td>
</tr>
</tbody>
</table>

Findings revealed that guidance and counselling was not as frequent or on a daily basis and could not have been possible judging by the proportion of teachers
(30%) who indicated that guidance and counselling was only possible when, and as need arose. In addition, 18% of students also said counselling of students was only possible when, and as need arose.

The study collected data on the number of students seeking guidance and counselling in schools. The findings are presented in the table 4.8 below.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Daily</th>
<th>Monthly</th>
<th>Termly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-5</td>
<td>6-20</td>
<td>1-20</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Males</td>
<td>80</td>
<td>20</td>
<td>52</td>
</tr>
<tr>
<td>Females</td>
<td>44</td>
<td>56</td>
<td>35</td>
</tr>
</tbody>
</table>

Findings indicate that only a few students, especially males, sought counselling. This is because an overwhelming majority of students indicated that 1 to 5 males sought counselling in a day and 1 to 20 in a month. Yet some of the schools had over 700 students. It is also clear that female students sought guidance and counselling assistances more than male students. This could be another reason why students do not seek guidance since as records show, there is no confidentiality.
The study therefore, sought to find out whether the students’ problems were fully addressed through guidance and counselling. The findings are presented in figure 4.6 below.

Figure 4.6: Whether Students Problems were Addressed by Guidance and Counselling

Once again, a majority of both teachers and students appeared to be saying that students’ issues were addressed through guidance and counselling. But it should be noted that two in five teachers (40%) did not think so. However, the teachers felt that the students’ issues were not adequately addressed through guidance and counselling. This is because it is apparently difficult to say with utmost precision the extent to which the school guidance and counselling programme is functional and the benefits that students derive from the programme since counselling is a process not an event.
Nonetheless, teachers asserted that there was some behaviour modification among students after receiving counselling from teachers. Students also confessed that guidance and counselling was essential in solving learners’ problems. Teachers also noted that the frequency of students seeking guidance and counselling after receiving encouragement from teachers kept increasing drastically and the occurrences of appropriate behaviour improved with subsequent counselling sessions. It is therefore possible that some students’ issues that required to be sorted such as financial issues due to poverty, death and bereavement, HIV and AIDS and other illnesses cited in Wango (2006b) as contemporary issues that affect young people and adolescents could not easily and quickly be resolved. This is in agreement with what Melgosa (2009) says, that certain issues are much more complex and required other interventions including administration. Such cases that were mentioned by teachers and students included rape, murder, robberies and same sex relationships (homosexuality and lesbianism). Indiscipline was still rampant in several schools while academic performance, a key concern appeared to be declining in other schools.

Overall, several factors as identified above and a heavy workload by both teachers and students could have made it difficult to accomplish effective guidance and counselling. This is because counselling is never considered core and is seen as extra work which is never considered in workload allocation. The study finally
investigated intervention strategies aimed at improving the guidance and counselling programme.

4.6 Intervention Strategies on Enhancement of Gendered Guidance and Counselling

The study inquired from the participants in the study strategies to improve and enhance the school guidance and counselling programme, including the gendered factors. These included ways that can be adopted by teacher counsellors to resolve gender issues in guidance and counselling. The findings are as shown in the table 4.9 below.

Table 4.9: Resolving Gender Issues in Guidance and Counselling

<table>
<thead>
<tr>
<th>Ways to Resolve Gender Issues in Guidance and Counselling</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training teachers and students on gender issues in guidance and counselling</td>
<td>74</td>
</tr>
<tr>
<td>Talk to students on gender issues in guidance and counselling</td>
<td>71</td>
</tr>
<tr>
<td>Include more male teachers in the guidance and counselling department</td>
<td>59</td>
</tr>
<tr>
<td>Isolate issues to be handled by each gender</td>
<td>28</td>
</tr>
</tbody>
</table>

The training of teachers has been emphasised in various official policy documents (Republic of Kenya, 1988, 1999, 2001). Wango and Mungai (2007) have isolated training of counsellors as fundamental and this study would emphasize on gender awareness as part of the training. In addition, it was suggested that there was need
to increase on the number of male teachers in guidance and counselling department.

4.7 Conclusion

Findings indicate that the school guidance and counselling programme had logistic problems, with gender concerns. There was disciplinary in involvement of male and female teachers, and male and female students. Suggestions made to improve the guidance and counselling in schools takes cognisance of these differences including encouraging male teachers to take part in guidance and counselling, as well as male students to seek help when in need.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter gives a summary of the findings, conclusions and recommendations drawn from the findings in connection with gender dimensions in guidance and counselling among students in public secondary schools in Githunguri District, Kiambu County.

5.2. Research Findings

The study findings revealed gender discrepancies in the school guidance and counselling problem. First the study findings revealed that there were more female teacher counsellors than male counsellors, and more female teachers were involved than males. In addition, most of the students in secondary schools are in their teen ages. However, there were a few students who were over 20 years. Teachers appointed to guidance and counselling departments were mature and experienced teachers and, therefore should offer assistance to students, both males and females. It was also evident from the study that students had diverse issues that they presented for counselling. These included social, financial and academic issues. Students were disturbed by several psychological issues that they also presented for counselling. It would appear that more male students than females sought guidance on economic issues. Still, many students did not seek for
guidance and counselling services from teachers although they had counselling issues.

More females than male students sought guidance and counselling and there was a feeling that females were seeking attention more from teachers. There was a tendency that boys’ problems were behavioural in nature and they seek guidance and counselling from such behaviours as smoking, drinking, and general drug abuse, vernacular speaking, noise making, absenteeism, failure to do assignments, inattentiveness, improper dressing, cheating in exams, sneaking out of school and bullying other students.

It was noted that some of the students came from disadvantaged homes and requires a psychosocial support. In addition, there were issues that could not be resolved through counselling. Some teachers were convinced that girls preferred seeking help from male counsellors as compared to female counsellors though a few did not identify any gender differences in guidance and counselling. Most schools indicated that there was a guidance and counselling department and teacher in the school. However, guidance and counselling was never carried out in schools. In schools where there was no guidance and counselling department, students receive guidance through peers, teachers on duty and head teachers during the schools’ assemblies. Other ways through which schools provided guidance and counselling services to students was through clubs, motivational speakers, resource persons, and preachers. Students indicated that they had no
preferences of the teacher gender and that they sought assistance from both female and male counsellors, especially those who kept their discussions secret. There was a tendency to think that female counsellors were more able to assist than males and hence a tended to prefer seeking help from them.

Both individual and group counselling was carried out though a majority of teachers preferred group counselling. The most preferred or ideal time for counselling was when both students and teachers were free, between 1.00 to 2.00pm and 4.00 to 5.00pm.

Overall, guidance and counselling did not adequately address students' issues. This was due to several factors including heavy workload of teachers, time and under staffing.

There were several gender issues that require being addressed in the school guidance and counselling. These include issues arising out what Wango (In Process) calls gendered practice such as the socialised pairing of guidance and counselling matched by the sex, females to female and males to males, and others that could be attributed to gender stereotypes.

5.3 Conclusions

The practice of guidance and counselling should enable the client seek and obtain assistance. Findings indicate a need to improve on practice. For example, individual counselling rather than group counselling may be the best for
individuals especially with students of both genders, when there could be gender specific issues. Overall, counselling issues are very sensitive.

Based on the results of the findings, the following conclusions can be made: first there are many unresolved guidance and counselling issues in secondary schools such as social and behavioural concerns, academic issues, economic and others that still cause psychological disturbance among students such as bullying. Most of these issues have gender undertones and require to be investigated further. Secondly, there are gender issues in guidance and counselling in public secondary schools. Moreover, there are huge gender disparities in guidance and counselling departments where female counsellors are more than males.

In addition, training of teacher counsellors should be paramount especially on confidentiality since students preferred teacher counsellors who kept their discussions secret and confidential. It was also noted that more girls than boys seek guidance and counselling. It is imperative that both male and female students be encouraged to seek assistance when in need. Finally, some schools do not have a functional guidance and counselling departments.

Recommendations made in this study take cognisance of the findings and conclusions.

5.4. Recommendations

Based on the study findings, the following recommendations can be made:
a) Secondary school principals should appoint more male teachers in guidance and counselling.

b) Schools without functional guidance and counselling departments should be encouraged to revamp them.

c) Students' counselling issues should be kept confidential by those entrusted in guidance and counselling.

d) Principals should not engage teacher counsellors in disciplinary activities since that amount to role conflict.

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

5.5. Suggestions for Further Study

The current study explored the gender dimensions in guidance and counselling among students in public secondary schools in Githunguri District, Kiambu County. Other studies should be carried out to explore the gender dimensions in guidance and counselling among pupils in public primary schools as well. In addition, specific issues that affect male and female students at different levels of study should be further investigated to enhance guidance and counselling services for both male and female students. Finally, further investigation should be conducted in greater detail on the actual counselling session and the outcome of the process vis-à-vis the needs of individual students.
REFERENCES


The purpose of this questionnaire is to collect information regarding gender dimensions in guidance and counselling among students in public secondary schools in Githunguri District. This is not an examination. Kindly fill in the questionnaire as appropriate. All the data provided will be confidential and it will only be used for the purpose of the study.

DO NOT write your name or that of your school. Please tick (Tick □) as appropriate where necessary or give brief short answers.

Section 1: Background Information

1. Gender (Tick □) Male [ ] Female [ ]
2. Age in years ........................................................................................................................................
3. Class (Tick □) Form 1 [ ] Form 2 [ ] Form 3 [ ] Form 4 [ ]

Section 2: Guidance and Counselling Issues

4. Is there a guidance and counselling teacher in your school? (Tick □) Yes [ ] No [ ] I do not know [ ]
If yes, name the teacher or teachers.................................................................
If No or you do not know, who do you seek help from when in need....... 
5. Do students in your school go for counselling? (Tick □) Yes [ ] No [ ] I do not know [ ]
If Yes, how often (Tick □) Regularly [ ] Rarely [ ] Never [ ]
If No or you do not know, where do students go for help...............................
6. Which counselling issues do students take for counselling, or would take you or your friend for counselling (please state the issues)
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
7. If you or your friend was to go for counselling, would you seek help from a male or female teacher and why (Tick □) and state the reason why

From male teacher [ ] Reason .....................................................
From female teacher [ ] Reason .....................................................
From any teacher [ ] Reason .....................................................

8. Which issues would you or your friend want to discuss with a male or female teacher in counselling (write down the issues and state the reason why)

<table>
<thead>
<tr>
<th>Issues I would discuss</th>
<th>Reasons: .....................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td>with a male teacher</td>
<td></td>
</tr>
<tr>
<td>with a female teacher</td>
<td></td>
</tr>
<tr>
<td>with any teacher</td>
<td></td>
</tr>
</tbody>
</table>

9. Which issues would you or your friend want to discuss with a male or female friend when in need of help (write down the issues and state the reason why)

<table>
<thead>
<tr>
<th>Issues I would discuss</th>
<th>Reasons: .....................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td>with a male friend</td>
<td></td>
</tr>
<tr>
<td>with a female friend</td>
<td></td>
</tr>
<tr>
<td>with any friend</td>
<td></td>
</tr>
</tbody>
</table>

10. In your school, who are the students that seek counselling most and why do they seek counselling? (write as appropriate).

Students who seek counselling most are .............................................................

Reasons why they seek counselling .................................................................

11. In your view, are students' problems adequately addressed in guidance and counselling? (Tick □) and state the reason why

Yes, they are addressed [ ] Reason .....................................................

No, they are not addressed [ ] Reason .....................................................
I do not know or I am not sure if they are well addressed [ ] Reason ........................................

12. Is the student allowed to choose the teacher to seek for help when in need of guidance and counselling services? (Tick □) Yes [ ] No [ ]

I do not know [ ]

If you were allowed to choose the teacher, whom would you choose and why (Tick □ and state the reason why)

Male teacher [ ] Reason ........................................................................................................

Female teacher[ ] Reason ........................................................................................................

Any teacher [ ] Reason ........................................................................................................

13. When is guidance and counselling done in the school

State the time ..........................................................................................................................

14. Suggest how guidance and counselling can be improved in your school

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

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

15. Any other comments:

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

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

Thank you for your cooperation
APPENDIX II: TEACHER COUNSELLOR QUESTIONNAIRE

The purpose of this questionnaire is to collect information regarding gender dimensions in guidance and counselling among students in public secondary schools in Githunguri District. Kindly fill in the questionnaire. All the data provided will be confidential and will only be used for the purpose of the study.

Please tick (Tick □) as appropriate where necessary or give brief short answers.

Section 1: Background Information

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Male</td>
<td>□ 20-30 years</td>
<td>□ Below 5 years</td>
<td>□ Below 5 years</td>
</tr>
<tr>
<td>□ Female</td>
<td>□ 31-40 years</td>
<td>□ 6-15 years</td>
<td>□ 6-15 years</td>
</tr>
<tr>
<td></td>
<td>□ 41-50 years</td>
<td>□ 16-25 years</td>
<td>□ 16-25 years</td>
</tr>
<tr>
<td></td>
<td>□ Over 51 years</td>
<td>□ Above 26 years</td>
<td>□ Above 26 years</td>
</tr>
</tbody>
</table>

Section 2: Guidance and Counselling Issues

5. Is there a guidance and counselling Department teacher in your school? (Tick □) Yes [ ] No [ ]

If yes, how many teachers are in the department
Male........................ Female ............................. Total ..........................

If No, who do students seek help from when in need........................................

6. Do students in your school seek counselling? (Tick □) Yes [ ] No [ ]

If Yes, how often (Tick □) Regularly [ ] Rarely [ ] Never [ ]

When is guidance and counselling done in the school (state the time)
..........................................................................................................................
..........................................................................................................................

Do you keep records of students who seek counselling (Tick □)

Yes [ ] No [ ]
Kindly fill the number of students who seek counselling in the school

<table>
<thead>
<tr>
<th></th>
<th>In a Day</th>
<th>In a Month</th>
<th>In a Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If No, where do students go for help ...

7. Which counselling issues do students bring for counselling 
   *(please write the issues)*

8. Which issues do males and females, or both make them come for counselling

<table>
<thead>
<tr>
<th></th>
<th>Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male students</td>
<td></td>
</tr>
<tr>
<td>Female students</td>
<td></td>
</tr>
<tr>
<td>Both Male and Female students</td>
<td></td>
</tr>
</tbody>
</table>

9. Which issues would a Male, Female or students of both genders want to discuss with you as the counsellor, taking into consideration your gender and the gender of the student

| Issues Male students would want to discuss | Reasons:
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues Female students would want to discuss</td>
<td>Reasons:</td>
</tr>
<tr>
<td>Issues both Male and Female students would want to discuss</td>
<td>Reasons:</td>
</tr>
</tbody>
</table>
10. If a student was to seek counselling, would they seek help from a male or female teacher, or either and why

From male teacher [ ] Reason.................................................................
From female teacher [ ] Reason.............................................................
From any teacher [ ] Reason.................................................................

11. In your school, who are the students that seek counselling most and why do they seek counselling?
Students who seek counselling most are ..................................................
Reasons why they seek counselling ..........................................................

12. In your view, are students' problems adequately addressed in guidance and counselling?
Yes, they are addressed [ ] Reason .........................................................
No, they are not addressed [ ] Reason.....................................................
I do not know or I am not sure if they are well addressed [ ]
Reason ...........................................................................................................

13. Are students in your school allowed to choose the gender of the teacher when seeking help in guidance and counselling? (Tick □)
Yes [ ] No [ ]
Comment ...........................................................................................................

If students were allowed to choose the gender of the teacher, whom would they choose and why?
Male teacher [ ] Reason ..............................................................................
Female teacher [ ] Reason .............................................................................
Any teacher [ ] Reason ................................................................................

14. Have you received any training in guidance and counselling (Tick □)
Yes [ ] No [ ]
If Yes, when and how long was the training (when e.g. year) .............

(How long) ........................................................................................................

In your view was the training adequate ............................................................

Any other comment ...........................................................................................

If No, what is your suggestion ...........................................................................

15. Have you received any training in gender (Tick □) Yes [ ] No [ ]

If Yes, when and how long was the training (when e.g. year) .............

(How long) ............

In your view was the training adequate ............................................................

Any other comment ...........................................................................................

If No, what is your suggestion ...........................................................................

16. Suggest how guidance and counselling can be improved in your school
............................................................................................................................
............................................................................................................................

17. In your view, are there gender issues in guidance and counselling in the
school (Tick □) Yes [ ] No [ ] I’m not sure [ ]

Comment on your answer ...................................................................................
............................................................................................................................

Suggest how gender issues in counselling can be handled or resolved
............................................................................................................................
............................................................................................................................

18. Any other comments:
............................................................................................................................
............................................................................................................................

Thank you for your cooperation
TO: PROVINCIAL DIRECTORS OF EDUCATION
DISTRICT EDUCATION OFFICERS
MUNICIPAL EDUCATION OFFICERS
CITY DIRECTOR OF EDUCATION

PROVISION OF GUIDANCE AND COUNSELLING (G&G)
IN PRIMARY AND SECONDARY SCHOOLS

Attached is some useful information on the Provision of Guidance and Counselling in Schools.

The Ministry of Education (MOE) continues to recognize the need for strengthening Guidance and Counselling as an essential service that must be offered to every learner in Kenya. The Ministry expects all Primary and Secondary Schools to establish and sustain viable Guidance and Counselling programmes.

Your role in ensuring that this happens is crucial.

Please bring the information in this circular to the attention of all Schools within your jurisdiction.

D.K. ROMO
CHIEF INSPECTOR OF SCHOOLS

C.O. PS, MOE
DE

3rd December 1997
TO ALL: PROVINCIAL DIRECTORS OF EDUCATION
DISTRICT EDUCATION OFFICERS
MUNICIPAL EDUCATION OFFICERS
CITY DIRECTOR OF EDUCATION

STRENGTHENING GUIDANCE AND COUNSELLING
(G&C) IN PRIMARY AND SECONDARY SCHOOLS

INTRODUCTION:
The Ministry of Education (MOE) established the Unit on Guidance and Counselling in 1970. This was after the realisation that plain academic work cannot produce an all rounded person who is useful to him/herself and the community he/she serves.

As a result, it is the policy of the Ministry of Education that all learning institutions establish and sustain Guidance and Counselling programmes. The Kamunge Report of 1988 (The Report of the Presidential Working Party on Education, Manpower Training in the Next Decade and Beyond) emphasized that Guidance and Counselling is useful in helping to identify individual talents, interests, needs and aptitudes. Guidance and Counselling also helps individuals to face the realities of life.

CURRENT STATUS OF GUIDANCE AND COUNSELLING:
In many Schools, there is a teacher appointed to Co-ordinate Guidance and Counselling programmes. In some secondary schools, especially, the large schools, the Teacher Service Commission (TSC) has designated some teachers as heads of department (hod). This process is still going on.

In many schools, arrangements have been made internally to appoint teacher counsellors to Co-ordinate programmes on Guidance and Counselling. This arrangement has worked quite well in a number of Schools.

INSERVICE COURSES:
The Unit of Guidance and Counselling which is based at the Ministry of Education, Inspectorate Section has been involved in the planning, Co-ordinating and implementing a number of inservice courses in the recent past. A good number of these courses have been planned jointly by the Inspectorate and Provincial or District Education officers.
From these courses, a number of issues emerged. These include:-

1. Major Problems in Schools which include some of the following:-
   - School drop out/truancy/absenteeism
   - Teenage pregnancy/abortions
   - Poor study habits/negative attitudes to education
   - Wrong choices of careers
   - Insurbodination/defiance to authority/Rebellion
   - School strikes/Riots
   - Interpersonal relationships e.g. pairing up in mixed Schools, fighting, theft, bullying etc.
   - Drug, use and abuse
   - Inability to cope with peer pressure
   - Misinformation about adolescent problems
   - STD/HIV/AIDS
   - Lesbianism/homosexuality
   - Devil Workship/fanaticism

2. There is no time set aside for Guidance and Counselling programmes

3. Some headteachers do not give moral and material support to teacher Counsellors. Some even become hostile to teacher Counsellors.

4. Many teachers have not undergone inservice Courses on Guidance and Counselling since they graduated from teacher training Colleges and Universities. Some of them find it difficult to handle Guidance and Counselling programmes with confidence.

OBSERVATIONS/RECOMMENDATIONS:

Since the Ministry of Education is committed to seeing that viable Guidance and Counselling programmes are established and sustained in the learning institutions, the following issues should be addressed.

a) All Schools should appoint a teacher Counsellor to Co-ordinate Guidance and Counselling programmes in the institutions. The teacher counsellor should be a mature person and who can win the confidence of others. All Major discipline cases should be referred to the teacher counsellor before and after punishment.

Every School should have a Guidance and Counselling Committee. In large Schools, it should be composed of about 8 teachers. In small Schools four to five teachers will be adequate.

b) All members of the teaching and support staff should be actively involved in Guidance and Counselling programmes. Guidance and Counselling is a collective responsibility.

c) Students/Pupils should participate in designing programmes for Guidance and Counselling. Some should be appointed as peer Counsellors.
d) The headteacher should give moral and material support to Guidance and Counselling programmes. For example, wherever possible, a room should be set aside for Guidance and Counselling. This room should be located in a private and quiet part of the School and where outside interferences are minimal. Counselling is a personal and private affair.

The counselling room should have adequate furniture, a filing cabinet and adequate stationery.

e) Headteachers are advised to sponsor Guidance and Counselling teachers for short courses organised locally. A number of organisations have been running such courses at affordable prices, for example,

- National Council of Churches of Kenya (NCCK)
- Kenya Catholic Secretariat (KCS)
- Christian Churches Education Association (CCEA)
- Amani Counselling Centre
- Daystar University
- Oasis Counselling Centre
- Diakonia Mission
- Plan International
- Grace Ministries

You can also organise School based Inservice Course on Guidance and Counselling for all your staff and invite the personnel in the Guidance and Counselling Unit to help in facilitation.

f) Guidance and Counselling programmes should be made public so that every individual in the institution is made aware of them. All should be encouraged to visit the department to look for information or to share their problems. Students should be made to realize that it is normal to have problems and it is even more honourable to share their problems with others because a problem shared is half solved.

g) Guidance and Counselling programmes should be timetabled so that this service is provided on regular/continuous basis.

The headteacher can use his/her discretion and timetable them once a week, for example over lunch hour or during clubs.

Other suitable times for counselling are at the beginning of the term and after students do their examinations.

D.K. RONO
CHIEF INSPECTOR OF SCHOOLS

C.C  PS, MOE
DE
APPENDIX IV: INTRODUCTION LETTER TO SCHOOLS

The Principal

Dear Sir / Madam,

REQUEST TO CONDUCT A STUDY IN YOUR SCHOOL

Your school has been selected to participate in a study seeking to find out gender factors in the school guidance and counselling programme in Secondary Schools in Githunguri District, Kiambu County. This study is part of the requirement for the award of a Master of Art degree in Gender and Development Studies at Kenyatta University.

The study will involve administering questionnaires to both students and teachers. All information obtained will be confidential and will only be used for the purpose of the study.

Your assistance in this study will be highly appreciated.

Thank you in advance.

MBURU ALICE
APPENDIX V: Students' Test Re-Test Reliability

The formula for calculating Pearson’s Product Correlation Coefficient is as given below:

\[
r = \frac{N \sum xy - \sum x \sum y}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}
\]

Where \( r \) = Pearson’s Coefficient of Correlation Coefficient
N = the number of respondents completing the questionnaires
\( x \) = the scores of the first administration
\( y \) = the scores of second administration after one week

<table>
<thead>
<tr>
<th>Students</th>
<th>Test(X)</th>
<th>Re-test(Y)</th>
<th>X^2</th>
<th>Y^2</th>
<th>XY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85</td>
<td>82</td>
<td>7225</td>
<td>6724</td>
<td>6970</td>
</tr>
<tr>
<td>2</td>
<td>80</td>
<td>82</td>
<td>6400</td>
<td>6724</td>
<td>6560</td>
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<tr>
<td>3</td>
<td>66</td>
<td>62</td>
<td>4356</td>
<td>3844</td>
<td>4092</td>
</tr>
<tr>
<td>4</td>
<td>78</td>
<td>81</td>
<td>6084</td>
<td>6561</td>
<td>6318</td>
</tr>
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<td>70</td>
<td>74</td>
<td>4900</td>
<td>5476</td>
<td>5180</td>
</tr>
</tbody>
</table>

\[
I_x = 741 \quad I_y = 744 \quad \sum x^2 = 55423 \quad \sum y^2 = 55748 \quad \sum xy = 55512
\]

\[
r = \frac{10(55512) - (741)(744)}{\sqrt{[10(55423) - (741)^2][10(55748) - (744)^2]}}
\]

\[
= \frac{555120 - 551304}{\sqrt{[554230 - (549081)][557480 - (553536)]}} = \frac{3816}{\sqrt{[5149][3944]}}
\]

\[
= 0.8467
\]
APPENDIX VI: MAP OF GITHUNGURI