

**AN INVESTIGATION OF GUIDANCE AND  
COUNSELLING NEEDS OF SECONDARY SCHOOL  
STUDENTS IN KASIKEU DIVISION, MAKUENI  
DISTRICT, KENYA.**

MWANTHI ANDREW NDAISI

DATE

BY

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**A PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF  
EDUCATION, KENYATTA UNIVERSITY.**

**AUGUST, 2005.**

Mwanthi andrew  
An investigation of  
guidance and



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## DECLARATION

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

*Mwanthi Andrew Ndaisi*

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*25/08/08*

**DATE**

This research project has been submitted for examination with my approval as University Supervisor. I confirm that the work in this project was carried out by the candidate under my supervision.

*Kinai*

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## DEDICATION

To my wife Elizabeth Mwangeli and my children: Stella Mwikali for her seventh birthday, Steve Muange for his fourth and Emily Wavinya for her first.

I am also greatly indebted to my colleagues at King's College Secondary School who helped me greatly in one way or another. Special mention goes to Mr. Ngoka Patrick, my principal for providing me with the necessary support, Mr. Mutitu Samuel and Mr. Kimilu for their encouragement and guidance in the technical details without which this project could not have taken form. Mr. Mutitu Samuel for all the support both moral and financial. My gratitude also goes to all respondents who agreed to participate in the study and for their cooperation during the data collection for this research.

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Lastly, I would like to record my deep appreciation to my dear wife Elizabeth Mwongeli for her understanding and bearing with me throughout the entire period of my study. Her support made this work possible. I am also grateful to my children Mwikali, Muange and Wavinya for their patience during this period. I am also thankful to my mother, brothers and sisters for their encouragement, love and prayers.

To you all, I say, Thank you.

The sample comprised of four schools out of the eight secondary schools in the division which have guidance and counselling services. All were mixed public schools. Four form three teachers were purposely sampled and eight teachers. The researcher had a sample of 160 students, 40 from each school with 80 boys and girls.

A pilot study was conducted to test validity and reliability of the research instrument to be used before the actual study. The research instrument used were questionnaires administered to the

## ABSTRACT

Modern technology and scientific discoveries have contributed to the current sophistication of behaviours our adolescents exhibit today. Understanding the biological, psychological, sociological and philosophical nature of adolescence suggests a need to focus on the problems that the stage often brings and to attempt to find solution to them through the methods of guidance and counselling. Many of the problems that a typical adolescent faces are new, but they may be surmounted if a successful adjustment is made. This study sought to delineate the guidance and counselling needs for secondary school students of Kasikeu division, Makueni district.

The sample comprised of four schools out of the eight secondary schools in the division which have guidance and counselling services. All were mixed public schools. Four form three classes were purposely sampled and eight teachers. The researcher drew a sample of 160 students, 40 from each school with equal ratio of boys and girls.

A pilot study was conducted to test validity and reliability of the research instrument to be used before the actual study. The main research instrument used were questionnaires administered to the

teacher-counsellors and students both developed by the researcher.

Tables, frequency, percentages and qualitative descriptions (discussions) were employed for analysing and reporting the responses from the subjects.

The study revealed that students have behaviour problems that need to be addressed. The teachers are also aware of the life facing students in schools, the common maladaptive behaviours, modes of punishment and their impacts on the students. Further information revealed that guidance and counselling by teachers played a very important role in readjustment of the maladaptive behaviours.

Based on the findings, the study concluded that the Ministry of Education should establish a strong guidance and counselling division in the Ministry to co-ordinate all guidance and counselling activities in the country. Further research in this area should be carried out to help find and place a clear policy and legal framework for provision of effective guidance and counselling services in our secondary schools to help the youth.

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
ABSTRACT .....	vi
LIST OF TABLES AND FIGURES .....	ivi
<b>CHAPTER ONE</b> .....	1
<b>INTRODUCTION</b> .....	1
1.1 INTRODUCTION.....	1
1.2 BACKGROUND TO THE STUDY .....	1
1.3 STATEMENT OF THE PROBLEM.....	6
1.4 PURPOSE AND OBJECTIVES OF THE STUDY .....	7
1.5 RESEARCH QUESTIONS.....	7
1.6 THE SCOPE AND LIMITATIONS OF THE STUDY .....	7
1.7 ASSUMPTIONS OF THE STUDY .....	8
1.8 SIGNIFICANCE OF THE STUDY .....	8
1.9 OPERATIONAL DEFINITION OF TERMS.....	8
<b>CHAPTER TWO</b> .....	10
<b>LITERATURE REVIEW</b> .....	10
2.1 Introduction.....	10
2.2 Counselling Theories .....	10

2.3 Historical perspective of Guidance and Counselling.....	18
2.4 Guidance and Counselling in Kenyan Schools.....	26
2.5 Deviant Behaviour shown by students in schools.....	43
<b>CHAPTER THREE</b> .....	53
<b>METHODOLOGY</b> .....	53
3.1 INTRODUCTION.....	53
3.2 RESEARCH DESIGN.....	54
3.3 TARGET POPULATION AND SAMPLE SELECTION .....	54
3.4 INSTRUMENTATION .....	56
3.5 PILOT STUDY .....	56
3.6 DATA ANALYSIS .....	58
3.7 THE VARIABLES FOR THE STUDY .....	58
<b>CHAPTER 4</b> .....	60
<b>DATA ANALYSIS, RESULTS AND PRESENTATION</b> .....	60
4.1 INTRODUCTION.....	60
4.2. BACKGROUND INFORMATION OF THE RESPONDENTS.....	61
4.3 BEHAVIOUR PROBLEMS AMONG STUDENTS.....	64
4.4 ORGANISATION OF GUIDANCE AND COUNSELLING .....	71
4.5 SUGGESTIONS ON HOW TO IMPROVE GUIDANCE AND COUNSELLING PROGRAMMES IN SCHOOLS .....	78

LIST OF TABLES

**CHAPTER 5 .....79**

Table 4. 1: Age of Student Respondents

**SUMMARY, DISCUSSION, CONCLUSIONS AND**

Table 4. 2: Number of Years the Respondents Have Taught

**RECOMMENDATIONS .....79**

Table 4. 3: Common Behaviour Problems With Students as Perceived by Students and Teachers

5.1 INTRODUCTION.....79

Table 4. 3: Common Behaviour Problems With Students as Perceived by Students and Teachers

5.2 SUMMARY .....79

Table 4. 4: Students' Needs and their Causes as Perceived by Teacher Counsellors

5.3 DISCUSSION .....79

Table 4. 4: Students' Needs and their Causes as Perceived by Teacher Counsellors

5.4 CONCLUSION .....84

Table 4. 5: Common Behaviour problems with Students as Perceived by Teacher Counsellors

5.5 RECOMMENDATIONS.....85

Table 4. 5: Common Behaviour problems with Students as Perceived by Teacher Counsellors

5.6 SUGGESTIONS FOR FURTHER RESEARCH.....88

Table 4. 6: Causes

BIBLIOGRAPHY ..... 89

Table 4. 6: Intervention Measures of Maladaptive Behaviours amongst Students According to Teacher Counsellors

Table 4. 7: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Table 4. 8: Numbers of Students Counsellors Offered in Schools

Table 4. 9: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Table 4. 10: Numbers of Students Counsellors Offered in Schools

**APPENDICES**

Table 4. 7: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

APPENDIX A ..... 93

Table 4. 8: Numbers of Students Counsellors Offered in Schools

APPENDIX B ..... 97

Table 4. 9: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Table 4. 10: Numbers of Students Counsellors Offered in Schools

Table 4. 11: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Table 4. 12: Numbers of Students Counsellors Offered in Schools

Table 4. 13: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Table 4. 14: Numbers of Students Counsellors Offered in Schools

Table 4. 15: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Table 4. 16: Numbers of Students Counsellors Offered in Schools

Table 4. 17: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Table 4. 18: Numbers of Students Counsellors Offered in Schools

Table 4. 19: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Table 4. 20: Numbers of Students Counsellors Offered in Schools

Table 4. 21: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Table 4. 22: Numbers of Students Counsellors Offered in Schools

Table 4. 23: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Table 4. 24: Numbers of Students Counsellors Offered in Schools

Table 4. 25: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Table 4. 26: Numbers of Students Counsellors Offered in Schools

Table 4. 27: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Table 4. 28: Numbers of Students Counsellors Offered in Schools

Table 4. 29: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Table 4. 30: Numbers of Students Counsellors Offered in Schools

Table 4. 31: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Table 4. 32: Numbers of Students Counsellors Offered in Schools

LIST OF FIGURES

Figure 4. 1: Showing Common Behaviour Problems With Students as Perceived by Students and Teachers

Figure 4. 2: Frequency of Offering Guidance and Counselling Services

Figure 4. 3: Students' Needs and their Causes as Perceived by Teacher Counsellors

Figure 4. 4: Common Behaviour problems with Students as Perceived by Teacher Counsellors

Figure 4. 5: Causes

Figure 4. 6: Intervention Measures of Maladaptive Behaviours amongst Students According to Teacher Counsellors

Figure 4. 7: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Figure 4. 8: Numbers of Students Counsellors Offered in Schools

Figure 4. 9: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Figure 4. 10: Numbers of Students Counsellors Offered in Schools

Figure 4. 11: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Figure 4. 12: Numbers of Students Counsellors Offered in Schools

Figure 4. 13: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

Figure 4. 14: Numbers of Students Counsellors Offered in Schools

Figure 4. 15: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response

## LIST OF TABLES

Table 4. 1: Age of Student Respondents .....	61
Table 4. 2: Number of Years the Respondents Have Taught and Their Qualifications .....	63
Table 4. 3: Common Behaviour Problems With Students as Perceived by Students and Teachers.....	64
Table 4. 4: Students' Needs and their Causes as Perceived by Teacher Counsellors .....	66
Table 4. 5: Common Behaviour problems with Students and their Causes.....	68
Table 4. 6: Intervention Measures of Maladaptive Behaviour amongst Students According to Teacher Counsellor Respondents .....	69
Table 4. 7: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response .....	74
Table 4. 8: Numbers of Students Counsellled and Types of Services Offered in Schools .....	76

## LIST OF FIGURES

Figure 4. 1: Showing Common Behaviour Problems With Students .....	65
Figure 4. 2: Frequency of Offering Guidance and Counselling Services .....	73

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 INTRODUCTION**

This chapter is an introduction to the study. It contains the objectives of the study, background to the problem and what the research questions were. Assumptions and limitations of the study are also stated. Finally, the purpose and significance of the study is also stated.

#### **1.2 BACKGROUND TO THE STUDY**

Kenya has undergone rapid economic and social changes since independence. The social changes especially in the 1970's and 1980's were as a result of improved health care. This led to a rise in the population and rapid growth and expansion of education. Education enabled many Kenyans to be enlightened. The economic changes during the same period brought urbanisation which led to rural-urban migration (Republic of Kenya (RoK) 1979). Rural-urban migration resulted in progressive breakdown of traditional large family set ups in favour of nuclear families and single parent family units. It also brought about changes in work patterns.

Globalisation as a result of advances in Information and Communication Technology coupled by the recent escalating poverty

have greatly impacted the Kenyan society. This has led to infiltration of foreign cultures and the disintegration and suffocation of the African culture through the televisions, videos and, most of all, the internet. For the Kenyan, the impact has been positive as well as negative. On the negative side the youth have been facing a number of problems among these are:

### **Delinquency**

Most school going youth have involved themselves in maladaptive behaviour activities such as stealing, fighting, bullying, molesting new students and arson to mention but a few.

### **Alcohol/drug and substance abuse**

Varied types of drugs and narcotic substances are readily available to students. Such drugs and substances are bhang, tobacco, marijuana and chang'aa among others. Students who use the substances feel "high" and their effects may be maladaptive behaviours which need to be reformed.

### **Sexual abuse/harassment**

Engagement into irresponsible sexual behaviour is also prevalent among the young Kenyans of school going age. This is a risky behaviour especially with the presence of HIV/AIDS pandemic which

has no cure currently. Sexual harassment especially of young girls by boys as it happened at St. Kizito Mixed Secondary School in 1991 is also common (RoK 2001). Girls have been raped and others hurt or killed by fellow students.

### **Adolescent pregnancies**

Dropping out of school due to teenage pregnancy is a challenge that is facing most girls. It has also made others go “the family way” to make do with the situation. Most girls have ended up being pregnant due to sexual involvement without proper information or knowledge.

### **Being orphaned as a result of HIV/AIDS (RoK 2001).**

Most orphans in schools have many problems. They lack school fees, uniforms and at times go without food especially the day scholars. As a result many of them have dropped out of school while those who have the opportunity to be in school perform poorly. Consequently, there is need to come up with ways and means of keeping these orphaned children in school and giving them the necessary moral, material and psychological support.

### **Examination cheating**

Due to lack of sufficient preparations for examinations, most students have examination phobia. This has made several of them

to involve themselves in exam irregularities and finally their results are cancelled. This greatly affects the victims.

states that, teachers are expected to provide some counselling.

The concept of guidance and counselling is not a new phenomenon in Kenya. The traditional African society has been known to give guidance and counselling to the family members. This they did very well. The introduction of western culture into African societies came with changes within the indigenous cultural values within the African continent of which Kenya is a part.

necessity and importance of guidance and counselling.

At present, there is an apparent breakdown of the extended family. Counselling service in the traditional sense is disappearing rather quickly in many African societies. Rapid social, educational and economic changes involve the present modern African society. An individualistic approach to lifeaped from western culture is preferred to collective approach of early African generations. Each person today is busy with his/her own business.

Therefore this study set out to find how these jobs are done.

The above scenario has therefore called for a need to establish formal guidance and counselling in Kenyan schools. It is a government policy that schools provide guidance and counselling services to the students. The Kenya Education Report, of 1964 (Ominde Report) states that schools should provide some guidance to the students.

This was further echoed by the Report of the National Committee on Educational objectives and policies of 1976 (Gachathi Report) which states that, teachers are expected to provide some counselling apart from their normal duties of teaching.

The Report of the Presidential Working party on Education and Manpower Training for the next Decade and Beyond (Kamunge Report) of 1988 also addressed issues of guidance and counselling in schools. Other critical documents that have talked about the necessity and importance of guidance and counselling in schools include: The Presidential working Party on the Establishment of a second University of 1981 (Mackay Report), the Report of the Committee of Inquiry into the Education system in Kenya of 1999 (Koech Report) and the Report of the Task Force on Student Discipline and Unrest in Secondary Schools of 2001 (Wangai Report) among others.

Therefore this study set out to find how these policies are carried out in Kenya generally, and Kasikeu division in particular in assisting the youth to change their deviant behaviour.

### 1.3 STATEMENT OF THE PROBLEM OF THE STUDY

In the recent past indiscipline has been rampant in schools in Kenya. Strikes, class boycott and wanton destruction of school property are nerve breaking problems to school administrators, teachers and parents (RoK 2001).

There has been an increase in social problems such as alcoholism and drug abuse, gender based injustices, teenage pregnancy, poverty, HIV/AIDs, crime and violence as some of the challenges and realities that young people are facing today. Studies carried out by Njau and Radney (1995) indicate that 20.7% of children between 14-18 years have smoked tobacco, about 4% of the teenagers engage in coitus before 10 years and 10,000 girls drop out of school due to unwanted pregnancies. The occurrence of these incidents is a clear indication of difficult developmental challenges facing the youths in schools. Therefore there is need to evolve new appropriate strategies that can help young people especially those at school to face the challenges created by the ever changing environments and life situations.

The concern of the research was therefore be to find out the role of guidance and counselling in helping students with maladaptive behaviour patterns to change to the desired behaviour.

#### **1.4 PURPOSE AND OBJECTIVES OF THE STUDY**

The aim of the study was to investigate the extent to which guidance and counselling services are carried out in schools in Kasikeu division. The study also aimed at finding out how guidance and counselling is used to help maladaptive children to change their behaviour.

#### **1.5 RESEARCH QUESTIONS**

1. To what extent does guidance and counselling programmes help to change behaviour of maladaptive children?
2. What are the major guidance and counselling programmes offered in the schools?
3. To what extent is guidance and counselling carried out in the schools?

#### **1.6 THE SCOPE AND LIMITATIONS OF THE STUDY**

The study was carried out in four public secondary schools in Kasikeu division. The targeted population was 160 students and 8 teachers. The increased cases of student indiscipline in the area prompted the need for this study.

The major reason why the study was confined to a divisional level was due to lack of adequate time to embark on a wide and extensive

study. Financial constraints and the geographical terrain of the area were other limitations in this study.

*Counselling: A relationship between two people where one*

### **1.7 ASSUMPTIONS OF THE STUDY**

The study was based on the following assumptions; that students have behaviour problems that need to be addressed. Guidance and counselling programmes are included in the secondary school syllabus. Teachers in charge of the programmes in schools are trained and appointed by the Teachers' Service Commission (TSC).

*Guidance: A process of helping students to understand*

### **1.8 SIGNIFICANCE OF THE STUDY**

It is hoped that the findings of this study would benefit school counsellors and administrators who perform guidance and counselling duties. The results may be also used by the curriculum planners to come up with more and adequate strategies to improve and strengthen the guidance and counselling services in schools. The study should also invoke further studies in this area.

*of human efforts to promote societal welfare.*

### **1.9 OPERATIONAL DEFINITION OF TERMS**

**Adolescence:** It is a transitional period between the end of childhood and the beginning of adulthood or maturity.

**AIDS:** Acquired Immune Deficiency Syndrome.

**Counselee:** A student who has a need and accepts to be guided or counselled by a counsellor.

**Counselling:** A relationship between two people where one, the counsellor, helps the other, the counselee to change aspects of himself or his environment which trouble him.

**School Counsellor:** Any teacher who is officially given the duty to guide or counsel students about their problems.

**Group Counselling:** When a teacher counsellor meets a group of counseles together in his/her office or a hall or a parade.

**Guidance:** A process of helping students to understand themselves and their world.

**Individual Counselling:** When an individual student has unique problems and therefore needs to be attended to in camera.

**Ministry:** Means the ministry for the time being responsible for education.

**MOEST:** Ministry of Education, Science and Technology.

**Values:** What is acceptable, good, worthwhile or meaningful in terms of human efforts to promote societal welfare.

**Vocational:** That part of both organised and unorganised methods of securing or achieving occupational proficiency.

**RoK:** Republic of Kenya.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

Various references were consulted for the literature used in this chapter. Those sources included: books, references indexes, dissertation, abstracts and journals.

This chapter presents the material reviewed under the following heading:

#### **2.2 Counselling Theories**

2.2.1 Abraham Maslow (1954) theory of Human motivation

2.2.2 Existential theory of Rollo May (1967) and Viktor Frankl(1968).

2.2.3 B.F. Skinner's (1938) theory of Behaviour modification

2.2 Historical perspective of Guidance and Counselling.

2.4 Guidance and counselling in Kenyan schools.

2.5 Deviant Behaviour shown by students in schools.

#### **2.2 COUNSELLING THEORIES**

##### **2.2.1. Abraham Maslow (1954) Theory of Human Motivation**

Maslow suggested a view of human motivation that distinguishes between such biological needs as hunger, sleep and thirst and such psychological needs as self-esteem, affection and belonging which is

related to the study in question. One cannot survive as a biological organism without food and water; likewise, one cannot develop fully as a psychological organism without the satisfaction of other needs as well. Thus, these needs can be arranged in a hierarchy from basic physiological needs to important psychological needs (Pervin and John 1997).

Motivation is born of five distinct needs that are part of our nature from the moment we are born. They appear successively in the life of individual in the following order (Maslow 1968):

- (a) **Physiological needs:** Are concerned with the survival of the individual. They are the strongest needs. These needs include food, water, rest, exercise, air and sex. If they are not satisfied they dominate the behaviour of the individual.
- (b) **Security needs:** They refer to our desire for safety and security. The security needs are concerned primarily with psychological safety as opposed to physical safety. These needs are disturbed by anything that is unexpected or threatening, that is, new faces, new situation and unfamiliar environment.
- (c) **Belongingness/love needs:** Reflects our desire to be loved for our own sake and to be able to love others. We want to be

that accepted, to belong, to be loved by our close friends and the  
groups we choose to belong to.

(d) **Recognition/esteem needs:** As we become more and more  
apart of various groups, we become aware of the need to  
preserve our own identity and uniqueness. The result is a  
desire for recognition- attention, appreciation, status, prestige  
and dominance.

(e) **Self-actualisation/self development needs:** At this stage  
the individual has a high degree of self-acceptance and self-  
confidence and a very low degree of self – defensiveness.

According to Maslow, the first set of needs (physiological) must be  
satisfied to some degree before the second set (security) appears. The  
security needs then have to be satisfied to some degree before the  
third set appears and so on.

Far too often, Maslow suggests psychologists have been concerned  
with biological needs and have developed views of motivation  
suggesting that people respond only to deficiency and only seek  
tension reduction. While accepting that such motivation exists,  
Maslow calls on us to recognise motivation that is based on  
deficiency and that often involves an increase in tension – motivation,

that is, expressed when people are being creative and fulfilling their potential. (Maslow 1968)

The word existence is derived from the Latin word 'EXISTERE'.

This theory is related to the research because our behaviour is always motivated by a desire to satisfy our needs and so it goes. If at any point in time, a set of needs on a lower step of the ladder than the one we are on are threatened and requires satisfaction, then we must go back down the ladder and satisfy them before we begin our climb upward again. Only unsatisfied needs acts as motivators for behaviour (Maslow 1968). If the needs are not met, they result to acts like fighting, bullying, stealing and cheating /lying amongst the students themselves or even teachers.

While the essence of Maslow's theory varies for different existentialists; however, all agree

However, on the other hand, if the students' needs are met through guidance and counselling, they feel loved and cared for. Development of self-actualized individuals who feel that most of their needs are met is achieved. This would lead to well adjusted members of the society. The students would also be prepared for the opportunities, responsibilities and experiences of social living.

For existentialists, the only existential

problem is to exist as an individual (Akinpelu 1981).

A number of additional emphases are related to this vision of

individual (Yalom 1980). There is an emphasis on self-awareness, consciousness, and self reflection are what distinguish human

### 2.2.2 Existentialism Theory of Rollo May (1967) and Viktor Frankl (1968)

The word existence is derived from the Latin word "EXISTERE" meaning to stand out, to emerge or become (Colledge 2002). This approach known as existentialism is not new to psychology, but one could hardly say that it has an established or a secure place in mainstream academic psychology.

The most defining element of existentialism is the concern with existence - the person, is the human condition. The existentialist is concerned with phenomena that are inherent in the nature of being to alive, human, existing. What constitutes the essence of existence varies for different existentialists; however, all agree that certain concerns are fundamental to the very nature of our being and cannot be ignored, dismissed, explained or trivialized.

Another major aspect of the existential view is the significance of individual. The existentialists see the person as singular, unique and irreplaceable. For the philosopher Kierkegaard, the only existential problem is to exist as an individual (Akinpelu 1981).

A number of additional emphasises are related to this valuing of the individual (Yalom 1980). There is an emphasis on freedom, consciousness, and self reflection are what distinguish humans from

other animals. Also freedom involves responsibility. Each person is responsible for choices, for action, for being authentic, or for acting in “bad faith”. Ultimately, each person is responsible for his or her own existence. Also there is emphasis on phenomenology and an understanding of the unique experience of each person. Events are looked at in terms of their meaning for the individual rather than in terms of some standardized definition.

We can appreciate this approach better, by considering the search for meaning in human existence (Franklin 1955, 58). The existential Viktor Frankl struggled to find meaning while in a concentration camp during World War II. He suggested that the will to meaning is the most human phenomenon of all, since other animals never worry about the meaning of their existence. Existential frustration and existential neurosis involve the frustration and lack of fulfilment of the will to meaning. Such a “neurosis” does not involve the instinct or biological drives but rather is spiritually rooted in the persons escape from freedom and responsibility.

In such cases the person blames destiny, childhood, the environment or fate for what he is. The treatment for such accommodation, logotherapy, involves helping patients to become what they are capable of

being, helping them to realise and accept the challenges of the opportunities that are open to them.

It can therefore be concluded that existentialism tries to understand human behaviours through the exposition of philosophy, theology, psychology and psychiatry. It is a philosophical as well as a literary movement which deals with the meaning of life. It views the world as meaningless and that we are here by chance. So we must find meaning in this chaotic world. Hence the person is always striving for meaning, for something or someone to hold on to give a purpose to life. They have to create and define their own existence hence of equal concern to our area of study to understand the biological, psychological, sociological and philosophical nature of adolescence and a need to focus on the problems that the stage often brings and to attempt to find solution to them through the method of guidance and counselling.

The maladjusted/deviant students have not found meaning in this world. The world is meaningless to them. Therefore the role of the school counsellor is to help such students to find meaning in this meaningless world through the process of guidance and counselling.

### **2.2.3 B.F Skinner's (1938) Theory of Behaviour Modification**

Skinner looked at learning process by investigating how learning was affected by stimuli presented after an act has been performed. Certain stimuli caused the organism to repeat an act more frequently. He called stimuli with that effect, reinforcers. He found out that by providing reinforcers in a systematic way, what he referred to as reinforcement, one could shape behaviour in desired direction. This means that human behaviours can be shaped along desired lines by means of systematic applications of reinforcers.

Skinner placed greater analytical emphasis upon the responses to behaviour in the condition of future action, than on stimulus. To him, discipline represents the manifestation of learned behaviours deemed appropriate behaviour, aberrant behaviour could be unlearned and replaced by the appropriate behaviour.

Skinner himself never proposed a model of school discipline. Other writers, for example, Shaplay (1985) and Macht (1989) have taken his ideas on learning and adapted them to controlling the behaviour of students in school. According to Charles (1981) schools using the above theory should identify and observe;

- (i) Inappropriate behaviours of the individual students;

- (ii) Develop teacher responses that provide a lack of stimulus for such behaviours and;
- (iii) Develop responses that shape acceptable behaviours.

### **2.3 HISTORICAL PERSPECTIVE OF GUIDANCE AND COUNSELLING.**

Certain elements of guidance thoughts can be doubtless traced back to the Greek philosophers, to the part of the Old Testament or other early sources (Miller, 1961).

In early civilisations, philosophers and priests assumed the role of advisors and counsellors. In the Greek societies, emphasis was given to developing one's abilities through education in order to fully develop one's potential and be beneficial to all in society. Certain wise individuals like Plato were considered as teachers and counsellors. They developed their own potential and that of others (Miller 1961). Plato, for example, expressed some ideas about the placement of individuals in vocations.

In ancient Hebrew society, the idea of individuality and the right to determine one's own occupation or profession was assumed, according to Napier [1972]. They continued to advance that, parish priest and monks in the early middle ages assumed the duty of

advising the youth; education was then under the jurisdiction of the church.

In the modern industrialised society, development of guidance movement started in the USA at the close of the 19<sup>th</sup> century and gathered momentum in the 20<sup>th</sup> century. Therefore, it is not possible to identify the beginning of the guidance movement with a single time and place, because the earliest efforts were being made in the schools and in privately supported agencies such as the Vocation Bureau of Boston at about the same time. The pioneers of the movement had varying approaches to guidance and the focus was on the provision of vocational information, planning and guidance rather than developmental or existential.

The first 30 years of guidance movement in the United States were dominated by a teacher oriented program of services and individual counselling specialist was perceived as a luxury that few could afford. According to Napier (1972), among the pioneers was Frank Parson's (1909) of Boston, USA who helped found the Vocation Bureau during the guidance movement in the USA. He encouraged the students to become aware of the occupational opportunities by providing them with information about availability of jobs, entry into jobs and

educational requirements. In addition he taught them to evaluate one or more possible jobs within a given framework.

Other founders such as George Merrill in 1995 provided exploratory experiences in the trades taught by scholars. He also did counselling for job placement and followed up students who graduated from college in San Francisco. Goodwin in 1911 organised a wide range of guidance programme in Ohio, USA and proposed some major conditions which he regarded as necessary for a successful vocational guidance programme in high schools. Weaver (1912) was responsible for bringing guidance services to New York City schools.

Apart from the individual efforts, the USA government supported guidance and counselling programmes through various ways. As early as 1957, a General Department of Guidance was established in the ministry of education but it was not until 1964 when personnel were finally sent to work in schools. Their role functions had to be severely limited because of inexperience and training. Thereafter, in service training programmes helped to increase the versatility of these counsellors. They helped meet many needs in the schools, but the guidance orientation was limited (Shertzer and stone 1971).

The depression years of the 1930's brought about a shift in the emphasis in guidance towards more concern with job placement and important research undertakings and service projects were accomplished. Also as the movement developed, leadership was taken over very largely by professional educators and city wide guidance organisations began to appear in the schools. Beck (1971), asserts that by the time of World War I, the vocational guidance movement was well under way and the National Vocational Guidance Association had been organised.

Some efforts towards guidance services were also made during the period of civilian conservation corps and the National Youth Administration. Beck (1971) argues that it was during these years also that a junior division of the United States Employment Service was organised.

During the depression, the Federal government also participated in guidance in a number of ways. In 1938 an occupational information and guidance service was organised in the Division of Vocational Education and was later replaced by a guidance and pupil personnel services section in the Division of State and Local Schools.

In recent years, a more mature and critical attitude was seen in publications of the American psychological Association dealing with questions of standards and ethics (Miller, 1961). Most recently, the National Defence Education Act of 1958 had marked impact on guidance activities. Occupational information materials were published. A major development was the shift from advising to counselling. Although the beginning of psychological study of the individual may be found in industrial psychology and in various activities within education before 1900, the major impact upon counselling was not felt until considerably later.

Makinde (1984) gives the genesis of modern guidance and counselling in developing countries dating to 1959 when a group of Catholic sisters of St. Teresia's college, Ibadan, blazed the trail. They organised a formal careers guidance service for their upper class students a few months before the school certificate examinations began. The emphasis was on vocational information awareness of the world of work, location of employment and reduction of examination anxiety.

Abiola (1965) avers that Nigeria had the characteristic structure of the American society of the 19<sup>th</sup> century with the rapid pace of industrialisation, urbanisation, growth and uneven distribution of

wealth, the need for a western type of guidance and counselling was obvious.

#### (5) Preparing the youth for the job market

The Catholic sisters felt that there was need for graduating students to be informed about the world of work and to be trained in human relations. Government departments and ministries and other officials were called into give lectures and seminars to the students. Lectures, symposia and guidance workshops were organised for subsequent graduating classes. The Counselling Association of Nigeria (CAN) was launched in 11<sup>th</sup> December 1976 with the expansion of counselling activities in the countries.

Aims of Guidance and Counselling in institutions of learning in the ancient civilizations, modern industrialised society and the developing countries were;

- (1) To assist the individual students to understand themselves and the world around them and so able to live in a normal and well adjusted life.
- (2) To provide career/occupational information to students which provided both organized and unorganised proficiency.
- (3) Assessing students for different jobs in accordance to abilities within a given frame work.

- (4) Helping the individual student to discover his/her ability and skills.
- (5) Preparing the youth for the job market.

Guidance and counselling services among African traditional societies were carried out just like other parts of the world. In African traditional societies, there was no clear cut programmes, or general rules were ever developed to cater for the guidance needs of all individuals. According to Durojaiye [1972] many occupations and careers were determined by two criteria; age and sex. As skills began to be recognised and utilised it became an accepted belief that those skills were inherited.

Guidance in African traditional societies involved educating the youth about traditions and culture of the community which was done by elders as their social responsibility. The elders depended on their age, knowledge, exposure and expertise. Guidance was given to any member of the society regardless of their age, as long as they were found wanting in any aspect of social life and responsibility (Mbiti, 1970).

According to Makinde (1984) in many African countries, guidance and counselling did exist before the professional style came in, for

example, before the 20<sup>th</sup> century these practises were entirely private family affairs with senior members – parent, relatives and elders, acting as counsellors. Whenever serious problems cropped up, organised panels of elders or experienced persons in communities handled such matters.

#### 2.4 GUIDANCE AND COUNSELLING IN KENYAN SOCIETY

Again, guidance and counselling took place in groups or through ceremonial gatherings such as at initiation or circumcision times. The youth were guided and advised by elders so as to meet the society's expectations. Very often these practises were divided so that female elders worked with female children while male elders, instructed the young men. (Mbiti, 1970).

#### Implementation of guidance in schools. A booklet by

Mbiti (1970) argues that traditional fortune tellers affirmed that they could analyse and predict someone's character and future by various means such as palmistry, astrology and graphology. He says that such practises, which in no way relied on accurate scientific facts, were traditionally used. However, even though some of them still exist, professional counsellors have their reservations about their accuracy and usefulness. Therefore, a thorough psychological study of the individual is a much surer guide to guidance and counselling.

#### guidance service. The report recommended that

#### undergoing training take a compulsory course in

The objective of guidance was to mould the individual in such away that he fitted in the society as a responsible member of the community through the use of artistic expressions such as dances, stories and provocative or non provocative verbal instructions.

#### **2.4 GUIDANCE AND COUNSELLING IN KENYAN SCHOOLS.**

Government efforts to establish formal guidance and counselling in Kenyan education system goes back to 1963 after attaining our independence. The Ominde Report (1964) also known as the Kenya Education Report recommended that the schools should provide some guidance to the students. In 1971 the ministry of education started a sub-section within the inspectorate section to deal with the implementation of guidance in schools. A booklet on careers was published for career masters in schools who were regular teachers appointed to provide some career guidance service to students in addition to their teaching load. Emphasis was on career advising and not on counselling.

The Gachathi Report (1976) or the Report of the National Committee on Educational Objectives and policies observed that the students had psychological problem, which were largely ignored before by the guidance service. The report recommended that the teachers undergoing training take a compulsory course in guidance and

counselling. They were expected to provide some counselling and teach in addition after their training.

The arrangement of dual service proved ineffective. The teacher counsellor spent more time in teaching rather than in counselling. In any case, the counselling course they received during their teacher training did not prepare them adequately to offer effective counselling service to the students.

The Kenya Development Plan of 1979-1983 marked another significant stage in establishing guidance and counselling in schools in Kenya. The plan recommended that guidance and counselling be incorporated into the teacher training curriculum at both the college and university levels. The policy was put into action but the content of the course was too inadequate to prepare effective counsellors.

The report of the Presidential Working Party on Education and Manpower Training for the next Decade and Beyond (the Kamunge Report) of 1988 recommended the following;

- That guidance and counselling be decentralised from the ministry headquarters to the district level.
- That the senior teachers were to be appointed to be responsible for the guidance and counselling programme.

- The Kenya institute of education (K.I.E) be charged with the responsibility of developing a suitable and relevant guidance and counselling syllabus.

The Koech Report of 1999 also referred to as the Report of the commission of Inquiry into the Education System in Kenya (TIQET) is said to have observed that the guidance and counselling unit in the MOEST which was created in 1970's and started with a team of professionally qualified officers was no longer operational. The unit was providing effective services to secondary schools and teachers training colleges as well as being able to conduct in service courses for primary school head teachers in various districts. In addition, the unit developed a useful career guidance booklet for use by secondary school students when filling in career application forms.

The commission also noted with concern that, most of the "professionally" trained personnel in the unit had retired or been deployed to other sections. The institutional and field staff therefore have nowhere to seek the necessary advice to help them in carrying out their guidance and counselling duties effectively.

The commission made the following recommendations:

- Guidance and counselling in schools and colleges be strengthened to become an active and available service on a day to day basis to all students. Students should receive help on academic, social and practical aspects of life. This should be undertaken by teachers who are trained in guidance and counselling.
- Trained teacher counsellors to work with other teachers, parents, NGOs and religious bodies where necessary, with children being consistently counselled against the use of violence as a solution to counter problems.

These reports advocate for training of teacher counsellors so that they can be in a better position to help the students solve problems that may arise while they are in school such as violence through guidance and counselling. They also stress the essential role that guidance and counselling plays in alleviating students needs thus establishment of relevant offices in schools for guidance and counselling.

The MOEST position paper on Guidance and Counselling (2002) outlines the following as the major objectives of guidance and counselling services in learning institutions;

- (1) Equip the youth in educational institutions with skills, attitudes and knowledge to enable them cope with their education, career and personal social problems and needs.
- (2) Equip the girl child with the guard skills to enable her address problems, for example, pregnancy and early marriages which led to school drop out, sexual abuse and harassment and Female Genital Mutilation (FGM).
- (3) To give hope to the youth in view of many socio-economic problems which have made many of them lose hope.

From the above review literature, it would appear that the main objective of guidance and counselling is to help youth understand themselves and to know their abilities and skills. A further objective is to help young people gain a thorough knowledge of the job market. A youth equipped with such knowledge would be able to choose his/her career more wisely. Also with guidance, it is possible for a youth to match himself/herself with a career. This is the destiny in society for which the schools prepare them.

## **2.4.2 Major Areas/scope of guidance and Counselling in Schools**

The guidance and counselling unit in the MOEST which was created in 1970s specified mainly three major areas of formal guidance and counselling in schools (Mutie and Ndambuki, 1999; Were, 2003):

- (i) Vocational,
- (ii) Educational and,
- (iii) Psychological.

### **1. Vocational Guidance and Counselling**

*The Handbook for School Guidance and Counsellors (1973)* defines vocational guidance as the process of assisting an individual who possesses certain assets, abilities and possibilities to select from many occupations one that is suited for himself and then aid him prepare for it, join and progress in it. A student who has been assisted to understand his abilities and thus knows what he wants to become, is focussed. Such a student is motivated to work hard in order to pass and achieve his goal. He realises that in order to achieve his goal, he must manage his time well, attend classes and do assignments. He is unlikely to involve himself in any activity or behaviour that may disrupt his learning. The converse is true; a student who has not been guided to understand his abilities has no idea about the occupation he would want after school. Such a student is visionless. Consequently, the concept of time is not

important, neither is working hard. He may go to class late, fail to finish assignments and has trouble relating with teachers and other students.

## **2. Educational Guidance and Counselling**

Educational Guidance and Counselling is defined as a process through which an individual child is helped to develop his mental abilities, aptitudes, interests and other personality dynamics (*The Handbook for School Guidance and Counsellors, 1973*). Educational guidance involves tests made by the classroom teacher, cumulative records, teachers rating, observation reports, interviews and biographies. Through educational guidance, individual is made to understand and accept his own strengths and weakness. The teacher is made to identify the exceptional child; gifted, creative, normal and the slow learner.

Educational guidance has far reaching implications for discipline. Students who have access to educational guidance are, for example, able to develop step-by-step study plan for completing daily and long term assignments and develop skills of focussing on a task. Such students are unlikely to feel frustrated. Frustration makes people anxious and thus lose control.

Giftedness can be a problem to a child if the child is not given guidance. Gifted children, therefore, require to be properly managed. If the needs of the gifted are not met through Guidance and Counselling, loss of untapped and unchallenged talents that may result from maladjustment will be expensive. It is, therefore, imperative to guide and counsel gifted children because failure to do so may result to boredom and frustration. Intelligent students, not properly guided may use their talents to challenge school authority and lead strikes. If slow learners are not properly guided, they may develop low self-esteem. This may lead them to be irritable and aggressive. They may also try to attain recognition by breaking school rules.

### **3. Psychological Guidance**

Is an important tool in promoting discipline. *The Handbook for School Guidance and Counsellors (1977)* explains that there are many psychological factors that affect students' learning experience. They include the quality of his relationship with his parents, and the interaction he has experienced with his brothers and sisters. For example, have the parents been authoritative or permissive? The child's psychological state has also been influenced by the larger social community. His peer group has become the norm against which he checks his value system. The role of the counsellor is to be

aware of the previous experience that have made him/her the kind of person he is and to provide the new conditions, that will help him make a good adjustment to his rapidly expanding world.

The implications of discipline are enormous. Psychological guidance helps students recognise the importance of emotional growth, how emotions affect behaviour and how to deal appropriately with emotions. *Mumbi & Kigen (1992)* have observed that emotional depression or frustration will make somebody miserable and even aggressive.

Psychological guidance also helps students in secondary schools understand that psychological changes are a natural part of adolescents and affects emotional growth. Most secondary schools students are in the adolescence phase. Emotional manifestations during this state include, frequent mood swings leading to anger, hostility, frustration and anxiety. Consequently, a number of deviant behaviour in secondary schools happen due to the inability of students to control these emotions. Students who receive psychological counselling are more likely to exercise self-control in times of crisis.

Psychological counselling according to *A Model for developmental school counselling programs in Indiana (1991)*, helps students learn to apply conflict resolution skills and understand the factors which influence effective friendship. It also promotes discipline by helping students recognise and accept individual differences of others.

#### **2.4.3 Role of Guidance and Counselling in Controlling Maladaptive Behaviour**

*Gachathi Report (1976)* outlines the importance of Guidance and Counselling in controlling indiscipline in Kenyan schools. The report emphasizes that to be of use Guidance and Counselling should be based in the values of the society. Since students can only be considered as disciplined if they subscribe to the values of the society. This view is emphasized by *A Model for developmental School counselling programs in Indiana(1991)* which proposes that guidance and counselling should help students to recognize and accept individual differences of others; recognize the necessity for moral and ethical conduct in society; develop personal criteria for making informed moral and ethical decisions.

The *Kamunge Report (1988)* recommends that schools and colleges should establish Guidance and Counselling programmes and senior teachers to be responsible. It further recommends that Guidance and

Counselling programmes should assist learners to appreciate their role as workers and develop right attitudes towards discipline and the management of time. Students who are able to work effectively direct all energy to study. They have no time to engage in deviant activities. They exhibit initiative, self-directed behaviour and responsibility, all of which are hallmarks of a disciplined individual.

The guidance and counselling personnel should establish

#### **2.4.4 Role of Guidance and Counselling as a Preventive Measure to Indiscipline/Maladaptive Behaviours**

*Shertzer & Stone (1966)* describe guidance and counselling as a “preventive force”. To them the optimum development of individuals comes through providing an emotional climate and environment that assists positive healthy attitudes and feelings. That is, people with healthy attitude and feelings are not likely to involve themselves in behaviour that is not acceptable. *Mumbi & Kigen (1992)* also emphasize in creating a positive healthy emotional climate.

responsibility. The implication is that students who are

Considering that most secondary school students are in the adolescence stage, emotional stability is a central issue. The emotional changes can lead to resistance to authority, critical towards adults, over sensitive to adult suggestions regarding friends and appropriate use of time.

Disciplinary problems can be prevented if the students in secondary schools can be guided and counselled on how to deal with the emotions. Since students have someone to turn to if they have problems, a healthy emotional climate can be achieved through guidance and counselling.

The guidance and counselling personnel should establish links with students by breaking barriers of communication. An effective guidance and counselling programme according to *Lutomia & Sikolia (2002)* should involve people who interact with the students daily. They are able to observe a student with symptoms of emotional problems long before the problem becomes serious.

*overwhelmed by strange or new situations. Students*  
Mbiti (1974) observes that guidance and counselling can prevent indiscipline because the term discipline should be used to mean a system of guiding the individual to make reasonable decisions responsibly. The implication is that students who are guided and counselled are unlikely to have disciplinary problems. He further proposes that the child needs to be helped to develop his unique and individual personality through guidance by an adult. It is believed that a student who makes choices reasonably will not be lured into misbehaviour.

Holden (1971) also advances this view of preventing indiscipline through upholding students individuality and responsibility. He says that students can be seen to be disciplined if they understand that there are things they have to accept as they are, for they cannot be changed.

Guidance and counselling also prevents indiscipline by taking new students through orientation process. Orientation is concerned with ensuring that problems involving transition points where students move from a familiar to a strange one are reduced (Hughes 1971). The most obvious transition is witnessed from the primary to secondary level. The aim is to ensure that students are not overwhelmed by strange or new situations. Students who are given proper orientation, they are not likely to break school rules. Problems like lateness for school are avoided as they learn about the school system early enough.

#### **2.4.5 Guidance and Counselling as a Rehabilitative Measure to Maladaptive Behaviour**

Guidance and counselling also has a rehabilitative role to play in controlling indiscipline. Shertzer and Stone (1966) call this reconstructive effort. Errant students are assisted to have substitute channels for unacceptable actions. Punishing a student, for

example, is only a temporary measure. Errant students should be assisted by guidance and counselling personnel to transform the misbehaviour into enlightened self-directed behaviour. Students who have been identified as having discipline problems need a lot of assistance. If they are abandoned, they may develop feelings of unhappiness, rejection as well as low self-esteem. These feelings are likely to make their indiscipline problems worse, as they feel there is no need to change.

*It's the role of guidance and counselling teacher to*

*The Handbook for school guidance counsellors (1977)* notes that stopping an unacceptable action may do nothing to help the feeling that produced it. Students need to be helped to recognize the relationship between their feelings and actions. This knowledge can be developed through guidance and counselling.

If the counsellors have a good relationship with students, rehabilitation of errant students will be possible because, the students will open up to him/her. According to Jones (1970) an errant student can be helped by the counsellor to accept that his act was unacceptable or undesirable. In cases when students are punished, it's the role of the counsellor to help the students reflect on the offence they have committed and understand why they are being punished.

Indeed, there are many discipline problems that cannot be solved by punishing students. For example, a number of discipline problems in schools today are related to drug abuse. Punishing a student who is found smoking or drinking will not eliminate the habit. *Lutomia & Sikolia (2002)* observe that students who have been proved to be victims of drug abuse should be advised and made to engage in positive leisure activities like sports and games.

It's the role of guidance and counselling teacher to educate the students on choice of leisure activities that are beneficial to them. The teacher should also try to find out, what has drawn the child to this kind of behaviour. If need be a professional counsellor should be recommended. It is also the duty of the counsellor to invite the parents openly about the problems facing the child.

Guidance and counselling can also help in controlling indiscipline by rehabilitating students who have been involved in love affairs with teachers. It is the duty of the counsellor to guide the students on why this kind of relationship is wrong. On the other hand, *Lutomia & Sikolia (2002)* note that the guidance and counselling personnel must know that their counselling roles goes beyond the confines of students. It includes counselling the teachers on morality and acceptable behaviour as well.

## **2.4.6 Guidance and Counselling as a Tool of Helping Students**

### **Accept School Authority**

Every child must be led to know that he belongs to an organized society, with laws, regulations and a cultural heritage. *Mbiti (1974)* observes that part of the business of growing up is to learn how to fit into one's society; to learn what things are acceptable and what things are unacceptable. *Shertzer & Stone (1966)* argue that students who misbehave need help in perceiving and accepting authority. Misbehaving students need to be guided to learn and accept emotionally the necessity of authority. This is because authority affects responsible self-direction in society. Students must be guided to understand that authority does not only exist in the school but there are rules and regulations in every society and there are consequences for not adhering to these rules.

However, control does not mean reinstating an old fashioned form of discipline in which the teacher's word is law and the needs and inclinations of children are not given consideration. This is supported by *Fontana (1985)* when he emphasizes that classroom control is not geared to enable the teacher to assert personal authority and status over the children, but to enable one to work towards a situation where such control becomes less and less necessary. Therefore the nature of school rules and regulations, may be sometimes a key

factor in determining whether or not certain pupils become disruptive and uncooperative. Authoritarian control of students makes them rebel against school rules and regulations than accepting them.

institutions. He/she is in-charge of planning and directing the

The guidance and counselling department has a significant role to play in helping school administrators and teachers to show a sensitive awareness of the needs of its individual pupils. Such a school is less likely to have problems of anti-social nature from students than is the school that adopts a more punitive and less student oriented role.

Guidance and counselling can help school administrators base control on enlightened understanding of child behaviour. Such guidance can also help administrators base control upon genuine interest in children and in the fostering of their psychological and academic development. Guidance and counselling helps students understand that discipline implies responsibility, order and regularity. Only when these qualities are present is freedom possible. We make freedom possible and meaningful for the child when we help him to learn to be responsible and self-disciplined. When students obey and accept school authority voluntarily discipline will be maintained. After all, there is no human community without rules.

included that have nothing to do with the goal to be achieved

#### **2.4.7 Role of Guidance and Counselling Teacher**

The guidance and counselling teacher is a very important person in the delivery of guidance and counselling services in educational institutions. He/she is in-charge of planning and development of the guidance and counselling programme in the school.

The guidance and counselling teacher defines the objectives of the guidance and counselling programme. He also identifies guidance and counselling needs of the individual students and develops plans for action.

He/she coordinates the various aspects of guidance and counselling programmes as well as evaluating those programmes. The teacher-counsellor handles issues related to students' appraisal, education and vocation. He/she helps the individual students to grow up in social behaviour, emotional reactions and intellectual performance.

### **2.5 DEVIANT BEHAVIOUR SHOWN BY STUDENTS IN SCHOOLS**

Deviant behaviour is behaviour that is not socially acceptable, that departs from the average behaviour of the members of a particular society or community. Because no universally valid ethical principles are used to determine the normal, several forms of behaviour are included that have nothing to do with the good to be freely done or

the evil to be freely avoided. Examples of adolescent deviant behaviour in our schools include: stealing, truancy, cheating, fighting, harassment, rudeness, disobedience and lateness.

### 2.5.1 Truancy

Truancy means deliberate absenteeism by a student from school and home and loitering without a good reason and permission (Were, 2003). This leads to losing valuable learning time and may lead to drop-out. Students with the problem of truancy exhibit the following behavioural characteristics (Durojaiye, 1972):

- (i) Absent themselves from school without any reasons especially during examination period.
- (ii) Fake sickness/illness.
- (iii) Do not do their homework and
- (iv) Talk negatively about school/teachers/home.

Reasons which could lead to truancy as reported by Were (2003) and Durojaiye (1972) are;

- (i) The school environment has been hostile to the student.
- (ii) Teachers not liking or understanding individual students.
- (iii) Fear of failure in examination
- (iv) Not getting homework done on time.
- (v) Failing to meet the expectations of the parents.

- (vi) Failure to get along with peers who may be issuing threats.
- (vii) Not having friends at school.
- (viii) Insecurity at home.
- (ix) Not seeing the relevance of the school and
- (x) Dislike of certain school subjects and teachers.

There are various possible ways of solving the problem of truancy according to Mutie and Ndambuki (1999):

- (i) Finding out if the child is being punished excessively at school. If this is the case, then it should be stopped immediately and instead the child is guided and counselled.
- (ii) An investigation to find out why the student does not like certain teachers or subjects need to be carried out. This is to ensure that bullying in school is dealt with.
- (iii) Organization of remedial work for the students who are performing poorly and making arrangements to give them work which is challenging is also another way.
- (iv) It is also important to maintain an up-to-date class register which will help to note cases of truancy.

### **2.5.2 Stealing**

This is taking what belongs to someone else without any right. A person who steals is also called a thief. The society generally does not

(viii) To acquire things that can be given as presents so as to win friendship, admiration or support of others.

Intervention measures to prevent this problem and help the students may involve the following (Mutie and Ndambuki, 1999).

- (i) Encouraging appropriate behaviour rather than focussing on inappropriate behaviour.
- (ii) Letting children know that they are liked and accepted even when their behaviour is inappropriate but that their negative actions are disliked.
- (iii) Giving children attention and providing them with the necessities even when they do not demand such and
- (iv) Recognizing and praising any positive behaviour.

### 2.5.3 Lateness

School rules requires that all students arrive on time in school (Mbiti, 1974). There are students who always arrive late at school. Students come late to school because of the following reason as reported by Were (2003):

- (i) Living far from the school
- (ii) Sleeping late because of assisting in doing household chores.
- (iii) Truancy and
- (iv) Peer influence – their friends also come late.

To help the students who come to school late, it's important to discuss with the parents. Ask them to give their children household chores only during the weekends and school holidays. Also request the parents to encourage their children to go to bed early.

Extinction technique is another method which can be applied in this situations to stop a particular type of behaviour – lateness. The undesired behaviour which is lateness is simply ignored, rather than punished or reinforced. In this case some students may often seek notice from the teachers by repeatedly coming to school late. It is important to ignore such students until they report to school on time.

#### **2.5.4. Cheating**

This is behaving in a dishonest or deceitful way in order to win an advantage (Durojaiye 1972). One feels bad when he/she realises that he/she had been cheated by someone else. This is why no one wants to be cheated. He says students who are involved in cheating depict the following behaviours:

- (i) Restlessness and apathy.
- (ii) Withdrawn.
- (iii) Nervousness, always being on alert for danger and
- (iv) Show phobia behaviour.

Durojaiye (1972) and Were (2003) avers that students cheat for many reasons like:

- (i) They may have low self-esteem.
- (ii) Their parents might have high expectations of them.
- (iii) It may be from laziness and
- (iv) It may be a genuine fear of failure.

The school counsellors can help students involved in cheating through a number of ways (Were, 2003):

- (i) Advising students not to worry too much about expected examination results.
- (ii) Encouraging them and advising them to avoid comparing with others since people have different capabilities to cope with work.
- (iii) Talking to parents to give their children unconditional love and
- (iv) Listening to them and giving simple and appropriate answers to their questions.

### **2.5.5 Harassment and Bullying**

Students harass and bully others in school. Those who harass and bully others may attempt to rape other pupils especially boys to girls. Others may touch some parts of the body in a humiliating

manner which is morally wrong (Mutie and Ndambuki, 1999). At times also big boys/girls make unnecessary demands to the young ones such as doing manual work for them, washing their clothes or even sharing their personal effects.

It is important to give students adequate information to empower themselves, so that they do not fall prey to these problems through self assertiveness. It is also important to provide role models for the children/students because those who harass and bully others may have learnt this from the environments where they come from (Durojaiye, 1972).

#### **2.5.6 Fighting**

Fighting amongst students is very common in our school. Students may fight because they want to show off, or they are jealous of another student or they could be irritated because of some other problem. Fighting can be discouraged by not taking sides in a dispute. Also encouraging students to discuss their problems and help them to come to some agreement in another way.

Assertiveness technique is another method of preventing the problem of fighting. It is a direct expression of one's feelings, preferences, needs or opinion in a manner that is neither threatening nor

overwhelming towards the other person. Students need to be helped to be assertive to:

- (i) Express their feelings, directly, but without accompanying threat.
- (ii) Express anger and other emotions as appropriate. No outbursts.
- (iii) Politely refuse unreasonable requests or treats and
- (iv) Making reasonable requests.

### **2.5.7 Rudeness/Disobedience**

Students are said to be rude if their behaviour show lack of politeness or courtesy (Mbiti, 1974). MOEST (2001) gives a wide range of reasons why students might be rude.

Some students feel that the school rules are undemocratic, vague and oppressive and at times are applied selectively and they break them. This is clearly seen when students fail to do their assignment, fight other students and teachers, sneak out of school, engage in gambling, dressing poorly and using abusive language to mention but a few.

This is mainly caused by lack of parental care. Caring by parents and significant others (teachers) would assist the young in the many

issues they are confronted with. Through guidance and counselling care would be shown and their desires met and thus enhance their awareness of accepted morals and values in the society.

In this chapter, the approaches and areas where the

Also there is need to identify the cause of the problem is another solution. If the problems are originating from school, then the concerned parties should be talked to with the aim of solving the problem. Likewise if the problem is the home environment, it is advisable to hold a discussion with the parents.

The researcher adopted survey design - to carry out the

Data from objective samples were obtained to avoid errors

encountered in subjective sampling. Under the objective

research used purposive sampling. This design enables

identify the target population and to clarify the objectives

Questionnaires were administered to the subjects and the

data collected was analysed.

This section covers units of analysis, sources of data, research

procedure, data collection techniques and analysis of data.

## CHAPTER THREE

### METHODOLOGY

#### 3.1 INTRODUCTION

In this chapter, the approaches and areas where the research was conducted and how data was obtained, analysed and presented are discussed. According to Singleton et al (1998), "research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure."

The researcher adopted survey design – to carry out his research. Data from objective samples were obtained to avoid the biases often encountered in subjective sampling. Under the objective sampling the research used purposive sampling. This design enabled him to identify the target population and to clarify the objective of the study. Questionnaires were administered to the subjects of the study and data collected was analysed.

This section covers units of analysis, sources of data, sampling procedure, data collection techniques and analysis in summary.

### **3.2 RESEARCH DESIGN**

In this research project, the researcher intended to investigate guidance and counselling needs of secondary school students. The research adopted survey design. This was the most appropriate design that would provide answers to the research questions and proper information because of its reliability. The location of the study is Kasikeu division, Makueni district in Kenya. The project was limited and confined to Kasikeu division in Makueni district, though the study was targeting and addressing a national issue. The major reasons why the study was confined to a divisional level was due to lack of adequate time to embark on a wide and extensive study and financial constraints or the cost factor relating to the research.

### **3.3 TARGET POPULATION AND SAMPLE SELECTION**

According to Baker, (1994), the target population are the social entities whose social characteristics are the focus of study. Also Singleton et al (1998) advances that, "sampling design or selection refers to that part of the research plan that indicates how cases are to be selected for observation". This study used non-probability sampling since the focus was on in-depth information not making inferences or generalisations. In this case, purposive sampling method was used.

The sample of four schools out of the 8 secondary schools in the division which have guidance and counselling services were selected. All were mixed public schools. Four form three classes were purposively sampled and 8 teachers, 4 males and 4 females. The researcher drew a sample of 160 students, 40 from each school with equal ratio of boys and girls per schools as illustrated below in table

3.1.

**Table 3.1 Demographic Data of the Subjects of the Study**

Name of School	Category of school	Number of students	Gender		Number of teachers	Gender	
			Male	Female		Male	Female
Kasikeu Sec. School	Public	40	20	20	2	1	1
Enguli A.B.C. Sec. School	Public	40	20	20	2	1	1
Wanguu Sec. School	Public	40	20	20	2	1	1
Mbiini Sec. School	Public	40	20	20	2	1	1
<b>TOTAL</b>		<b>160</b>	<b>80</b>	<b>80</b>	<b>8</b>	<b>4</b>	<b>4</b>

### **3.4 INSTRUMENTATION**

The researcher administered two questionnaires, that is, one for the teacher counsellors and other for the students. Questionnaires are the commonly used instruments to collect important, information about the population, Orodho (2004).

To access information from the key informants, the researcher set two standardised questionnaires with two sets of questions; closed and open ended questions that enabled the respondents to express themselves freely. The researcher administered the questionnaires in person. The data collection instruments covered three areas, namely:

1. family background/biographic data of the student
2. maladaptive behaviours among students and
3. role of guidance and counselling in alleviating the students maladaptive problems.

### **3.5 PILOT STUDY**

A pilot study or pre-testing questionnaires were administered to a selected sample, which was similar to the actual sample used in the study to test their validity and reliability before the actual study.

### **3.5.1 VALIDITY**

To test for content validity items were arranged from general to specific and related to the objectives. The items were structured to measure what they were supposed to measure (Wiersma 1986). The research instruments were also given to experts in the areas of study for content validity testing. Basing on their comments, corrections were effected on the items on the questionnaire. The structured questions enabled the researcher to tabulate and interpret the information that was generated with ease.

### **3.5.2 RELIABILITY**

To test for reliability of the items in the questionnaire, the researcher used the split-half method. This method was adopted, as it is suitable for construct aspects such as attitude, perception, opinion and achievement. In the split half method, the items on the questionnaire were split into two categories of even and odd numbered items. The researcher then randomly divided the one percent of the sample population in to two groups and administered the even numbered items to one group and the odd numbered items to the other group. This was done to check on the suitability of the language used in the construction of the statements. The results from the two groups were then compared to check on the suitability of the language used, Mulusa (1985)

### **3.6 DATA ANALYSIS VARIABLES**

The researcher described the data collected through analysis of the responses given to the questions raised using simple qualitative descriptions. Qualitative descriptive statistics refers to simple statistical methods, which do not support or falsify a relationship between two variables, but simply help in the description of data (Baker, 1998).

This procedure enabled the investigator to understand the data from the field. Tables, frequency distributions, percentages, graphs and pie charts were employed in reporting the responses from the subjects.

### **3.7 THE VARIABLES FOR THE STUDY**

Certain variables were used in the study. Some of these were independent while others were dependent. This classification is as shown below:

#### **3.7.1 INDEPENDENT VARIABLES**

The following variables were used as independent variables; offering of guidance and counseling services by teachers and teachers' style of handling deviant students.

### 3.7.2 DEPENDENT VARIABLES AFTER 4

The following variables were used as dependent variables; maladaptive behaviour amongst students and readjustments of juvenile delinquencies.

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

The study attempted to find out the maladaptive behaviour of adolescents and the role of guidance and counselling in helping students to adjust in secondary schools.

In some areas, the data have been analysed from different angles separately depending on the nature of information, but in some data were analysed whole-sale.

The following areas have been considered in analysis:

- 1) The background information of the respondents.
- 2) Behaviour problems among students and how they are handled.
- 3) Organizations of guidance and counselling services in schools.

## CHAPTER 4

### DATA ANALYSIS, RESULTS AND PRESENTATION

#### 4.1 INTRODUCTION

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

The study attempted to find out the maladaptive behaviour among adolescents and the role of guidance and counselling in helping students to adjust in secondary schools.

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

The following areas have been considered in analysis:-

- 1) The background information of the respondents.
- 2) Behaviour problems among students and how they are handled.
- 3) Organizations of guidance and counselling services in schools.

4) Suggestions on how to improve guidance and counselling in schools.

## 4.2. BACKGROUND INFORMATION OF THE RESPONDENTS

Two groups of respondents were used in this study. All the respondents were selected through purposive and random sampling as explained in chapter three. The respondents were drawn from guidance and counselling teachers and students.

### 4.2.1 BACKGROUND INFORMATION OF THE STUDENTS RESPONDENTS

A sample of form 3 students from the sampled schools was selected to complete the questionnaires [Appendix B]. All the 160 questionnaires distributed were received back. The age of the student respondents ranged from 15 to 20 years.

**Table 4. 1: Age of Student Respondents**

Age (Years)	Number of Boys	%	Number of Girls	%
15	-	-	3	4
16	13	16	15	19
17	44	55	35	44
18	18	23	19	24
19	4	5	6	8
20	1	1	2	2
<b>TOTAL</b>	<b>80</b>	<b>100%</b>	<b>80</b>	<b>100%</b>

From table 4.1 above, majority of the respondents were 17 years (49.38%) out of whom 44(27.50%)were boys while the girls were 35(21.88%). This is the prime adolescent age and has been described by various human growth and development theorists and researchers as the most crucial maturation age. During these years, adolescents are faced with difficult tasks of discovering their sexual roles, asserting independence, learning to cope with authority and searching goals that would give their lives meaning.

#### **4.2.2 BACKGROUND INFORMATION FROM TEACHER COUNSELLOR RESPONDENTS**

Eight guidance and counselling teachers were purposively selected to complete the questionnaire. Out of the 8, 4 were female and 4 were male teachers.

The eight teacher respondents had various professional qualifications in teaching ranging from diplomas, who formed 12.5% to approved graduate Teacher who were 5(60%). All the teachers served as guidance and counselling teachers through appointment by school administration. Hence, this is a 100% internal appointment.

Table 4.2 below shows the number of years taught and qualifications by respondents. All the teachers had taught over 5 years. 4(50%) of

them having taught between 6-10 years. 4(50%) had taught for over 10 years. The respondents were quite experienced in secondary teaching and were therefore expected to be conversant with the behaviour problems that call for guidance and counselling in secondary schools. The long serving teacher counsellors should be engaged in guidance and counselling programmes.

Table 4.2 and figure 4.1 below show the number of

**Table 4. 2: Number of Years the Respondents Have Taught and Their Qualifications**

Number of Years Taught	Number of Teachers	%	Qualifications	Number of Teachers	%
0-5	-	-	Diploma	1	12.5
6-10	4	50	Untrained Graduate	1	12.5
11-15	4	50	Approved Graduate Teacher	5	62.5
16-20	-	-	Approved teacher	1	12.5
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>TOTAL</b>	<b>8</b>	<b>100%</b>

Results in the table 4.2 shows that the majority of teacher counsellors are professionally qualified (85%). Only 1(12.5%) teacher counsellor is not a professionally trained teacher. Teacher training colleges and universities offer a unit in guidance and counselling. However, this is not sufficient to make one effective in the

programme. There is need to train all teachers in guidance and counselling through offering one year or so training in the programme so that they can gain more professional skills.

### 4.3 BEHAVIOUR PROBLEMS AMONG STUDENTS

#### 4.3.1 Common Behaviour Problems with Students

Table 4.3 and figure 4.1 below shows the common behaviour problems with students according to the 2 types respondents, that is, students and teacher counsellors.

**Table 4. 3: Common Behaviour Problems With Students as Perceived by Students and Teachers**

	Behaviour Problems	Teachers' Perception (frequency)	%	Students' Perception (frequency)	%
1	Stealing	7	24	78	11
2	Truancy	4	14	76	10
3	Bullying	6	21	106	14
4	Fighting	6	21	77	10
5	Rudeness /Disobedience	3	10	117	16
6	Cheating	1	3	73	10
7	Lateness	2	7	125	17
8	Sexual Relationships	-	-	88	12
	<b>TOTAL</b>	<b>29</b>	<b>100%</b>	<b>740</b>	<b>100%</b>

**Figure 4. 1: Showing Common Behaviour Problems With Students**

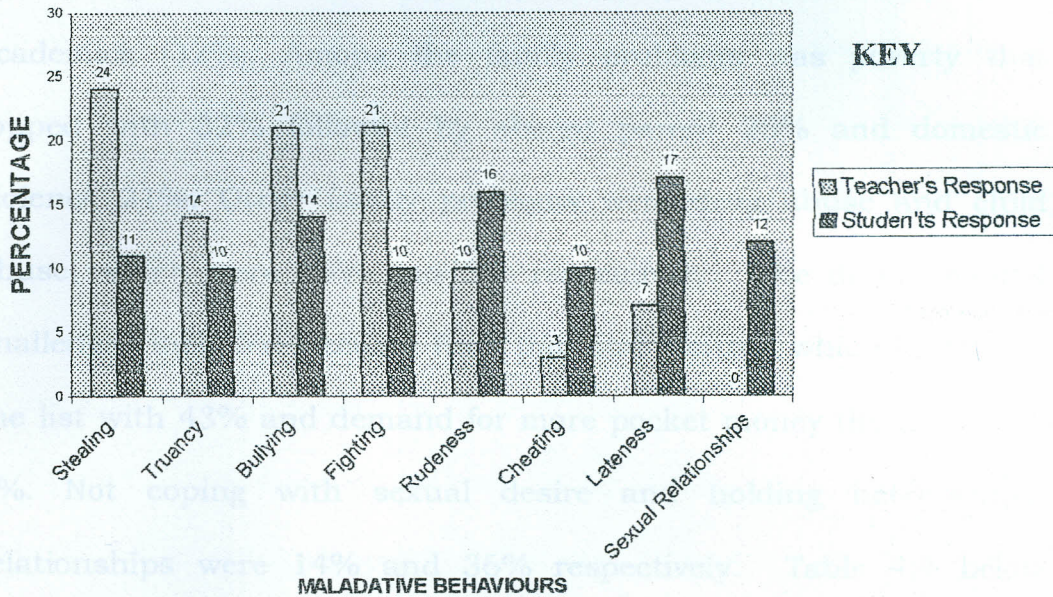


Table 4.9 and figure 4.1 above indicates that students have got varied problems. The 2 groups of respondents suggested that the students' problems varied in magnitude and from each respondents perspective. In general, there is need to guide and counsel students in their areas of need. An effective guidance and counselling department could help address these pertinent issues.

#### 4.3.2 Student Needs and Their Causes

Investigation by the researcher also established that students go for guidance and counselling due to family problems, which accounted for 23% and growth and developmental problems, which were 27%.

Other factors that made the students to seek for guidance and counseling were relationship problems (18%) and need to improve in academics (32%). Among the family problems was poverty that topped with 32% followed by absent parent 26% and domestic violence 21%. Other family problems were drug abuse and child abuse, which were 16% and 5% respectively. The developmental challenges included freedom from parental control, which headed in the list with 43% and demand for more pocket money the least with 7%. Not coping with sexual desire and holding heterosexual relationships were 14% and 36% respectively. Table 4.4 below illustrates the above explanations.

**Table 4. 4: Students' Needs and their Causes as Perceived by Teacher Counsellors**

	Student's Needs	Causes of the Problem	Frequency of Teachers' Response	Percentage
1.	Guidance & Counselling	a. Family problems	5	23
		b. Growth and development problems	6	27
		c. Relationship problems	4	18
		d. Improvement in academics	7	32
		<b>TOTAL</b>	<b>22</b>	<b>100%</b>
2.	Family Needs	a. Extreme poverty	6	32
		b. Violence	4	21
		c. Absent parents	5	26
		d. Drug abuse	3	16
		e. Parents failure to understand them	1	5
		<b>TOTAL</b>	<b>19</b>	<b>100%</b>
3.	Developmental Needs	a. Freedom from parental control	6	43
		b. More pocket money	1	7
		c. Heterosexual relationships	5	36
		d. Sexual desires	2	14
		<b>TOTAL</b>	<b>14</b>	<b>100%</b>

### 4.3.3 Common Behaviour Problems with Students and their Causes

#### Causes

The study revealed that a variety of reasons were the main causes of the maladaptive behaviours amongst students. Students sneaked out of school mainly because they disliked certain subjects (29%) and teachers (33%). Drinking alcohol and smoking tobacco were mainly due to the students feeling that it was fashionable to do so (31%) and wanting to remain members of their peer groups (24%). Laziness (48%) and living far from school (27%) were the main causes of lateness while personal gains (45%) and expressing revenge (33%) caused stealing amongst students. Showing off, (41%) mainly caused fight and bullying of other students as shown in table 4.5 below.

Coming to school late	1. Sleeping late.	32	
	2. Living far from school.	55	
	3. Doing household chores.	20	
	4. Laziness.	98	
	<b>TOTAL</b>	<b>205</b>	
Fighting and bullying others	1. Showing off.	81	
	2. Jealous of other students.	41	
	3. Irritated by other problems.	41	
	4. Family/peer influence.	33	
	<b>TOTAL</b>	<b>196</b>	<b>100%</b>
Stealing	5. Family/peer influence.	24	17%
	6. Personal gains.	86	45%
	7. Excitement or adventure.	18	9%
	8. Express revenge.	64	33%
	<b>TOTAL</b>	<b>192</b>	<b>100%</b>

**Table 4. 5: Common Behaviour problems with Students and their Causes**

Deviant Behaviour	Causes of the Deviant Behaviour	Students' Response (Frequency)	Percentage
Sneaking out of school	1. Dislike of certain school subjects.	68	29
	2. Not having friends at school.	45	19
	3. Homework not done on time.	46	19
	4. Dislike of certain teachers.	79	33
	<b>TOTAL</b>	<b>238</b>	<b>100%</b>
Drinking alcohol & smoking tobacco	1. Remain members of their peer group.	56	24
	2. It's fashionable to do so.	73	31
	3. Derive pleasure.	42	18
	4. Rebellion against society/family.	16	7
	5. Reduce boredom and loneliness.	46	20
	<b>TOTAL</b>	<b>233</b>	<b>100%</b>
Coming to school late	1. Sleeping late.	32	15
	2. Living far from school.	55	27
	3. Doing household chores.	20	10
	4. Laziness.	98	48
	<b>TOTAL</b>	<b>205</b>	<b>100%</b>
Fighting and bullying others	1. Showing off.	81	41
	2. Jealous of other students.	41	21
	3. Irritated by other problems.	41	21
	4. Family/peer influence.	33	17
	<b>TOTAL</b>	<b>196</b>	<b>100%</b>
Stealing	5. Family/peer influence.	24	13
		86	45
	6. Personal gains.	18	9
	7. Excitement or adventure.	64	33
	8. Express revenge.		
	<b>TOTAL</b>	<b>192</b>	<b>100%</b>

### 4.3.4 INTERVENTION MEASURES OF MALADAPTIVE BEHAVIOUR AMONGST STUDENTS

Table 4.6 below shows the behaviour modification styles used by teacher counsellors to correct deviant behaviour amongst students.

**Table 4. 6: Intervention Measures of Maladaptive Behaviour  
amongst Students According to Teacher Counsellor  
Respondents**

	<b>Deviant Behaviour</b>	<b>Intervention measures</b>	<b>Teachers Response (Frequency)</b>	<b>Percentage</b>
1.	Stealing	1. Physical punishment 2. Use of threats 3. Rewards/reinforcement 4. Guidance and counselling.	6 4 - 5	40 26.7 - 33.3
		<b>TOTAL</b>	<b>13</b>	<b>100%</b>
2.	Lateness	1. Physical punishment 2. Use of threats 3. Rewards/reinforcement for those who do not come late 4. Guidance and counselling.	8 5 3 2	44 28 17 11
		<b>TOTAL</b>	<b>18</b>	<b>100%</b>
3.	Cheating	1. Physical punishment 2. Use of threats 3. Rewards/reinforcement for those who do not cheat. 4. Guidance and counseling.	7 6 1 3	41 35 6 18
		<b>TOTAL</b>	<b>1</b>	<b>100%</b>
4.	Sneaking	1. Physical punishment 2. Use of threats 3. Rewards/reinforcement 4. Guidance and counselling.	8 7 - 8	35 30 - 35
		<b>TOTAL</b>	<b>23</b>	<b>100%</b>
5.	Rudeness/ disobedience	1. Physical punishment 2. Use of threats 3. Rewards/reinforcement 4. Guidance and counselling.	8 8 2 5	35 35 9 21
		<b>TOTAL</b>	<b>23</b>	<b>100%</b>
6.	Fighting & bullying others	1. Physical punishment 2. Use of threats 3. Rewards/reinforcement 4. Guidance and counselling.	7 5 - 2	50 36 - 14
		<b>TOTAL</b>	<b>14</b>	<b>100%</b>

Results show that different people take different approaches. However, there is clear indication punishment is used a lot with a total average of 41%. Guidance and counselling as a behaviour modification technique seems not to be used greatly by teachers. There is need to use positive measures to reduce persistent problems so that the students can have a positive attitude and avoid doing such mistakes. All the relevant people should be enlightened on guidance and counselling so that they can employ right methods in dealing with students' problems.

#### 4.4 ORGANISATION OF GUIDANCE AND COUNSELLING

#### 4.7 Intervention measures of deviant behaviour of students as perceived by students

Deviant Behaviour	Intervention Measures	Students Response (Frequency)	Percentage
1. Sneaking out of school.	1. Punishment	137	30
2. Coming to school late.	2. Expulsion.	32	7
3. Fighting and bullying other students.	3. Suspension	68	15
4. Stealing.	4. Warning	125	27
5. Drinking alcohol and smoking tobacco.	5. Advising by parents, teachers and fellow students.	81	18
	6. Rewarding the well behaved.	16	3
	<b>TOTAL</b>	<b>459</b>	<b>100%</b>

Table 4.7 above indicates the intervention measures from the student respondents on maladaptive behaviour amongst students. Results

indicate that punishment is frequently used (30%) just as the results from teacher counsellor respondents. This could be the main reason as to why students find themselves with problems with the teacher since punishment only deters occurrence of behaviour and does not correct. Hence if other alternatives could be frequently used, like positive reinforcement which had only 3% and advising which had 18% deviant behaviour among students could be minimal because they give alternative behaviours to students.

#### **4.4 ORGANISATION OF GUIDANCE AND COUNSELLING**

##### **4.4.1 GUIDANCE AND COUNSELLING SKILLS OF THE TEACHER COUNSELLOR**

None of the teacher respondents is a professional in guidance and counselling but have attended workshops and seminars dealing with guidance and counselling. Response showed that 75% had attended short courses. Investigation by the researcher on the duration indicated that only 2 counsellors had undergone guidance and counselling courses for over 6 months. The others attended for short periods ranging one week to 3 months.

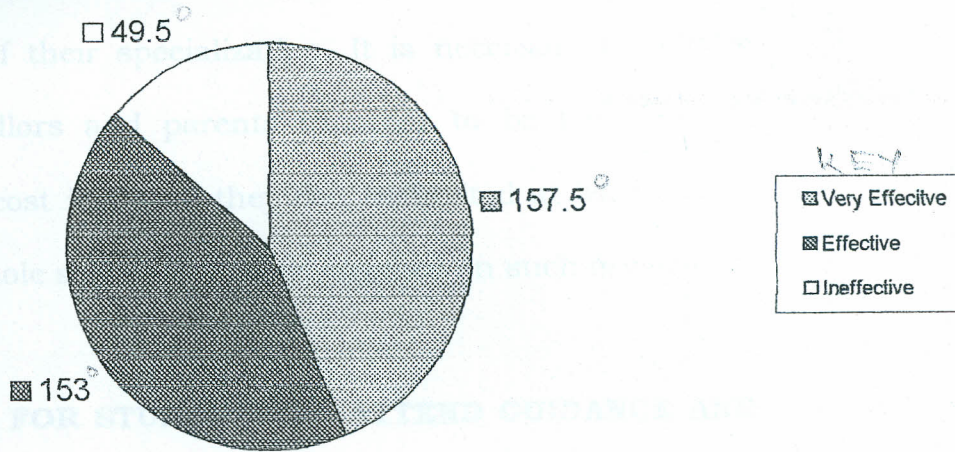
The above could imply that they were ill-prepared to handle the challenges of guidance and counselling in schools. Regular

attendance of courses is very important especially for non-professional counsellors in order that they may keep abreast with modern techniques of conducting the services for purposes of effectiveness.

On conducting counselling services, all the subjects contended that services are conducted. However, the frequency varied from student respondents to teacher counsellor respondents. 43.75% said, it was done on weekly basis, 42.55% said it was done once a month and especially when there is a crisis, while 13.70% said it was only done on rare occasions, particularly once a term. These latter responses showed that some guidance and counselling teachers were not aware that guidance and counselling is an on going process. It is also important to have set time for these services in the timetable so that there is effectiveness since the teacher counsellor may be unable to have free time to spare due to other commitments. 75%(6) teacher respondents indicated that their guidance and counselling sessions were only 1 hour while only 12.5%(1) could spent 3 hours hence the need for the above explanations. The pie chart below indicates the response of frequency of offering guidance and counselling.

**Figure 4. 2: Frequency of Offering Guidance and Counselling**

**Services**



**4.4.2 RESOURCE ROOM FOR THE GUIDANCE AND COUNSELLING SERVICES**

The researcher sought to establish whether the teacher counsellors have room for enhancing guidance and counselling to assist students overcome their needs. There were different responses on existence or non-existence of guidance and counselling office according to the 2 groups of respondents. It therefore implies that some schools do not have offices whereas others have. These results point out that teacher counsellors have to look for alternative places to conduct the services.

A consequence of this can lead to students' unwillingness to attend the services.

#### 4.4.3 INVITATION OF GUEST SPEAKERS

Most respondents 87.5% agreed that guest speakers talked to students in areas of their specialization. It is necessary to involve professional counsellors and parents in order to be given expert advice. Due to the cost involved, they can be invited at least 2 to 3 times a year. The whole school should be engaged on such occasions.

#### 4.4.4 MODE USED FOR STUDENTS TO ATTEND GUIDANCE AND COUNSELLING

Table 4.8 shows responses by various respondents on whether students attend programmes voluntarily or referred.

**Table 4. 7: Showing Mode Used for Students to Attend Programmes as Per Teachers' Response**

Mode of Attendance	Response of Teacher Counsellors (frequency)	Percentage (%)
Teacher Reffered	6	47
Parents Reffered	2	15
Other Students Reffered	2	15
Self Reffered	3	23
<b>TOTAL</b>	<b>13</b>	<b>100%</b>

From the results on table 4.8 it is clear that not all students go for guidance and counselling voluntarily. Evidently, majority attends involuntarily. The study found that only 23% of the students voluntarily sought help. The rest were either referred by other students (15%), teachers (47%) and parents (15%). It is important to cultivate willingness among students. To effectively help students with their problems, the guidance and counselling teachers ought to handle student's problems voluntarily.

Most of those who never went for guidance and counselling may have feared the unapproachable guidance and counselling teachers and also admitted lack of trust with them. This shows that confidentiality is a very important aspect of guidance and counselling.

#### **4.4.5 NUMBER OF STUDENTS WHO HAVE BEEN COUNSELLED AND TYPES OF SERVICES OFFERED IN SCHOOLS**

Table 4.9 below gives responses of teacher counsellors on the number of students they had counselled that term and teacher counsellors' responses and students' of the types of services offered in the schools.

**Table 4. 8: Numbers of Students Counsellled and Types of Services Offered in Schools**

Number of Students Counsellled	Number of Teacher Counsellors (frequency)	%	Kind of Services Offered	Response of Teachers (Frequency)	%	Response of Students (Frequency)	%
Under 10	2	25	Group	7	54	80	60
10-20	3	37.5	Individual	6	46	24	18
20-30	1	12.5	Class	-	-	29	22
Over 40	2	25					
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>Total</b>	<b>13</b>	<b>100%</b>	<b>133</b>	<b>100%</b>

From the table 4.9 above, all 8 teacher counsellors had conducted guidance and counselling that term. The research found that only 37.5%(3) teachers had counsellled over 20 students. The other 5(62.5%)had counsellled below 20 students that term. It is important to create general awareness among students, organize seminars and talk to students every term.

The table also shows that group guidance and counselling is preferred according to the response of teacher counsellors and students which is 54% and 60% respectively to individual guidance and counselling which is only 18% for the student respondents. This shows that the youths are faced with common behaviour problems,

which may result, to doing things that may cause significant harm to themselves in an attempt to escape from these problems. They may result to fighting, truancy, stealing and also engaging in premature sexual relationships, which may lead to developing dependency and getting HIV/AIDS.

#### **4.4.6 PEER GROUP COUNSELLING**

Apart from going to members of the staff for help, students also went to fellow students when confronted with problems. The study revealed that, schools have encouraged the formation of mutually supportive peer groups that encourage positive behaviour. The student respondents showed that they use peer groups to provide support to fellow students with special needs. The 138 (86.25%) of the student respondents sought peer counselling and 103 (64.37%) had their problems solved, which support this. The use of peer groups in these programmes plays an important role in social influence approaches as they influence change in behaviour of those who have behaviour problems.

#### 4.5 SUGGESTIONS ON HOW TO IMPROVE GUIDANCE AND COUNSELLING PROGRAMMES IN SCHOOLS

The teacher counsellor respondents made the following recommendations of guidance and counselling in schools;

- 1) Provision of more guidance and counselling information and materials by the MOEST.
- 2) The Teachers' Service Commission to post guidance and counselling teachers in schools who are professional counsellors and have interest in students, not just anybody.
- 3) Reduced workload or be exempted from teaching of the teacher counsellors.
- 4) The teachers who perform guidance and counselling to be motivated through better pay.
- 5) Training of all guidance and counseling teachers to have adequate knowledge and skills through more workshops and seminars on guidance and counselling.
- 6) Provision of more co-operation from other teachers, parents, school administration and students to teacher counsellors.
- 7) Provision of special room for holding counselling sessions in schools.

## **CHAPTER 5**

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

#### **5.1 INTRODUCTION**

This chapter presents a summary of research findings, discussion, conclusions, recommendations of the study and suggestions for further research. The purpose of this study was to investigate guidance and counselling needs of secondary schools students. It also set out to investigate the role of guidance and counselling in controlling disciplinary problems. The study employed a case study design. Data was collected by use of two structured questionnaires which were personally administered to 8 teacher counsellors and 160 form 3 students.

#### **5.2 SUMMARY**

The study revealed that the students have behaviour problems that need to be addressed. They are aware of some of their behaviour problems while others are not aware and though they sought guidance and counselling services, they do not receive them to their satisfaction. This has led to the continued existence of some of their problems.

Schools are also aware of the role of guidance and counselling services. They know the benefits of such programmes hence cannot

totally avoid it. They are also aware that it is the MOEST's requirements that the guidance and counselling programmes function. However due to various constraints, efforts to have the services adequately are frustrated.

Teachers are aware of the life facing students in schools, the common indiscipline problems, modes of punishment and their impact on the students due to their rich wealth of experience. However none of the teacher respondents has been trained as a guidance and counselling master and this is a limitation to their effectiveness in handling students' problems. There is need for the MOEST to train guidance and counselling teachers so that they can be more effective in the field.

### **5.3 DISCUSSION**

The discussion is covered mainly in three areas:

1. Juvenile delinquency
2. Intervention measures
3. Guidance and counselling

#### **5.3.1 Juvenile Delinquency**

Most of the youth in our schools are adolescents. This is a prime age and the most crucial maturation stage. At this stage adolescents are

in the process of discovering their sexual roles, asserting independence, learning to cope with authority and searching goals that would give their lives meaning as noted earlier.

Karoki (2001), in her study of indiscipline in Secondary Schools notes that one of the factors of indiscipline is caused by adolescence in children. They are always rebellious to the school authority and desiring to have freedom. Children undergoing the transitional period are not only difficult but have unconventional behaviour. This concurs to this study as shown in table 4.1. As a result, proper nurturing of the children to understand the changes taking place amongst themselves is very important (Mbiti 1974).

The desire to satisfy their physiological and psychological needs also is a factor in adolescent deviance in schools. Maslow (1968) mentions five distinct needs that are part of our nature from the moment we are born and unless these set of needs are satisfied, an increase in tension-motivation arises. Results in table 4.4 tend to agree with this. Students seem to have special needs which have diverse origins. Were (2003) and Durojaiye (1972) have the same view, that is, students could be engaging in deviant behaviours as a result of deficiency of certain basic needs and unless they are met, they will continue to behave the same.

The maladjusted students seem to have not found meaning in this world. Tables 4.3 and 4.5 which analyses the common behaviour problems and their causes shows a lot of contradictions within the students themselves. Some of them approve maladaptive behaviours while others seems also to condemn the same. This means therefore the youth undergoing formative years are unable to make realistic decisions about life on their own. Also studies carried out by Njau and Rodney (1995) shows occurrence of anti-social behaviours among the youth. The occurrence of these incidents is a clear indication of difficult developmental challenges facing the youths in schools. Therefore, there is need to evolve new and appropriate strategies that can help young people especially those at school to face the challenges created by the ever changing environment and life situations to find meaning in this world.

There were varied guidance and counselling programs

### **5.3.2 Intervention Measures of Maladaptive Behaviour in Students.**

Results in table 4.6 and 4.7 indicates that guidance and counselling services are rarely used in correcting students with deviant behaviour. Due to the above, students have still continued to exhibit the same unacceptable behaviour. The most commonly used method is punishment. However, according to Fontana (1985) punishment is not the best behaviour modification style because it does not give an

alternative behaviour but only stops the occurring behaviour for sometime. Therefore, use of other styles of behaviour modification as time out, reinforcement and reward could prove to be more useful and are recommended.

### **5.3.3 Guidance and Counselling**

Although the study revealed that guidance and counselling services were a common phenomena in all the sampled schools, the personnel in charge of the same are not professionals in guidance and counselling. This meant that they lacked prerequisite skills to handle challenges of students in schools. As a result, it has been necessary to recommend regular attendance of courses in order that they may keep a breast with the basic skills.

There were varied guidance and counselling programmes offered in the schools. The study revealed that the schools guidance and counselling services offered varied from school to school. The personnel in charge and school administration were major determinants in the delivery of such services. In some schools the services were very effective while in others it was ineffective. Also some schools have guest speakers invited while others did not have. The methods used to counsel the students was either groups or individual.

Resources for the guidance and counselling department also to some extent played a very crucial role in the delivery of the services. Some schools had no resource room and this affected the situations surrounding the confidentiality of the exercise.

A consequence of this can lead to students unwillingness to attend services. Others also develop suspicion with the guidance and counselling personnel. The shortage of resources is not only a constraint to the students but also to the personnel because of developing a feeling of inadequacy. In this case, it is recommended that schools should at least prepare a room which can be set only for guidance and counselling and install a few of the necessary furniture or rather facilities.

#### **5.4 CONCLUSION**

The data collected revealed that the major indiscipline problems in secondary schools are lateness, truancy, stealing, fighting and bullying other students, sex offences, disobedience and cheating. Appropriate strategies were used by the concerned parties to control indiscipline and help the students to acquire the desirable behaviour.

## **5.5 RECOMMENDATIONS**

Suggested below are recommendations that may go along way in improving the delivery of guidance and counselling services to be of great use to the students.

### **5.5.1 RECOMMENDATIONS FOR PARENTS**

1. Parents ought to cultivate closeness, openness and attachment to avoid frustration and resentment among adolescents and thus reduce their delinquent behaviour.
2. Traditional measures to curb maladaptive behaviours like sex, stealing, fighting and cheating, which were known to be effective, should be considered for reintroduction with modifications to suit the present world.
3. Child upbringing and caring is the duty of parents, the school and society as a whole. Parents should not abandon their children to school.

### **5.5.2 RECOMMENDATIONS FOR TEACHERS**

1. Since the cause of delinquent behaviour in adolescents is not always in school, it is recommended that before teachers use any kind of behaviour modification method, they should try to find out the root cause of the problem, and deal with it.

2. Whenever the teachers find out that the cause of an adolescent's delinquent behaviour is rooted at home, the parents of the adolescent should immediately be involved in trying to help the adolescent.
3. Guidance and counselling departments should be started in all secondary schools in order to address the concerns that faces students.
4. All stakeholders, namely; parents, teachers and students among others should be incorporated in guidance and counselling. In order to offer effective help, they should be oriented on the techniques of guidance and counselling through workshops, seminars or short courses.
5. The role of the teacher counsellors, should be clearly spelt to students. This will enable students to seek help from them.
6. Professional counsellors should be engaged periodically. Each school ought to have a time tabled programme on when to invite them and "shop" around for inexpensive ones or solicit for those that can conduct services free of charge.
7. Guidance and counselling clubs should be established where students can meet, discuss problems facing the youth and how they can be solved. Issues to be addressed here should include topics like;

- a) How to maintain healthy relationships in school,
- b) Discipline,
- c) Success in life and,
- d) Drugs and their effects to the life of a student.

### **5.5.3 RECOMMENDATIONS FOR STUDENTS**

1. Physical violence in all forms should be condemned and it's perpetrators should suffer appropriate sanctions as deterrent.
2. There is need to address issues related to interrelationships. This will reduce enmity, strife, theft and cheating among students.

### **5.5.4 RECOMMENDATIONS FOR POLICY MAKERS**

1. Parents and teachers should be educated on the issue of adolescent delinquent behaviour, through seminars, so that they may know how to handle the adolescent who may be engaging in delinquent behaviour.
2. Using the findings of this study as background information, policy makers can come up with clear policies on how the teachers should deal with the issue of adolescent delinquent behaviour in schools.
3. Society in general should be helped and realize that whatever happens in society does eventually affect schools because

students do copy behaviour they see acted out in society. If society becomes less violent, avoids drugs and pre-marital sex, for example, these developments will in due time be mirrored in schools.

4. The in - service courses on guidance and counselling offered by the MOEST should be affordable to all schools of all categories. Their advertisement should reach all relevant institutions through the District Education Offices.

## **5.6 SUGGESTIONS FOR FURTHER RESEARCH**

This study covered only 4 schools in Kasikeu Division Makueni District, Eastern Province. There is need for the study to be carried out, covering a wide range of schools in the Republic of Kenya so that authentic policy statements are put in place.

It is also recommended that similar study be replicated in other classes as well and not only form 3 class. Other teachers apart from the guidance and counselling teachers may be included in the research. This would give more reliable data. Research should be undertaken to establish whether training of teacher counsellors would make guidance and counselling programmes more effective.

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## APPENDIX A

### QUESTIONNAIRE FOR GUIDANCE AND COUNSELLING TEACHERS

Please respond to each item in the questionnaire as honestly as possible. Make comments where need be. Note that your anonymity will be absolutely observed; Tick

#### PART 1

1. State your gender. a) Male  b) female
2. What is your teaching experience?
  - a) 0-5 years
  - b) 6-10 years
  - c) 11-15 years
  - d) 16-20 years
  - e) Above 20 years
3. What are your professional qualifications?
  - a) Diploma
  - b) Approved/graduate/teacher
  - c) Untrained graduate teacher
  - d) Any other specify \_\_\_\_\_

#### PART II

4. (a) Besides your professional training, have you attended training as a counsellor?
  - a) Yes
  - b) No
- b) If yes, for how long did you attend it?
  - a) A week
  - b) A month
  - c) 3 Months
  - d) Over 6 month

5. Who appointed you to this post of guidance and counselling?

a) T.S.C  b) School administration

c) Any other specify \_\_\_\_\_

6. Do you have any office for guidance and counselling?

a) Yes  b) No

7. (a) Do you conduct guidance and counselling in your school?

a) Yes  b) No

(b) If yes, how often do you conduct guidance and counselling

sessions?

a) Once a day  b) Once a week

c) Once a month  d) Any other specify \_\_\_\_\_

c) How long are the counselling sessions?

a) 1 hour  b) 2 hours

c) 3 hours  d) over 4 hours

8. How many students have you guided and counselled this term?

a) under 10  b) 10-20

c) 20-30  d) Over 40

9. How did they come for guidance and counselling services?

a) Referred by other teachers  b) Referred by parents

c) Referred by other students  d) Self Referred

e) Other specify \_\_\_\_\_

10. Indicate the methods you use in counselling?

a) Individual guidance and counselling

b) Group guidance and counselling

11. (a) Have you ever invited a professional counsellor to your school? a) Yes  b) No

b) If you did so, why did you call for their services?

a) To explain about careers  b) To discuss HIV/ AIDs

c) To discuss drug and substance abuse

d) Any other specify \_\_\_\_\_

### PART III

12. (a) Why do students come for guidance and counselling?

a) Family problems  b) Growth and development problems

c) Any other specify \_\_\_\_\_

(b) What kinds of family problems do children in your school experience?

a) Extreme poverty  b) Domestic violence

c) Absent parents  d) Drug abuse

e) Child abuse  f) Any other specify \_\_\_\_\_

(c) What problem do adolescents face because of their developmental challenges?

a) Freedom from parental control  b) More pocket money

c) Cannot cope with their sexual desires

d) Cannot hold heterosexual relationship

13. Rank the following common behaviour problems with students starting with the most common?

- a) Stealing     b) Truancy     c) Cheating   
 d) Sex offences     e) Fighting     f) Harassment   
 g) Rudeness     h) Lateness

14. What behaviour modification techniques do you recommend for students;

- a) Who steal \_\_\_\_\_  
 \_\_\_\_\_
- b) Who fight or bully others \_\_\_\_\_  
 \_\_\_\_\_
- c) Who come to school late \_\_\_\_\_  
 \_\_\_\_\_
- d) Who are rude and disobedient \_\_\_\_\_  
 \_\_\_\_\_
- e) Who sneak out of school? \_\_\_\_\_  
 \_\_\_\_\_
- f) Who smoke tobacco and drink alcohol? \_\_\_\_\_  
 \_\_\_\_\_
- g) Who cheat? \_\_\_\_\_  
 \_\_\_\_\_

15. Give suggestions on how guidance and counselling can be improved in secondary schools in Kenya?

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APPENDIX B

QUESTIONNAIRE FOR STUDENTS

This questionnaire is intended to be filled by the students. All information shall be treated confidentiality. Tick

PART I

1. What is the name of your school? \_\_\_\_\_
2. In which class are you? \_\_\_\_\_
3. What is your gender/sex? a) Male  b) Female
4. How old are you? \_\_\_\_\_ Years

PART II

5. Is guidance and counselling conducted in your school?  
a) Yes  b) No
6. If yes, how often is guidance and counselling conducted?  
a) Once a Term  b) Once a week   
c) Once a month
7. Do you attend guidance and counselling sessions as a group, or class or as individuals?  
a) Individuals  b) Groups   
c) Classes  d) Any other specify \_\_\_\_\_
8. As a student, have you ever felt that, you have a problem and you need guidance and counselling?

a) Yes  b) No

9. If yes, did you seek guidance and counselling?

a) Yes  b) No

10. Is the guidance and counselling teacher friendly and easy to approach?

a) Yes  b) No

11. Can you trust the guidance and counselling teacher with your secrets?

a) Yes  b) No

12. Are there visitors who come into the school to assist in guidance and counselling (e.g., pastors, religious people, guidance counselling personnel)

a) Yes  b) No

13. Is there a room specifically set for guidance and counselling in the school?

a) Yes  b) No

14. Are your parents involved in the guidance and counselling by the school?

a) Yes  b) No

15. If yes, how often, are the parents called into, the school to address issues on guidance and counselling?

a) Once a month  b) Once a term

c) Once a week

### PART III

16. Do you share your problems with your peers?

a) Yes  b) No

17. If yes, do you eventually feel that the problem solved?

a) Yes  b) No

18. Rank the following common behaviour problems that affects your learning beginning with the most common?

- |  |   |
|--|---|
| a) Stealing <input type="checkbox"/>   | b) Truancy <input type="checkbox"/>               |
| c) Harassment <input type="checkbox"/> | d) Disobedience/Rudeness <input type="checkbox"/> |
| e) Lateness <input type="checkbox"/>   | f) Cheating <input type="checkbox"/>              |
| g) Fighting <input type="checkbox"/>   | h) Sexual relationships <input type="checkbox"/>  |

19. Why do students sneak out of school?

- a) Dislike of certain school subject
- b) Not having friends at school
- c) Not getting homework done on time
- d) Dislike of certain teachers

20. What makes students drink alcohol and smoke tobacco?

- a) Want to remain members of their peer groups
- b) Feel that its fashionable to do so
- c) Derive pleasure from it

- d) Rebelling against society and family
- e) To reduce boredom and loneliness

21. Why do some students come to school late?

- a) Sleeping late
- b) Living far from school
- c) Assisting in household chores
- d) Laziness

22. Why do students fight and bully others?

- a) Students want to show off
- b) Students are jealous of other students
- c) Students are irritated by other problems
- d) Influence from peers and parents
- e) Any other specify \_\_\_\_\_

23. What makes students steal?

- a) Some members of family and peers steal
- b) For personal gains
- c) For excitement or adventure
- d) To express revenge
- e) Any other specify \_\_\_\_\_

24. What intervention measures are taken to prevent maladaptive behaviour amongst students?

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