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**A STUDY OF STUDENTS' PROBLEMS AND PERCEPTIONS
TOWARDS GUIDANCE AND COUNSELING SERVICES IN
GATUANYAGA DIVISION, THIKA DISTRICT.**

BY

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REQUIREMENTS OF THE DEGREE OF MASTER OF
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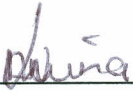
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DECLARATION

Declaration by candidate

This project is my original work and has not been presented in part or as a whole for any academic award in another University.



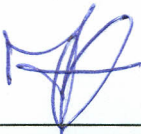
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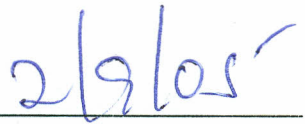
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Recommendation by Supervisor/s

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



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DEDICATION

To my dear son, Kevin Maina for his love, patience and encouragement during my entire study.

ACKNOWLEDGEMENTS

Thanks to all who contributed in one way or another to the completion of this work.

My special thanks goes to my Supervisor, Dr. Josephine Arasa, Kenyatta University for her guidance and advice throughout this project.

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Last but not least, I thank the Almighty God for by His Grace I have come to the completion of this task.

ABSTRACT

The aim of the study was to find out students' problems and perceptions towards Guidance and Counseling services. Specifically the study explored students problems in Day Secondary Schools, their awareness of Guidance and Counseling services and the attitudes they hold towards guidance and counseling services.

The study targeted Form Two and Three students in Thika District Day Secondary schools. A sample of 160 students comprising 80 boys and 80 girls were selected. Population was stratified in four sets of expected homogeneity. Each set comprised 40 participants who were proportionately drawn from their schools. Simple random sampling was used to select participant students from their respective school class registers. The study employed an ex-post facto research design and utilized a questionnaire for data collection and an attitude scale to measure the students' attitudes towards Guidance and Counseling services.

Data was analyzed using various descriptive statistics and organized according to the objectives and research questions through the SPSS for effective interpretation and further deductions. Results indicated that majority of the students faced problems in the school, are aware of Guidance and Counseling services and they have a positive attitude towards guidance and counseling services. The study confirmed that students attitudes did not differ across gender. The implications of these findings were discussed in relation to strengthening Guidance and Counseling in Kenyan Secondary schools.

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CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Students in the Kenyan Secondary schools are in adolescent stage. Psychologists hold that during this stage the developmental changes that one undergoes are very intense. Anyona (1989) observes that these changes cause confusion and restlessness to the adolescents. The consequence of these confusion and restlessness leads to some problems since during this period one defects from hitherto known ways of behaviour identified with him or her to a more disturbing manner of behaviour.

Hall (1965) referred to the adolescents period as “a period of storm and stress”. Lambert (1979) concur with the above statement when they stated that probably there is no stage in life characterized by stronger and more rapidly changing manifestations of emotionality than the period of adolescents. These dangers cause difficulties to the individual youth.

According to Graffin (1960) the pupil is the centre of all school activities. The Ministry of Education and Human Resource Development (1999) concurs with this statement that pupils are the key stakeholders within a school, managing them effectively is important in the overall management of a school. It further observes that the establishment of an effective Guidance and Counseling Committee is one way in which the Head teacher can manage the pupils effectively.

Guidance and Counseling has been suggested as useful in facilitating school administration by dealing with problems of indiscipline in secondary schools. It is reported to be the most effective method of maintaining school discipline as compared to the use of corporal punishment, suspension and expulsion.

Ayieko (1988) in her study justified the use of Guidance and Counseling as a method of solving school discipline by pointing out that counseling makes students feel closer to the teacher thereby establishing a friendly relationship. It enables the teacher to get the root of the problem and therefore, it has long lasting effect and the student has the freedom to talk and realize the consequences of his or her disobedience.

The Kenyan educational institutions aims at producing youths who are academically equipped and satisfied as well as confident in themselves as individuals and their future life. This calls for serious Guidance and Counseling services in all Kenyan schools. Lack of proper Guidance and Counseling services in schools is reflected in the unacceptable and unethical conduct among some students. Such conduct could include drug abuse, alcohol addiction, stealing, bullying and rebellion to authority. These problems are some of the contributing factors to social distress and school disruption.

The Kamunge report (1988) have shown the importance of the Guidance and Counseling programme in the Kenyan Secondary schools. However, the programme is compounded by a multitude of problems as highlighted by the government policy documents, print mass media and various studies carried on the same area.

Some of these problems include: - limited time to offer Guidance and counseling services to students, lack of training for counseling personnel and lack of training materials.

According to Mwangi (1991) the attitudes held by students towards seeking help determine how effectively counseling resources are used. Students with positive attitudes towards seeking help are more likely to seek counseling than those with negative attitudes. An understanding of students' attitudes towards seeking counseling would certainly help in modifying them.

1.1 **Statement of the Problem**

Guidance and Counseling of adolescent boys and girls is intended to prevent and solve the definite psychological, physiological, social, educational and vocational problems that adolescent face as they prepare for adult life. Researchers at different periods and using different samples have come up with research findings which showed students having a somewhat negative attitude towards Guidance and Counseling services in their respective schools.

According to Mwangi (1991) the attitudes held by students towards seeking help determine how effectively counseling resources are used. Students with positive attitudes towards seeking help are more likely to seek counseling than those with negative attitudes. An understanding of students' attitudes towards seeking counseling would certainly help in modifying them. No one perhaps will doubt the assertion that the world today is very complex and students in schools need careful handling and counseling so that they are prepared fully to face challenges of life now and after.

As long as human beings have existed, individuals have been faced with problems and these are periods in life when self help effects at personal, emotional, social and mental health activities fail (Mwangi, 1991). In such periods the assistance an individual can receive from others is inevitable. There are times when the help of non-professionals such as friends fail. Parents and others may be handicapped to give the necessary assistance. It is in such periods, that the assistance of professional or specialist (teacher counselor) becomes vital and necessary.

Most of the studies done have looked at the challenges faced by school administrator and recommends Guidance and Counseling as the most preferred method of alleviating problems arising from students especially discipline problems. Recently the Ministry of Education has encouraged secondary Headteachers and teachers to use Guidance and Counseling in dealing with students especially the errant ones, since corporal punishment in schools has been ^{outlawed} outlined.

However, researchers at different periods and using different samples have come up with research findings which showed students having a somewhat negative attitude towards Guidance and Counseling services in their respective schools.

Gitonga (1999) , Kombo (1998) and Wanjohi (1990) states that despite these negative attitudes exhibited by the students, Guidance and Counseling services are critically needed by the students with passage of time. Maybe the students' attitude towards Guidance and Counseling has improved. This was what the researcher hoped to find out.

Students are exposed to wholesome influences of life as mentioned earlier. The researcher intended to find out whether they were aware of Guidance and Counseling services in their respective schools and the attitudes they hold towards the same.

1.2 Purpose of the Study

The purpose of this study was to investigate and obtain information relating to Guidance and Counseling in day Secondary schools in Gatuanyaga Division, Thika District. The study aimed at exploring three factors namely: -

- 1) Perceived students' problems in schools.
- 2) Students' awareness of available Guidance and Counseling services in their schools.
- 3) Students' attitudes towards Guidance and Counseling services in their schools.

1.3 Objectives of the Study

This study sought to fulfill the following three specific objectives: -

- 1) To establish the problems faced by day secondary schools students in Gatuanyaga, Thika District in relation to the assistance they get from the guidance and counseling department.
- 2) To investigate the level of awareness of Guidance and Counseling services among the students in their respective schools.
- 3) To assess students' attitudes towards Guidance and Counseling services in their respective schools.

1.4 **Research Questions**

The study was guided by the following research questions:

- 1) What are the perceived students' problems in Day Secondary schools?
- 2) Are the students aware of Guidance and Counseling services in their schools?
- 3) What are the students' attitudes towards Guidance and Counseling services in their schools?

1.5 **Significance of the Study**

The study will provide useful information to various institutions involved in decision-making, formulating policies and implementing Guidance and Counseling services in Secondary schools. The findings will particularly benefit the Guidance and Counseling unit in the Ministry of Education in obtaining feedback of the adequacy and relevance of Guidance and Counseling services offered in Secondary schools.

The study will benefit educators, policy makers, headteachers and teachers in obtaining feedback of students' attitude towards Guidance and Counseling services offered in schools. The results obtained will suggest measures which should be taken at all levels in schools to ensure effective counseling for the students. The findings of this study could also act as a springboard from which other researchers could carry out further investigations in the field of the study.

1.6 Assumptions of the Study

The study was based on the following three assumptions: -

- 1) The information given by the students in the questionnaire was true.
- 2) Students did not influence each other in answering the questionnaire items.
- 3) Day secondary schools in Gatuanyaga, Thika District had operational Guidance and Counseling departments.

1.7 Limitations of the Study

- 1) The researcher intended to use an ex-post facto research design for the study, a major limitation is that a direct control of independent variables by the researcher is not possible. This is because their manifestation has already occurred or are inherently not manipulatable. Hence, the independent variables cannot be scientifically controlled.
- 2) Attitudes are a multi-faceted concept that keeps changing. Even though efforts are made to validate the instrument there remains a degree to which one cannot be absolutely sure that he / she has only measured the attitudes he set out to measure.

Best and Kahn (1989) are of the opinion that it is difficult to describe and measure attitudes. Though people's attitude can be inferred from their expressed opinions, which are obtained from the use of questions or reactions to statements inferring attitudes from expressed opinions has many limitations. People may conceal their attitudes and express socially acceptable opinions.

- 3). The study had to be completed within a certain time limit and financial constraints curtail the extent to which the study could have been stretched.

1.8 Delimitations of the Study

Kenya has secondary schools that are spread all over the eight provinces. Ideally it would be appropriate to include all the secondary schools in Kenya in this study. However, this was not possible because of limited financial resources available and other constraints such as the time frame within which this study was to be completed.

The study was limited to selected day secondary schools in Thika District and limited to Form three and Form two classes as per the reasons given earlier. Therefore, conclusion could not be fully generalizable to all schools in Kenya.

The study was majorly concerned with the attitudes students have towards Guidance and Counseling services in their respective day secondary schools. The attitudes of head teachers, teacher counselors and teachers were not studied because they were not within the scope of the study.

1.9 Definition of Terms

- 1) **Guidance:** Refers to help, advice and information given to students to enable them make decisions on educational and vocational matters.
- 2) **Counselor:** Any person officially recognized and working in a secondary school, concerned with and accepting the responsibility on their needs and problems.

- 3) **Client:** Refers to a student who seeks Guidance and Counseling services.
- 4) **Attitude:** Refers to positive or negative pre-disposition to think, feel, perceive and behave in a certain way towards a given situation.
- 5) **Adolescent:** Refers to one who is undergoing the development transition from childhood to adulthood.
- 6) **Educational – Vocational problem:** Refers to difficulties encountered by students or grade improvement to study habits, curriculum choices and future career plans.
- 7) **Personal – emotional problems:** These are difficulties that originate from personal difficulties that is behaviour difficulties, which affect the normal functioning of a person.

The next chapter is on Review of Related Literature.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter consists of Theoretical framework, conceptual framework and Related Literature. The conceptual framework developed sought to summarize the variables as used in this study and their relationship to Guidance and Counseling. The last section is on related literature review on problems students experience, students' awareness of Guidance and Counseling services and students' attitudes towards Guidance and Counseling services in educational institutions.

2.1 Theoretical Framework

Psychologists hold that during the adolescent period the developmental stages that one undergoes are very intense. Consequently this leads to problems since during this time one departs from hitherto known ways of behaviour identified with him or her to more disturbing manner of behaviour. Hurlock (1973) describes the adolescence period by observing that at this time the individual is erratic, emotional, unstable and unpredictable.

According to Wambua (1996) adolescents characteristics involve identity crisis seen in their fantasies and being fashionable. At this stage they also experiment with drugs, alcohol and cigarettes. This is noted in many secondary schools to be a major cause of breaking bounds, addiction and riots.

Students who are also influenced by peer groups adhere to secrecy and develop behavioral problems which can lead to suicidal tendencies and aggression. Peer influence leads to mob psychology which affect the adolescent in decision making. A mere problem can be magnified and unless checked can lead to destruction of school property and or deaths. The above characteristics give the youth a picture of being a different group hence the need for proper Guidance and Counseling.

People contribute to their own psychological problems depending on how they interpret events and situations. Therefore, a reorganization of one's self statements will result in a corresponding reorganization of one's own behaviour. Our emotions also stem from our beliefs, evaluations, interpretations and reactions to life situations.

The rational emotive behaviour theory is based on the assumption that cognition, emotions and behaviours interact significantly and have a reciprocal cause and effect relationship. People with large discrepancies between self and ideal self are more likely to be depressed. Therefore one should be more like one's ideal self. If self esteem and self satisfaction is to be realized self awareness should not be based on someone else.

Guidance and Counseling services can therefore be used to assist students to come out of emotional disturbances and self defeating behaviour by acquiring more realistic and workable philosophy in life, to reduce a tendency for blaming themselves and others for what goes on in life, to learn ways to deal with future difficulties, and to examine and change some of the most basic values that keep them disturbed.

Wangai (2001) stressed the need for proper nurturing of students and inculcating in them desirable habits and practice through education. Proper nurturing of the youth require knowledge on their thinking and activity. The theory that can be used to explain what has already been mentioned earlier is the rational emotive behaviour theory which is based on the assumption that human beings are borne with a potential both rational (straight thinking) and irrational (crooked thinking). People have had predispositions for self preservation, thinking, communication with others, growth and self actualization. Similarly, people have a propensities for self destruction, avoidance of thought, endless repetition of mistakes, intolerance, perfectionism and self blame.

Human being have an inborn tendency towards growth and actualization yet, they often sabotage their movement towards growth due to their inborn tendency towards crooked thinking and self defeating patterns they have learnt. They learn irrational beliefs from significant others, create irrational dogmas and superstitions by themselves and then actively reinstill self defeating beliefs by the process of auto suggestions and self repetition.

The rational emotive behaviour theory insist that blame is the core of most emotional disturbances therefore if one is to recover from neurosis or personality disorder he/ she should stop blaming himself or others. It is important for people to learn to accept themselves despite their imperfections .

2.2 Conceptual Framework

The framework developed sought to summarize the variables as used in this study and their relationship to Guidance and Counseling services. The variables are students' problems, their awareness of and attitudes towards Guidance and Counseling services.

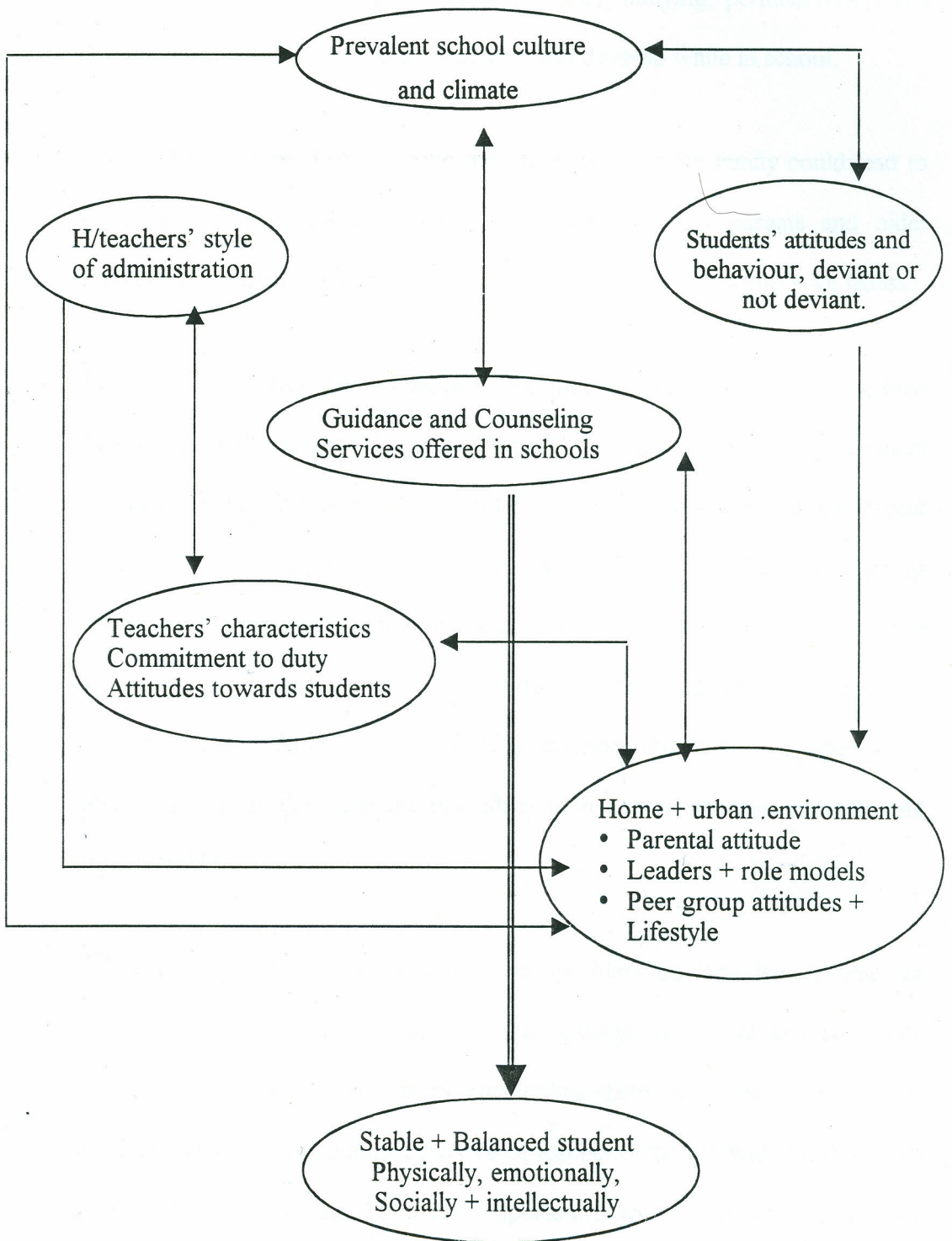
Students' problems are of varied nature and stem from different situations for instance from home and urban environment, prevalent school culture and climate and even within themselves as they are in the adolescent stage. These problems necessitate the establishment of Guidance and Counseling services in school.

Students' awareness of Guidance and Counseling services offered in school is dependent upon the prevalent school culture and climate, teacher's characteristics and most important the headteacher's style of administration e.g. does he / she allow a consultative approach to solving students' problems?

The attitudes students have towards Guidance and Counseling services in their schools are dependent upon the teacher's style of administration, teacher's characteristic, home and urban environment and the prevalent school culture and climate. All these will either tend to form positive or negative attitudes in the students towards Guidance and Counseling services in the schools.

If Guidance and Counseling services in the school are conducted effectively and efficiently and all stakeholders of the educational institutions especially students have positive attitudes towards these services, the overall result is a stable and balanced student physically, emotionally – socially and intellectually.

Below is a summary of the variables as used in this study and their relationship to Guidance and Counseling services



2.3 Perceived Students' Problems

Adolescents are a turbulent group and unless time is taken to understand them a lot of damage can be done in a school. According to Wambua (1996) adolescent rebelliousness, challenge to authority, bullying, permissiveness and experiment on drugs, sex and alcohol start and develop while in school.

A study by Wangeci (1986) found that frustrations in the family could lead to smoking, drinking and drug abuse. In cases whereby parents and older brothers and sisters smoke and take alcohol, the child will develop such habits.

Sheriff (1985) states that adolescents are much more concerned about how they put up with their peer in certain respects than what their families, teachers or other adults think about these matters. He further states that adolescent gang up against their parents and teachers in schools. Students have gangs which are at times very strong and secretive, such can be very dangerous in the school, he argues that a school failure to understand the adolescents can promote their rebellion. Hurlock (1973) describes the adolescence period by observing that at this time the individual is erratic, emotional, unstable and unpredictable.

Coleman (1963) attributes the adolescents problem on their leisure time, he states that its during such times that they engage in deviant activities. The youth are uncertain on most issues surrounding them like careers, religion and marriage, and as such require guidance of teachers who are with them in most cases. Students should be given opportunity to express themselves and communication should be availed to their growth concern in the school. The youth who have stability in relationship tend to improve their academic performance.

Kabutu (1987) contrasts the traditional education with the present system of education and notes that a key difference in the former is that a youth is inducted into the culture of his or her society, and as a result develop human ability and behaviour which catered for all aspects of individuals life that is socially, economically, morally, culturally and emotionally. The latter type of education which is western oriented, relies more on the academic aspect which contributes to little of the other aspects of an individual's life. Thus the youth does not know what role the society expects him / her to play.

Kombo (1998) observes that it is usually no longer possible for children to have intimate contact with their grandparents as a means of facilitating their introduction to sound and positive moral values. The responsibility has gradually shifted to parents due to changes in the model of social organization and settlements, but unfortunately some parents prove unprepared to handle this responsibility and the responsibility is further shifted to teachers (Bennaars, 1993).

Parents find it fairly difficult to enter into discussions with their children on matters concerning their physical and moral problems that beset them at the adolescent stage of life. Children are therefore left on their own to learn and adopt behaviour from their peer groups, school community, market and towns. The youth easily change from their traditional setting and adopt to modernity in the school. And those who fail to compete favourably in academics result to truancy in school. He calls teachers to get relevant training and be alert always.

According to Ingobwa (1984) boys who mature early are admired and receive special respect. They are given leadership roles and behave more responsibly. In schools boys end up being prefects and if they are not recognized may become bullies. Early maturing girls are often embarrassed, uncomfortable, uneasy and require reassurance about their development. They argue that early maturing all for the formation of a peer educators and counseling to educate these early and late maturers.

Unicef (1998) proposes that the youth should be kept busy at school and be inculcated with modernity and that youth problems if well researched in the society can adequately be handled at school. The Unicef implementation check list comes up with the following questions: -

- Do all forms of education aim to prepare youth for responsible life in a free society?
- Do school practice democratic procedures?
- Are youth educated about sexuality and reproductive health?
- Does the curriculum, educational materials, teaching attitudes and schools ethos address the needs of the youth?

It points at the importance of marshalling the above questions to address the needs of the youths to create responsible generations.

2.4 **Guidance and Counseling Services in Kenyan schools**

Wren (1951) defined counseling as “a dynamic and purposeful relationship between two people in which procedures vary with the nature of problems but in which there is always a mutual participation by the counselor and the client with the focus upon self clarification and self determination by the clients.”

Common ideas about counseling from the above definition include: -

- Counseling is personal, intimate, private and confidential.
- Counseling is a process. A major objective in the process is to assist people make choices and then act on these choices to solve problems.
- The client is expected to explore aspects of his/her life and thus facilitated by the relationship between him /her and the counselor.
- Successful counseling must be based upon a thorough knowledge of factors affecting individuals behaviour and the ability to help a client understand and accept these factors so that they may play an appropriate part in future behaviour (Mwangi, 1991).

Guidance is less personal and less intimate unlike counseling. Guidance is more public, informative and is meant to instruct. Bark (1989) define guidance as “the assistance made available by qualified and trained persons to an individual of any age to help him / her to manage his / her own life; activities, develop his / her on points of view make his decisions and carry the burden.”

According to the report on Republic of Kenya (1976) Handbook for schools guidance and counseling programme in Secondary schools was started to cater for all students with social, leisural, psychological, educational and vocational problems.

The National Committee on Educational objectives and policies(1976) made four important recommendations on the development of Guidance and Counseling namely

- The expansion of counseling services in the Ministry of Education.

- Each educational institution or department to assign a member of staff to be responsible for seeing that information on Guidance and Counseling is provided to all and that opportunities for students guidance by teachers and parents are available at appropriate times.
- Each institution to build up and use cumulative records of students academic performance, aptitudes and interest and special problems to facilitate Guidance and Counseling.
- Establishment of courses at University for training professional workers in Guidance and Counseling.

Karugu (1989) in his paper, Guidance and Counseling in Kenya (1971 – 1988) says that the Guidance and Counseling unit of the Ministry of Education should be credited with the following 3 aspects: -

- Encouraging schools to have counselors.
- Creating awareness on the importance of Guidance and Counseling by holding seminars for school teachers.
- Writing, producing and updating the handbook for school Guidance and Counseling.

Beyond this the unit has made little impact in development of Guidance and Counseling in schools. Key recommendations on the development of Guidance and Counseling programme in Kenyan schools (learning institutions) were made by the presidential working party on education and manpower training for the next decade and beyond (Kamunge, 1988). The Kamunge report recommends that: -

- Schools should establish Guidance and Counseling programmes and senior teachers be made responsible for them.
- Guidance and Counseling should assist the pupils to appreciate work and develop right attitudes towards discipline and management of time.
- Guidance and Counseling should be decentralized to district level.

2.5 Scope of Guidance and Counseling programmes in schools

There are three (3) main components of Guidance and Counseling programme in schools. These are educational guidance, vocational guidance and psychological counseling.

The Koech report (1999) states that Guidance and Counseling in schools and colleges be strengthened to become an active and available service on a day to day basis to all the 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 Counseling.

According to Tumuti (2004), the major preoccupation of a Guidance and Counseling Program in school is to provide Guidance and Counseling services. With clients being mainly the students. Others such as teachers and administrators or parents may enjoy the benefits of the program also. The specific areas of Guidance and Counseling should include: -

- Academic Guidance and Counseling which include; study methods and skills, good information processors, choosing future based subjects., motivation to positive altitude towards school, prevent dropouts and better education consumers.

- Vocational / Career guidance: which include; work ethics and responsibilities, exploration areas of occupational interests and psychological counseling and these are explained below.

2.5.1 Educational /Academic Counseling:

Educational guidance is based on the understanding that the school Guidance and Counseling Program is responsible for helping the individual students to be aware of their interest and capabilities. It also helps them to develop them to their fullest extent, and to locate higher educational and training opportunities by providing the necessary advise, skills and information. For instance instructing students instructing the students on effective study methods and skills, teaching the students to become better information processors (of the information processing model), choosing study subjects based on their future implication on their lives and motivating the students develop positive attitude towards school.

The impact of these services are that, the students become better education consumers, it contribute towards the prevention of school drop-out and it minimizes on truancy.

2.5.2 Vocational / Career Guidance

Anada (1976) defines vocational guidance as the: -

“... process of assisting an individual who processes certain assets, abilities and capacities to select from many occupations one that is suited to himself and then aid him in preparing for it, entering upon and progressing in it.”

An individual does not become a doctor, a teacher, pilot, lawyer, etc overnight. It is a process that begins very early in life. For example, a three-year boy may start dreaming becoming like his father who is a pilot. The ensuing activities in school may be chosen consciously or unconsciously in such a manner that they may lead the boy to realize his dream of becoming a pilot eventually when he grows up.

The school Guidance and Counseling Program should explore and know the abilities and vocational interests of each student. Consequently, the program should play an active role in the vocational development of each student. The Guidance and Counseling is not only a better position in advising the students regarding possible vocations but also of facilitating the decision-making process. Useful vocational information should be researched and provided to the students to guide their decisions on appropriate and suitable vocations. Furthermore, most of the parents have entrusted the schools in guiding the students in matter pertaining to their vocational choices.

Some of the specific vocational / career development activities include: -

- Providing the students relevant information about available occupations. The students will become aware of the requirements of various occupations.
- Inviting guest speakers to talk to the students about what they do in their occupations. The students will have the opportunity to learn what is involved in various occupations. Perhaps, some of the speakers may become models to be imitated by some students.
- Teaching the students about the values and the importance of work and work ethics.

- Giving students various responsibilities so that they can learn by experience to become responsible workers. In addition, they will learn values of honesty and integrity.
- Helping students explore their occupational interests and abilities through personality testing and assessment.

The impact of Career / Vocational guidance can be confusion and conflict regarding occupational choice which is very common not only among secondary schools students but among the university students also. As a result, some students become very frustrated when their parents demand that they take careers not of their own choice. They end up paying dearly in both time and finance by moving from one training course to another in search of their appropriate occupation.

If the students are well prepared on vocational choice and developments, they will be less confused. They will know their occupational choice early during the school years and prepare for them. Guidance and Counseling can be compared with lubricating a vehicle to enable it run smoothly. In the same way Guidance and Counseling role in schools is to enable the students to reap the maximum benefit from the school experience.

2.6 Students' awareness of Guidance and Counseling Services in Educational Institutions

Mwangi (1991) points out that it is important to inform the students about the Guidance and Counseling services available. Informing them includes making them aware of the variety and location of help givers.

Needless to say no matter what type of help are available, if the students do not know them for example where they are located or even that they exist, they will be of little value and these services will be underutilized.

Smith (1951) in Wanjohi (1990) had observed that, follow up studies frequently revealed that former students were unaware that the school had counselors when they were in school. This ignorance can be attributed to the fact that no one had informed them about the presence of the school counselor. The importance of services in the school should be known by all especially the students.

It is the duty of the Guidance and Counseling personnel in conjunction with the administration to carry out a planned programme designed to acquaint students with the counseling services in its organization, the kinds of problems with which it proposes to assist and its relation to other aspects of the total school programme. This effect would ensure that students understand the function of Guidance and Counseling programme and how they can benefit from all its services. Unless students are made aware of the purpose and importance of Guidance and Counseling services they are likely not to utilize such services.

Anyona (1989) established that there was no effective Guidance and Counseling services being offered in the schools she studied. She further observed that it was only the examination classes, which were given little guidance on career choice.

2.7 Students' Attitudes towards Guidance and Counseling in Educational Institutions

Lambert (1973) state that an attitude is an organized and consistent manner of thinking, feeling and reacting to people, groups and social issues or more generally to any event in the environment.

Gitonga (1999) states that attitudes are not only learnt but can be changed, modified and developed throughout one's life. Attitudes can be changed and modified in a variety of ways.

These are through direct experience with the attitude object, through force on legislation, or through a person receiving new information either from other people or through mass media that produce changes in the cognitive component of the individuals life.

Best and Kahn (1989) state that it is difficult to describe and measure attitudes. Even though peoples' attitudes can be inferred from their expressed opinions which are obtained from the use of questions or reactions to statements, inferring attitudes from expressed opinions has many limitations.

However, even though there is no sure method of descriptions, measurement of opinion may in many instances be closely related to people's real feelings or attitudes. There are procedures that are used extensively to elicit opinions and attitudes. These are: - the Thurston technique, the Likert method and Semantic differentials method also known as Gouhman method.

One of the main disadvantages of these direct methods of attitude measurement is that they are rather transparent in that the subject knows that his/her attitudes are being measured. When the subject is aware that he or she is being studied he or she is likely to modify his or her responses in order to please the researcher or appear open-minded or enlightened.

Gitonga (1999) states that there are indirect measures of attitude but they have lower reliabilities than the direct methods mentioned. Patterson (1973) pointed out that the counseling service could be concerned about the way it is perceived by students. Its perception as an arm of administration will keep students from using it. In the same way, its perception as being concerned only with educational or academic problems will keep students with other problems from using it. The attitudes held by students towards seeking help also determines how effectively counseling resources are used.

Students with positive attitudes towards seeking help are more likely to seek counseling from those with somewhat negative ones. An understanding of their attitudes towards seeking counseling would certainly help in modifying them.

It is widely held that successful counseling of necessity involves some degree of voluntary client participation. Wilson (1973) observes that generally the self referred client is the highest motivated for change and the most cooperative. Mwangi (1991) observed that how a client perceives counseling may serve as a barrier to the process.

Johnson (1970) observes that individuals who have had good experience in counseling view the process positively. Without prior counseling experience preconceptions develop from a combination of things. These include what one has read, what his friends have told him, what he has seen on the TV and the social expectations is in his/her social environment.

Kombo (1998) study came up with the recommendations and one of them, is a pointer to students having a negative attitude towards Guidance and Counseling services. He urged the teachers and parents to change their approaches while offering Guidance and Counseling services. It was found that teachers and parents over relied on punishment and warning during their Guidance and Counseling sessions which is retrogressive since students were not given an opportunity to air their views.

Gitonga (1999) study revealed that students generally were unwilling to admit that they had problems. They refused to open up and became very uncooperative. She observed that the students had a wrong notion of what Guidance and Counseling was all about. Students were afraid of being seen with the counseling teacher or in the counseling room.

Lack of confidentiality in counseling constitutes a real problem in many schools. The counseling relationship is a professional relationship in which a counselor is ethically bound to confidentiality. Many young people may not wish to be involved with the school counselor because they feel their confidential concerns cannot be respected within the school setting.

Teacher counselors should aim to form and maintain a friendly and sympathetic relationship with the student, such that the student will see his/her counselor as one whom he can rely on, from whom encouragement can be expected and from whom constructive educational guidance and advice can be sought.

2.8 **Summary of Findings**

It is therefore noted that students experience problems while in school, few are aware of Guidance and Counseling services and they have a negative attitude towards the services. The next chapter is on research methodology and deals with methods applied in carrying out the research study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter deals with the methods applied in carrying out the research study. It is organized into the following sub-sections: - Research design, target population, sample and sampling procedure, research instrumentation, piloting of the instruments, validity and reliability of instruments, data collection procedure and analysis techniques.

3.1 Research Design

This research is an ex-post facto study. This design deals with research variables that have already occurred and thus cannot be deliberately changed and manipulated through the intervention of the research.

Kerlinger (1973) supports the use of the ex-post facto design and asserts that much ex-post facto research design must be done in psychology, sociology and education simply because many research problems in the social services and education do not lend themselves to experimental enquiry.”

3.2 Target Population

The target population in this study were all the students in day secondary schools in Gatwanyaga Division, Thika District. Gatwanyaga Division has fifteen Secondary schools having a total population of eight hundred and eighty two (882) students.

3.3 Sample and Sampling Procedure

In order to obtain a sample for this study a list of secondary schools in Thika was obtained from the District Education Officer's Office. From the list, Day Secondary Schools were written on pieces of paper and four schools were randomly selected. After the selection of the schools the researcher visited each school at a date fixed when the study was to be conducted. In each school the researcher got the class register of Form three and Form two students from their class masters. The names were written down on separate pieces of paper, folded and then put in a small box. The box was shaken thoroughly before and after, and each withdrawal was done. Forty students were required from each school. The selected students were put in a separate room to answer the questionnaires. Finally, the questionnaires were collected by the researcher. The strata in this study was along the lines of boys and girls in day secondary schools which was further divided into forms.

Kerlinger (1973) observed that "samples drawn at random is unbiased in the sense that no member of the population has any more chance of being selected than any other member."

3.4 Research Instrumentation

The data for this study was collected using a questionnaire. An advantage of using a questionnaire in this research was that questions for each respondent were framed the same way therefore allowing uniformity for all respondents. The instrument consists of 4 sections. The first section was used to collect biographical data e.g. subjects, age and sex. The second section sought to find what problems students experience, students were asked to put a tick against any of the presented problems that they had experienced. Eighteen different problems were presented in all.

The third section sought to get information from the subjects to indicate their awareness of Guidance and Counseling services on such issues as the location of the Guidance and Counseling offices and members of the department.

The fourth section consisted of an attitude scale which is an adaptation of the Fischer & Turner's test of attitudes towards seeking psychological help (Fischer + Turner 1970). The section consisted of 29 items that were grouped into sub-sections namely: - Recognition of need for counseling (8) items, Stigma tolerance (5) items, Interpersonal openness (7) items and Confidence in help giver (9) items

3.5 Piloting of the Instruments

The following are reasons why the researcher carried out a pilot study.

- According to Bennett (1973) piloting the instruments enhances the reliability that is the dependability, accuracy and adequacy of the instruments.
- Find out whether the items are precise and comprehensive enough to provide the anticipated type of data and determine whether the research objectives were being fulfilled.

The researcher intended through the course of conducting the pilot to obtain feedback from the respondents by asking them whether there were items which they found to be either difficult, irrelevant or not clear after they had filled the questionnaire.

3.6 Instrument Reliability

Reliability is the level of internal consistency of the measuring device over time. The reliability of a standardized test is usually expressed as a coefficient. Reliability coefficient ranges from values of 00 and 1.00, with 1.00 indicating perfect reliability which is never attained in practice and 00 indicating no reliability. The reliability coefficient reflects the extent to which a test is free from error variance. The closer the reliability coefficient is to the value of 1:00 the more the test is free of error and variance and is a measure of the true differences among persons in the dimension asserted by the test.

3.7 Instrument Validity

According to Borg and Gall (1990) validity is the degree to which a test measures what it purports to measure. Content validity is the degree to which the sample of the test item represents the content that the test is designed to measure. Construct validity is the extent to which a particular test can be shown to measure a hypothetical construct, that is a theoretical construction about the nature of human behaviour. To enhance validity of the questionnaire a pilot study was conducted in a different school not listed above for the main study.

After the piloting exercise many items achieved the requirements of the objectives and research questions of the study. The researcher omitted the items which appeared vague to improve the quality of the instrument. This was useful for it reduced the possibility of misinterpretation of some items and unanswered questions.

After analyzing the pilot study responses, the researcher revised and modified the instrument. Respondents contacted during pre-test were deliberately excluded during the final examination of the instrument. This helped to control the extraneous influence of the research findings due to their prior knowledge of the information required by the instrument.

3.8 Data Collection Procedure

The researcher sought permission and authority from the Ministry of Education Science and Technology office to conduct the study in Thika District. A research permit and letter of permission was granted. The researcher visited the D.E.O. to inform the office as instructed in the letter. After the selection of the schools the researcher visited each selected schools at a particular day and got permission from the Head teacher for conducting research in that particular school. A date was fixed when the study was to be conducted.

The selected students were put in a separate room. The researcher introduced herself and distributed the questionnaires to the respondents after assuring them of confidentiality and need for honest responses. Finally the questionnaires were collected by the researcher immediately the respondents completed.

3.9 Data Analysis

After data collection, the information obtained through the questionnaire was recorded for data analysis. This was done after scrutinizing all the questionnaires and discarding off those questionnaires which were improperly filled.

The process of data analysis followed the specific objectives of the study. The data was organized numerically coded and the Statistical Package for Social Sciences (SPSS) used to analyze it.

The next chapter is on data presentation and analysis. The researcher presents the data collected from the field and data analysis procedures employed to arrive at answers to the research questions of the study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

In this chapter of the research report, the researcher presents the data collected from the field and the data analysis procedures employed to arrive at answers to the research questions of the study. The purpose of the study was to establish the students' problems and perceptions towards guidance and counseling services. The following questions were formulated to guide the study: -

1. What are the problems faced by Day Secondary school students?
2. Are the students aware of guidance and counseling services in their schools?
3. What are the students' attitudes toward guidance and counseling services in their schools?

In this chapter, the researcher presents the data used to answer these research questions. First, the demographic data of the study participants is given, then followed by data for each research question.

4.1 Demographic Data of Student Participants

The researcher targeted 160 students (80 boys and 80 girls) to participate in the study. However, six students did not return their questionnaires, and therefore the final analysis was carried out using data from 154 students. Their demographic data including gender, age and classes are presented below.

Table 4.1 Gender and class of students

Gender	Class		Total
	Form 2	Form 3	
Male	37	40	77
Female	41	36	77
Total	78	76	154

There were 77 boys and 77 girls in the sample. 78 were form twos and 76 were form threes.

Table 4.2: Age of Students Participants:

Age in years	Frequency	Percent
15	11	7.1
16	29	18.8
17	61	39.6
18	33	21.4
19	13	8.4
20	5	3.2
21	2	1.2
Total	154	100.0

The age of the students in the sample ranged between 15 and 21 years with majority being between 16 and 18 years.

4.2 Problems faced by day Secondary School students:

The first questions of the study asked: **What are the problems faced by Day Secondary school students?**

In order to answer this research question, the researcher presented the students with 17 problems commonly faced by students in schools. The students were required to pick these problems that they personally experienced while in school. The students responded to this as shown in Table 4.3

Table 4.3: Problems faced by students in school

Problems	Experienced		Not experienced		Total	
	F	%	F	%	F	%
1. Recurrent problems in completing assignments	63	40.9	91	59.1	154	100.0
2. Time management	105	68.2	49	31.8	154	100.0
3. Unexplained fear of failure in exams.	96	62.3	58	37.7	154	100.0
4. Domestic problems.	49	31.8	105	68.2	154	100.0
5. Poor relationship with those in authority	55	35.7	99	64.3	154	100.0
6. Poor relationship with classmates	46	29.9	108	70.1	154	100.0
7. Addictive drugs	24	15.6	130	84.4	154	100.0
8. Alcoholism	30	19.5	124	80.5	154	100.0
9. Sexual problems	50	32.5	104	67.5	154	100.0
10. Poor relationships with members opposite sex	44	28.6	110	71.4	154	100.0
11. Excessive guilt	30	19.5	124	80.5	154	100.0
12. Continued lack of self control	54	35.1	100	64.9	154	100.0
13. Prolonged or frequent nervousness	36	23.4	118	76.6	154	100.0
14. Prolonged or frequent depression	47	30.5	107	69.5	154	100.0
15. Nervous breakdown	31	20.1	123	79.9	154	100.0
16. Career selection problems	93	60.4	61	39.6	154	100.0
17. Spiritual / religious problems	48	31.2	106	68.8	154	100.0

From the summary given above, it can be observed that there were students faced all the seventeen problems listed. Below is a list of the 10 problems experienced, most starting with most common to the least common.

- 1) Time management. 68.2%
- 2) Unexplainable fear of failure in exams. 62.3%
- 3) Career selection problems. 60.4%
- 4) Recurrent problems in completing assignments. 40.9%
- 5) Poor relationship with those in authority – Head teacher, 35.7%
- 6) Continued lack of self-control. 35.1%
- 7) Sexual problems. 32.5%
- 8) Domestic problems. 31.8%
- 9) Spiritual / religious problems. 31.2%
- 10) Prolonged or frequent depression. 30.5%

Addictive drugs, alcoholism, excessive guilt and nervous breakdown were the least experienced problems among students. It was important to find out whether boys and girls experienced the same problems. Table 4.4 presents a comparison of the number of boys and girls who experienced the problems presented to them.

Table 4.4: Comparison of problems faced by boys and girls

Problem	Number of students experiencing the problem			
	Boys		Girls	
	F	%	F	%
1. Recurrent problems in completing assignments	29	37.7	34	44.2
2. Time management	54	70.1	51	66.2
3. Unexplained fear of failure in exams.	45	58.4	51	66.2
4. Domestic problems.	24	31.2	25	32.5
5. Poor relationship with those in authority	27	35.1	28	36.4
6. Poor relationship with classmates	20	26.0	26	33.8
7. Addictive drugs	13	16.9	11	14.3
8. Alcoholism	21	27.3	9	11.7
9. Sexual problems	22	28.6	27	35.1
10. Poor relationships with members opposite sex	22	28.6	20	26.0
11. Excessive guilt	12	15.6	18	23.4
12. Continued lack of self control	30	39.0	24	31.2
13. Prolonged or frequent nervousness	20	26.0	16	20.8
14. Prolonged or frequent depression	20	26.0	27	35.1
15. Nervous breakdown	14	18.2	17	22.1
16. Career selection problems	46	59.7	47	61.0
17. Spiritual / religious problems	31	40.3	17	22.1

Table 4.4 shows the percentages of the total boys (N = 77) and total girls (N = 77) who reported experiencing each problem. It was established that the range between the problems faced boys and girls in the sample was very minimal apart from alcoholism where relatively more boys than girls (27.3% against 11.7%) reported to have had problems in.

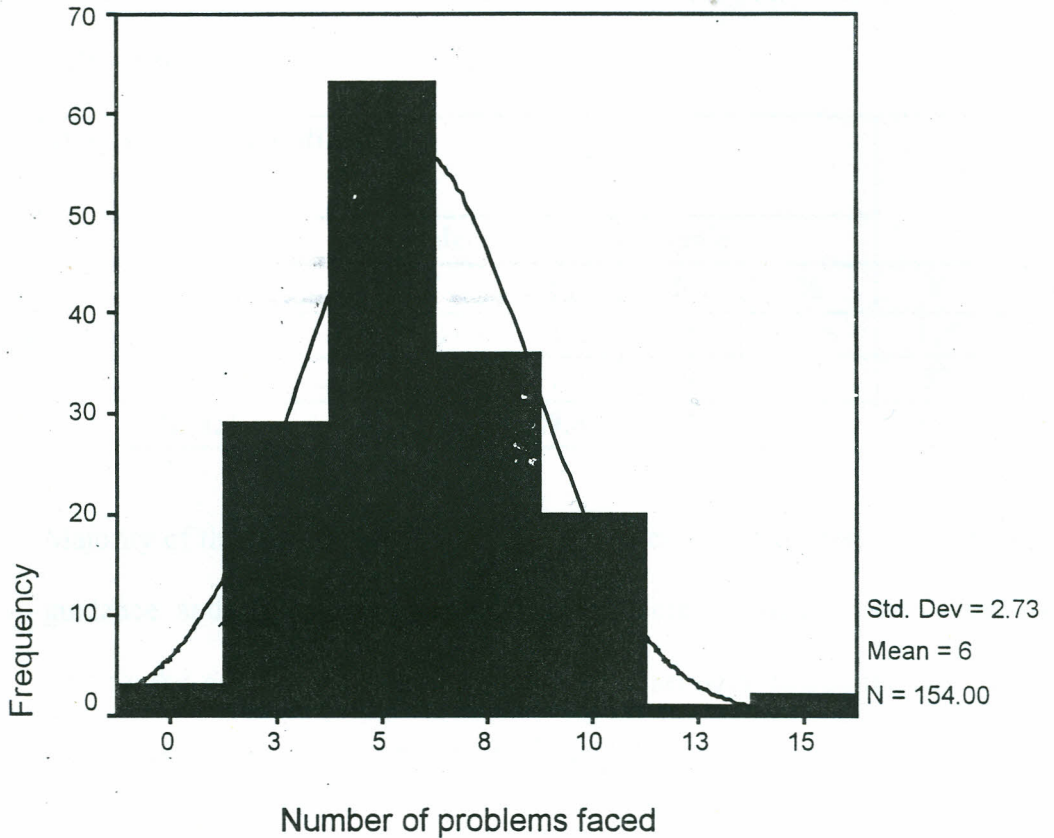
Further, the researcher sought to find out the number of problems (out of 17) faced by the students. To do this, the researcher computed the total number of problems endorsed by each student, and obtained the results given below:

Table 4.5: Total problems faced by students

Total problems faced	Frequency	Percent
0	1	0.6
1	2	1.3
2	10	6.5
3	19	12.3
4	22	14.3
5	25	16.2
6	16	10.4
7	18	11.7
8	18	11.7
9	9	5.8
10	5	3.2
11	6	3.9
12	1	0.6
15	1	0.6
16	1	0.6
Total	154	100.0

The number of problems experienced ranged between 0 and 16. there were 25 students who experienced a total of five problems while 22 students reported experiencing a total of four problems. Another 19 students reported experiencing three problems. The rest of the students experienced the number of problems shown in the table. Figure 4.1 is a frequency distribution histogram illustrating the number of problems experienced by the students.

Figure 4.1. Frequency histogram for number of problems faced



4.3 Students' Awareness of Guidance and Counseling services in the schools

The second question of the study asked: **Are the students aware of Guidance and Counseling services in their schools?**

In order to answer this question, the students were asked six questions that were meant to measure their awareness of guidance and counseling services in their schools. Their responses on items are presented below, showing how they responded across gender in order to establish whether the students' responses varied across gender.

4.3.1 Does your school offer guidance and counseling services to the students?

Table 4.6: Shows how the students responded to this item across gender.

Table 4.6:

Does your school offer G&C?	Gender				Total	
	Male		Female			
	F	%	F	%	F	%
Yes	58	38.2	57	37.5	115	75.7
No	17	11.2	20	13.1	37	24.3
Total	75	49.4	77	50.6	152	100.0

Majority of the students (both boys and girls) reported that their school offered guidance and counseling services. There were 37 who reported that the schools did not offer guidance and counseling services despite the fact that all the schools visited by the researcher offered these services.

4.3.2 Does your school have a teacher(s) in charge of Guidance and Counseling services?

The students responded as shown in Table 4.7 regarding this.

Table 4.7:

Does the school have a teacher counselor?	Gender				Total	
	Male		Female			
	F	%	F	%	F	%
Yes	64	41.8	71	46.4	135	88.2
No	13	8.5	5	3.3	18	11.8
Total	77	50.3	76	49.7	153	100.0

Most of the students ((N = 135) were aware that their schools had teacher counselors. A total of 18 students were not aware of this.

4.3.3 Knowledge of Head of Guidance and Counseling Department

Asked if they knew the Head of Guidance and Counseling Department, the students responded as below: -

Table 4.8:

Know the Head of Guidance & Counseling?	Gender				Total	
	Male		Female			
	F	%	F	%	F	%
Yes	28	34.2	33	40.2	61	74.4
No	7	8.5	14	17.1	21	25.6
Total	35	42.7	47	57.3	82	100.0

Most of students avoided this question. Of those who responded, 61 knew the Head of Guidance and Counseling Department while 21 did not, meaning that only a few of the students were aware of this.

4.3.4 Knowledge of Location of Guidance and Counseling Office

Table 4.9 shows how the students responded regarding knowledge of location of Guidance and Counseling office.

Table 4.9:

Know the location of Guidance & Counseling office?	Gender				Total	
	Male		Female			
	F	%	F	%	F	%
Yes	14	9.1	12	7.9	26	17.0
No	63	41.2	64	41.8	127	83.0
Total	77	50.3	76	49.7	153	100.0

Twenty-six of the students (17%) knew the location of the Guidance and Counseling office while the rest reported not to know.

4.3.5 Knowledge of the time for consulting Guidance and Counseling office

Asked if they knew the time set to consult the Guidance and Counseling office, the students responded as below: -

Table 4:10:

Is time set aside for consulting Guidance & Counseling office?	Gender				Total	
	Male		Female			
	F	%	F	%	F	%
Yes	15	9.8	19	12.4	34	22.2
No	62	40.5	57	37.3	119	77.8
Total	77	50.3	76	49.7	153	100.0

Only 34 of the students reported to be aware of the time set aside for consulting the Guidance and Counseling office. This means that majority were not aware of this.

4.3.6 Knowledge of Assistance available from Guidance and Counseling Office

The students responded as shown below:

Table 4.11:

Know assistance available from Guidance & Counseling department?	Gender				Total	
	Male		Female			
	F	%	F	%	F	%
Yes	34	22.5	36	23.8	70	46.3
No	41	27.2	40	26.5	81	53.7
Total	75	49.7	76	50.3	151	100.0

Only seventy out of 154 students were aware of the assistance available from the Guidance and Counseling office. This means majority were not aware.

In conclusion, it can be said that majority of the students, regardless of gender, were not aware of the guidance and counseling services offered in their schools. This is despite of the many problems many experienced as presented in section 4.2 of this chapter.

4.4 Attitudes of students toward Guidance and Counseling services

The third question of the study asked:- **what are the students' attitudes toward Guidance and Counseling services offered in their schools?**

The researcher presented the students with a scale containing 29 items to measure their attitudes toward Guidance and Counseling services in schools. The items were measured on a Likert-scale ranging from 1 – strongly agree to 4 – strongly disagree. The scale contained 18 reverse order items which were reversed when computing the individual students' scores. Based on this, a total attitude score was calculated for every student in the study sample.

The highest that one could get on this scale was 116 (29 x 4) while the lowest possible score was 29 (29 x 1). A midpoint for the scale was established for the scale using the following formula: -

$$\frac{29 + 116}{2} = 72.5$$

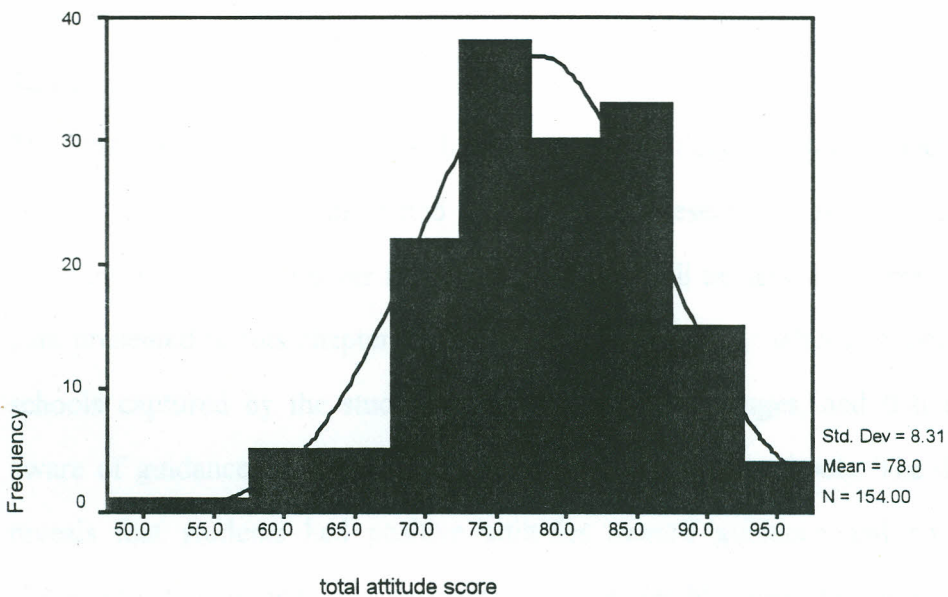
Those students who scored high scores (higher than 72.5) were considered to have positive attitudes toward guidance and counseling services while those who scored low scores (lower than 72.5) had negative attitudes toward Guidance and Counseling services.

Table 4.12 Students' attitudes toward guidance and counseling services

Total attitude score	Frequency	Percent
52 – 60	6	3.9
61 – 70	22	14.3
71 – 80	64	41.6
81 – 90	57	37.0
91 – 94	5	3.2
Total	154	100.0

As can be seen in the table, the range of attitude scores was between 52 and 94. Figure 4.2 further illustrates the attitudes of students toward guidance and counseling.

Figure 4.2: Students' Attitudes Scores



The mean score of the students in this scale was 78, meaning majority scored higher than the midpoint (72.5). From Table 4.12, it emerged that 34 students (22.1%) scored below 72.4. This is the group that had negative attitudes toward guidance and counseling services. The rest (N=120, 77.9%) had positive attitudes toward guidance and counseling services.

It was important to establish whether male and female students had the same attitudes toward guidance and counseling services. As such, the researcher computed the mean score for girls and boys in the sample and came up with the data in Table 4.13.

Table 4.13: Attitude mean scores across Gender

Gender	N	Attitudes mean score
Male	77	78.29
Female	77	77.62
Overall	154	77.95

Table 4.13 shows that boys and girls did not differ significantly in their attitude mean scores. This means that gender was not a factor in attitudes toward guidance and counseling.

4.5 Summary

This chapter concerned itself with presentation of data that was collected from the field. Data has been presented in line with the research questions that guided the study in a bid to answer those questions. As will be seen in chapter five, the data presented in this chapter has revealed that secondary school students in the schools captured by the study face a number of challenges, and that they are aware of guidance and counseling services offered in the schools. The data also reveals that students had positive attitudes toward guidance and counseling. However, it emerged that students do not readily use the guidance and counseling services available in the schools.

In the next chapter of the research report, a summary of the study findings is presented, as well as a discussion of those findings. In the same chapter, the researcher presents recommendations to stakeholders and suggests other related studies that could be carried out to further this work.

CHAPTER FIVE

DISCUSSIONS AND SUMMARY

5.0 Introduction

This chapter contains the summary of the research findings, a discussion of the research findings in relation to literature review, recommendations, suggestions for further research and the conclusion.

5.1 Summary of the Study Findings

The researcher observed that there were students who were facing all the seventeen problems listed. The first ten problems experienced in order from the most common to least common is time management, unexplained fear of failure in exams, career selection problems, recurrent problems in completing assignments, poor relationship with those in authority – (Head teacher, prefects), continued lack of self control, sexual problems, domestic problems, spiritual/religious problems and prolonged or frequent depression.

The researcher also established that the range between the problems faced by boys and girls in the sample was very minimal apart from alcoholism where relatively more boys than girls (27.3% against 11.7%) reported to have had problems. The first five most experienced problems are time management, unexplained fear of failure in exams, career selection problems, recurrent problems in completing assignments and poor relationship with those in authority as shown in Figure 4.1.

A total of 115 students (75.7%) reported that their schools offered guidance and counseling services. However 37 students (24.3%) reported that the school did not offer guidance and counseling services despite the fact that all the schools visited by the researcher offered the services. Most of the students (N = 153, 88.2%) were well aware that their school had a teacher counselor. Other students however avoided the question on the knowledge of Head of Guidance and Counseling Department and very few students (N = 26, 17%) knew of the location of Guidance and counseling office and they were also not aware of the time set for consulting the office.

The researcher found out that 81 of the students (53.7%), regardless of gender were not aware of the guidance and counseling services offered in their schools. This is despite of the many problems they experienced as presented earlier.

Most of the students as established by the researcher had positive attitudes towards Guidance and counseling services (77.9%) and few students had negative attitudes towards the services (22.1%). The attitudes towards guidance and counseling services across gender did not differ significantly in their attitude mean scores. This means that gender was not a factor in attitudes towards guidance and counseling.

5.2 Discussion

This section contains a discussion of the research findings in relation to literature review and research questions. This is clearly given here below.

5.2.1 Perceived students' problems

The researcher in this study established that the students face problems while in school. Out of the ten of the seventeen most experienced students' problems, time management ranked first; Coleman (1963) attributes the adolescents problem on their leisure time, he says that it is during such times that they engage in diligent activities.

The youth are uncertain of most issues surrounding them like careers and as such require guidance of teachers who are with the students in most cases. In this researcher's study the problem of career selection ranked number three, this shows that it is a problem that needs the attention of the teacher counselor and career teachers in the schools.

A youth in the traditional education was inducted into the culture of his or her society, and as a result developed human ability and behaviour which catered for all aspects of individuals life that is socially, economically, morally, culturally and emotionally. However, the present system of education which is western oriented relies on the academic aspect and contributes to little of the other aspects of individual's life. The research findings of this study shows that apart from academic problems students also face emotional social, economic, moral and cultural problems hence the need for guidance and counseling services.

Kombo (1998) observed that it is usually no longer possible for children to have contact with their grandparents as a means of facilitating their introduction to sound and positive moral values.

The responsibility has gradually shifted to parents due to changes in the model of social organization and settlements, but unfortunately some parents prove unprepared to handle this responsibility and the responsibility according to Bennaus (1993) is further shifted to teachers.

The teacher counselor on the other hand apart from counseling is expected to attend lessons like any other teacher. This means that his/her attention to the students with problems may not be satisfactorily. Also the students response on the fact that they did not even know the head of the counseling department and its location and the services available could be attributed to the teacher counselor being overloaded and failure of the headteacher to communicate to them.

Kombo (1998) further observed that parents find it fairly difficult to enter into discussions with their children on matters concerning their physical and moral problems that they experience at the adolescent stage of life. The adolescent is therefore left on his/her own and adopt behaviour from their peer groups, school community, market and towns. According to the research students' response to the problem of prolonged or frequent depression could be attributed to their adoption of the wrong behaviours.

Wangeeci (1986) found that frustrations in the family could lead to smoking, drinking and drug abuse, in cases whereby parents and older brothers and sisters smoke and take alcohol, the child will develop such habits. The researcher in this study found out a similar problem whereby domestic problems ranked number eight of the ten most common experienced students problems.

The counselors should therefore find out how to help students who are faced with domestic problems which interferes with their academic performance and their entire life.

5.2.2 Students' Awareness of Guidance and Counseling services

Mwangi (1991) point out that it is important to inform the students about Guidance and Counseling services available. Informing them includes making them aware of the location of Guidance and Counseling office, acquaint them with the counseling services, its organization, the kind of problems with which it proposes to assist and its relation to other aspects of the total school programme. This would ensure that students understand the function of Guidance and Counseling programme and how they can benefit from all its services. Needless to say no matter what type of help is available, if the students do not know, it will be of little value and these services will be underutilized.

Smith (1951) had observed that follow up studies frequently revealed that former students were unaware that the school had counselors when they were in school. This ignorance can be attributed to the fact that no one had informed them about the presence of the school counselor. This observation by Smith and others concurs with the finding of this study because most of the students avoided the question of the knowledge of the head of Guidance and counseling department.

It is the duty of the Guidance and Counseling personnel in conjunction with the administration to carry out a planned programme designed to acquaint students with the counseling services, its organization, the kind of problems with which it proposes to assist and its relation to other aspects of the total school programme. This will help them to benefit from all services available.

5.2.3 Students' Attitudes towards Guidance and Counselling

Patterson (1973) pointed out that the counseling service should be concerned about the way it is perceived by students. Its perception as an arm of administration will keep the students from using it.

Johnson (1970) observed that individuals who have had good experience in counseling view it positively. Gitonga (1999) study revealed that students generally were unwilling to admit that they had problems, they refused to open up and became very uncooperative. She had observed that students had a wrong notion of what Guidance and Counseling was all about, and that students were afraid of being seen with the counseling teacher or in the counseling room. This researcher's study shows that the students attitudes has however changed, majority of the students regardless of gender had positive attitude towards Guidance and counseling services ; (120 students, 77.9%) and 34 students (22.1%) had negative attitudes towards the services.

Gonhalm (eds) (1973) states that counselors should aim to form and maintain a friendly and sympathetic relationship with the student, such that the student will see his/her counselor as one whom he can rely on, from whom encouragement can be expected and from whom constructive educational guidance and advice can be sought.

5.3 Recommendations

Based on the findings of the study, the researcher wishes to make the following recommendation: Schools should explore and know the abilities and vocational interests of each student. The Guidance and Counseling department is not only a better position in advising the students regarding possible vocations but also of facilitating the decision making process.

Useful vocational information should be researched and provided to the students to guide their decisions on appropriate and suitable vocations. Relevant information about available occupations should be provided to the students. The school should invite guest speakers to talk to the students about what they do in their occupations for instance Doctors, Lawyers, successful businessmen, pilots, etc. And also teach them about the values and the importance of work and work ethics.

The school head should make the students aware of the teacher counselor, the location of the Guidance and Counseling office. And the teacher counselor on the other hand should set time to give the services, and inform them the type of help available to better the services.

The teacher counselor should aim to form and maintain a friendly and sympathetic relationship with the student such that the student will see his counselor as one whom he can rely on, from whom encouragement can be expected and from whom consultative educational guidance and advice can be sought. Students awareness of Guidance and counseling services offered in schools is dependent upon the prevalent culture and climate, teacher's characteristics (Gender, age, experience) and most important the head teachers style of administration.

The headteacher therefore should allow a consultative approach to solving students' problems and not use Guidance and Counseling services as an arm of administration.

5.4 Suggestions for further Research

The future researchers should find out how the schools market the guidance and counseling services to the students. Also find out how the schools can successfully allocate official time for the guidance and Counseling services. A future researcher can also find out the characteristics of an effective and efficient teacher counselor one who can be accessed by the students and others in the school community. More studies should also be done with samples drawn from different populations to test whether the findings of this study can be generalized to the students in all Secondary schools in Kenya.

5.5 Conclusion

Guidance and Counseling services in the school conducted effectively and efficiently, having all the stakeholders of the Educational Institutions especially students having positive attitudes towards these services, the overall result is a stable and balanced student physically, emotionally, socially and intellectually.

The teacher counselor needs to come to terms with the perceived students' problems and offer the necessary assistance. The guidance and counseling personnel in conjunction with the administration needs to carry out a planned program designed to acquaint students with the counseling services. Since the attitudes can be changed and modified, the teacher counselor should aim to form and maintain a friendly and sympathetic relationship with the students such that the students will see his/her counselor as one whom he /she can rely on, from whom encouragement can be expected and from whom constructive educational guidance and advice can be sought.

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APPENDIX 1

STUDENT'S QUESTIONNAIRE

INTRODUCTION

Section 1: Biographical Data:

- | | | | | | |
|----|-------------|--------|--------------------------|--------|--------------------------|
| 1. | Sex | Male | <input type="checkbox"/> | Female | <input type="checkbox"/> |
| 2. | Class | Form 3 | <input type="checkbox"/> | Form 2 | <input type="checkbox"/> |
| 3. | Age (Years) | Form 3 | <input type="checkbox"/> | Form 2 | <input type="checkbox"/> |

Section 2: Problems experienced:

Instructions: - Put a tick against any of the problems listed below that you personally experienced during your secondary school life.

- 1) Recurrent problems in completing assignments
- 2) Time management
- 3) Unexplainable fear of failure in exams.
- 4) Domestic problems.
- 5) Poor relationship with those in authority - Head teacher, prefects.
- 6) Poor relationship with classmates and members of opposite sex.
- 7) Addictive drugs.
- 8) Alcoholism
- 9) Sexual problems.
- 10) Poor relationships with members of opposite sex.
- 11) Excessive guilt.
- 12) Continued lack of self control.
- 13) Prolonged or frequent nervousness.
- 14) Prolonged or frequent depression.
- 15) Nervous breakdown.
- 16) Career selection problems.
- 17) Spiritual / religion problems.

SECTION 3: AWARENESS OF GUIDANCE AND COUNSELING

SERVICES:

Instruction: - Put a tick against each question.

- 1) Does your school offer Guidance and Counselling services to the students?
Yes No

- 2) Does your school have a teacher(s) in charge of Guidance and Counselling services?
Yes No

- 3) Do you know the head of Guidance and Counselling department? (if you do not have one leave the question blank).
Yes No

- 4) Do you know the location of the Guidance and counseling office(s)?
Yes No

- 5) Is there a specific time set aside for consulting the Guidance and Counselling office?
Yes No

- 6) Do you know the assistance available to you from the Guidance and Counselling department?
Yes No

SECTION 4: FEELING TOWARDS GUIDANCE AND COUNSELING:

Instructions: For each statement indicate your level of agreement or disagreement by ticking the appropriate choice from those given.

- SA - Strongly agree.
- A - Agree
- D - Disagree
- SD - Strongly disagree.

1) Although there are people in school who offer counseling help I do not have much faith in them.

SA A D SD

2) Not to have contained one's problems within oneself carries it a burden of shame.

SA A D SD

3) I feel uneasy going to a counselor because of what some people think.

SA A D SD

4) A person with a strong character can get one's mental confusion by himself / herself and would have little need for external help.

SA A D SD

5) There are times when I felt completely lost and would have welcomed external help for a personal or emotion needs.

SA A D SD

- 6) Considering the time and effort involved in seeking counseling, I doubt if that would help a student like me.
- SA A D SD
- 7) I would willingly disclose very personal matters to an appropriate person if I think it might help me.
- SA A D SD
- 8) I would rather live my mental conflicts than go through the process of getting counseling.
- SA A D SD
- 9) Emotional difficulties like many other problems tend to work out by themselves.
- SA A D SD
- 10) There are certain problems which I feel should not be discussed outside one's immediate family.
- SA A D SD
- 11) A person with emotional problems would probably be wise to seek counseling.
- SA A D SD
- 12) If I was having a nervous breakdown my first wayout would be to get counseling.
- SA A D SD

- 13) Keeping one's mind on studies is a good solution for avoiding personal worries and concerns.
- SA A D SD
- 14) To have sought counseling is a bad mark on my record.
- SA A D SD
- 15) I would rather be advised by a close friend than a counselor.
- SA A D SD
- 16) A person with social or emotional problems is not likely to solve it alone. He or she is more likely to solve it with a counsellor's help.
- SA A D SD
- 17) I dislike a person, counselor or otherwise who wants to know about my personal difficulties.
- SA A D SD
- 18) I would get counseling if I were worried or upset for a long period of time.
- SA A D SD
- 19) The idea of telling about problems with a counselor strikes me as a poor way to solve one's problems.
- SA A D SD
- 20) If I think I needed counseling, I would get it no matter who know about it.
- SA A D SD

- 21) There are experiences in my life I would not discuss with anyone.
SA A D SD
- 22) It is probably best not to share everything about oneself with anyone else.
SA A D SD
- 23) If I were experiencing a crisis at this point in my life, I would tell it to a counselor.
SA A D SD
- 24) There is something admirable in a person who is willing to cope with his conflicts and fears without seeking external help.
SA A D SD
- 25) At some future time, I might want to have counseling help.
SA A D SD
- 26) A person should work out his own problems. going for counseling should be a last resort.
SA A D SD
- 27) If I had to receive counseling, I would not try to cover it up.
SA A D SD
- 28) If a good friend asked my advice about a problem, I might recommend that he/she sees a counselor.
SA A D SD
- 29) It is difficult to talk about personal affairs with people who give any type of counseling.
SA A D SD

APPENDIX II
PILOT STUDY REPORT

RESEARCH QUESTION ONE

What are the problems faced by Day Secondary School students?

The questionnaire has seventeen items to measure problems experienced by students.

Below is a presentation of how the students in the pilot sample responded:

Item	Problem experienced	Problem not experienced
1	13	7
2	18	2
3	8	12
4	5	15
5	2	18
6	3	17
7	0	20
8	0	20
9	2	18
10	1	19
11	3	17
12	6	14
13	4	16
14	6	14
15	0	20
16	16	4
17	9	11

Observations

All the pilot sample students responded to the items (17) without asking for clarifications. Items 7, 8 and 15 had zero variance as no students endorsed them. Some of the problems were endorsed more than others meaning that the students could adequately identify these areas where they experienced problems and thus it was concluded that this was a good scale to measure students' problems area and answer research question one effectively.

Spilt-Half Reliability Testing

A score of one was given for each of the items that was endorsed as a problem experienced by the students, while a score of zero was given for those items not endorse. The data was put in the computer and split-half reliability test carried out to test the reliability of the items. The following were the findings: - Items 7, 8 and 15 had zero variance since no student endorsed these items. A reliability co-efficient (split-half) of 0.56 for fourteen items (three items had zero variance) was established and found to be significant at 0.05 level.

Spilt-Half Reliability Testing

RESEARCH QUESTION TWO

Are the students aware of guidance and counseling services in the schools?

There are six items in the questionnaire to measure students' awareness of guidance and counseling services in the schools. The sample students responded as below:

Item	Yes	No	I don't know	Total
1	19	1	0	20
2	19	0	1	20
3	11	6	1	18
4	9	10	1	20
5	10	7	3	20
6	14	4	2	20

Two students did not respond to item three. All the other items were responded to by all students. Items 3, 4 and 6 were found to be requiring revision since two choices (No and I don't know) had the same meaning. These items were therefore, revised to read:

3. Do you know the head of guidance and counseling department? (If you do not have one, leave the question blank). Yes [] No []

4. Do you know the location of the guidance and counseling office(s)? Yes [] No []

6. Do you know the assistance available to you from the guidance and counseling department? Yes [] No []

With these revisions, it is concluded that the six items will adequately measure the students' awareness of guidance and counseling services in their schools.

Split-Half Reliability Testing

Items 1 and 2 had zero variance as all the pilot respondents responded the same for the items. Therefore, split-half reliability test was used for items 3, 4, 5 and 6.

Co-relation Matrix

Item	3	4	5	6
3	1.000			
4	0.0175	1.000		
5	0.0137	0.0345	1.000	
6	0.1217	0.377	-0.1385	1.000

A reliability co-efficient (split-half) of 0.1203 for the four items was established and found to be significant at 0.05 level.

RESEARCH QUESTION THREE

What are the students' attitudes toward guidance and counseling services in their schools?

A scale was constructed to measure students' attitudes toward guidance and counseling. It had 29 items each based on a Likert-type scale ranging from strongly agree to strongly disagree. A score of one was given every time a student endorsed strongly agree, a score of 2 for agree, 3 for undecided, 4 for disagree and 5 for strongly disagree. The scoring was reversed for those items formulated in reverse order. Table 3 shows how they responded.

Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response	Total
1	1	0	1	9	9	0	20
2	2	10	0	4	4	0	20
3	3	5	2	5	5	0	20
4	4	10	0	3	3	0	20
5	9	10	1	0	0	0	20
6	1	2	1	7	9	0	20
7	9	10	0	1	0	0	20
8	0	1	0	4	15	0	20
9	0	5	2	5	8	0	20
10	7	8	1	3	1	0	20
11	10	8	0	1	1	0	20
12	10	9	1	0	0	0	20
13	6	7	1	4	2	0	20
14	0	1	0	6	13	0	20
15	1	3	2	7	7	0	20
16	13	6	0	1	0	0	20
17	2	4	0	7	7	0	20
18	4	10	1	5	0	0	20
19	1	1	3	7	8	0	20
20	6	4	1	7	2	0	20
21	3	9	1	4	3	0	20
22	2	7	0	7	4	0	20
23	6	13	1	0	0	0	20
24	2	2	3	7	6	0	20
25	9	5	5	0	1	0	20
26	2	5	2	9	2	0	20
27	3	7	4	5	1	0	20
28	2	12	1	4	1	0	20
29	3	6	1	5	5	0	20

It was observed that:

- All the students responded to the items without asking clarifications meaning the items were well understood.
- An unexpected number of students responded 'undecided' to most of the items.

The researcher therefore, concluded that the Likert-scale measuring attitudes of students toward guidance and counseling services should be revised so as to omit the 'undecided' option. This would force the respondents to take a more definite stand.

The revised scale therefore is:

Strongly agree,

Agree,

Disagree,

Strongly disagree.

With this adjustment the scale will be a good measure of students' attitudes toward guidance and counseling.

Spilt-Half Reliability Testing

All the 29 items were used to carry out a split-half reliability test, which established a split-half correlation of 0.0838.