

**INFLUENCE OF SELECTED FACTORS ON STUDENTS' AND TEACHER  
COUNSELLORS' PERCEPTION OF GUIDANCE AND COUNSELLING IN  
BUNGOMA COUNTY PUBLIC SECONDARY SCHOOLS, KENYA**

**MARTIN WASWA MAKHANU**

**A Thesis Submitted to the Graduate School in Partial Fulfilment of the Requirements  
for the Award of the Degree of Master of Education in Guidance and Counselling  
of Egerton University**

**EGERTON UNIVERSITY**

**NOVEMBER, 2014**

## DECLARATION AND RECOMMENDATION

### Declaration

This thesis is my original work and has not been presented for award of a degree in this or any other university.

.....  
**Martin Waswa Makhanu**  
**EM16/1185/04**

.....  
Date

### Recommendation

This thesis has been submitted for examination with our approval as University supervisors.

.....  
**Dr. B.E.E. Omulema**  
**Department of Psychology, Counselling and**  
**Educational Foundations**  
**Egerton University**

.....  
Date

.....  
**Prof. A.M. Sindabi**  
**Department of Psychology, Counselling and**  
**Educational Foundations**  
**Egerton University**

.....  
Date

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## **DEDICATION**

To the Almighty God, and also my mother, late father, wife, and children, who gave me the inspiration and encouragement during my pre-occupation with this work.

## **ACKNOWLEDGEMENT**

Education has always been and will continue to be a lifelong process for me. Completing my masters' degree studies and thesis has been amongst the most challenging and eventful processes I have experienced. Without the tremendous support system that has remained with me throughout these past several years, I would not have been able to accomplish such a great task.

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## ABSTRACT

Guidance and counselling is an important component of education that helps students to successfully cope with challenges of life. Students with maladaptive behaviour are assisted to correct and overcome difficulties facing them. Students are encouraged to identify and avoid risky situations through acquisition of life skills, attitudes and living values that can help them manage their problems. This is contrary to what is being observed in Bungoma County as students still show maladjusted behaviour as seen through strikes, drug abuse, early pregnancies and dropping out of school. The purpose of this study was to determine the influence of selected factors on students' and teacher counsellors' perception of guidance and counselling in public secondary schools students in Bungoma County. The study employed an *ex post facto* causal-comparative research design. The study focused on 206 public secondary schools in Bungoma County with a population of 41,310 students. Using stratified random sampling, 16 schools, form 2 and 3 classes were selected to participate in the study. Simple random sampling method was used to select a sample of students and purposive sampling was used to select teacher counsellors. A sample of 389 students and 15 teacher counsellors participated in the study. Questionnaires were used to gather data from students and teacher counsellors'. A pilot study on 30 students and three teacher counsellors in Bungoma County was carried out. Reliability was established using Cronbach's coefficient alpha. The results yielded a coefficient 0.71 which was considered acceptable. Validity of instruments was ascertained by the experts in the Department of Psychology, Counselling and Educational Foundations. Data was analysed using both descriptive and inferential statistics. Hypotheses of the study were tested using t - test at  $\alpha = 0.05$ . Statistical Package for Social Sciences (SPSS) version 16 for Windows was used in data analysis. The findings revealed that there were significant differences on the influence of selected factors (culture, peers, family, mass media and gender) on students' and teacher counsellors' perception of guidance and counselling. The students, teacher counsellors and parents would hopefully find the study findings useful for effective guidance and counselling programmes in secondary schools.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>BT</b>	Behavioural Theory
<b>DEO</b>	District Education Officer
<b>KIE</b>	Kenya Institute of Education
<b>MOE</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education Science and Technology
<b>NCST</b>	National Council for Science and Technology
<b>RET</b>	Rational Emotive Therapy
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Counselling is a concept that has existed for a long time. Human beings have sought through ages to understand themselves and develop their potential, become aware of opportunities and in general, help themselves in ways associated with formal guidance and counselling practice. People can help others to deal with their problems. Some people help others find ways of dealing with, solving or transcending problems (United Nations Educational, Scientific and Cultural Organisation, 2000).

Chireshe (1989) states that guidance and counselling services begun in America in the early 1900s to assist students with their educational development and career aspirations. Career guidance and counselling in schools was introduced for different reasons in different countries. The guidance movement started in the U.S.A. with an emphasis on vocational information, planning and guidance. Vocational guidance was regarded as the process of assisting pupils and students and other persons to develop and accept an integrated and adequate picture of themselves and their role in the world of work.

In Britain, guidance and counselling was started as a reaction to changes in society, in family and in schools which created conditions where greater attention to individual needs was necessary. This came to be offered as career guidance and as a service for young people who were having difficulties adjusting to the demands of school and college life. According to (Wango, 2006) the provision of counselling and related services in educational settings in England and Wales were first developed in a systematic way in the mid-1960s. For instance, during the 1960's, the universities of Keele and Reading introduced counselling courses and this led to the evolvement of counselling services in Britain. Tailor (1971) further states that social pressure from urbanization, decline in family tradition and the industrial revolution created emotional turbulence among students as they were studying under higher anxiety levels as competition levels had become stiffer. In Hong Kong, guidance and counselling services were introduced in 1950s because of the increased variation in children's background, increased developmental tasks, personal and social problems, lack of motivation towards school work, disruptive behaviour in classroom and the rise in juvenile delinquency (Chireshe, 2006).

In Africa, guidance and counselling is relatively new. Prior to Western influence, most African traditional societies had various forms of social services provided for young people and children to develop and grow into responsible and reproductive members of the society (UNESCO, 2000). Children and young people were inducted into cultural values, beliefs, customs and future roles according to their gender. They were socialized into the community through history, oral narratives, proverbs and riddles, songs and dances and also the various skills to earn their future living. The extended family provided other support services as a source of information and help as in counselling. Children in traditional African society were guided and counselled by elder relatives, parents, uncles and aunts in the informal context and during initiation ceremonies. The initiation ceremonies were also used to induct the initiates into their new roles as adults, future parents and as members of the community (Wango, 2006). Makinde (1994) notes that counselling aims at understanding and thus helping students prevent frustration, restore self understanding and educates on tasks necessary for good student growth and development. Guidance gives direction to the achievement of developmental tasks of students. Educational guidance and counselling help students clarify their goals, values, strengthen their interests and aspirations, appreciate their philosophies and cognition and adjust to the norms of society.

Literature on guidance and counselling is rather scanty in Africa, but according to Makinde (1994) guidance dates back to 1959 in Nigeria by a group of catholic sisters at St. Theresa's college Ibadan. In other countries, such as Malawi, Tanzania, Zambia and Swaziland, guidance and counselling did not exist until the late sixties. Formalization and integration of guidance and counselling services into education system begun in the late fifties and it is still on trial - and - error basis and it is not well established. However, there is greater awareness of the need for guidance and counselling services in schools (UNESCO, 2000). While the focus on career guidance continues in most African countries, some countries such as Botswana (which introduced its guidance and counselling in the education system in 1963), are now trying to develop comprehensive guidance programmes that cater for the personal, social, vocational and educational needs for the learner.

In Kenya, guidance and counselling as a profession is a concept of the 1970s. Though there was some form of counselling before the 70s, this was more or less a private family affair. Professional guidance and counselling started in the 70s as a result of the first guidance and

counselling conference which was held in 1967. This was on the realization that academic work alone could not produce an all rounded person who was useful to the self and to the community he serves. Subsequent to the conference the Ministry of Education established guidance and counselling unit in 1971(Ngumba & Okech, 1991). Mutie and Ndamuki (1999) observe that guidance and counselling was becoming increasingly important. This was because the country was faced with many, new problems that required special psychological or social services, which were peripheral to education. These services were meant for all students not just those who deviate from the norms in one way or the other. Mutie and Ndambuki (1999) observed that the objectives of guidance and counselling included: helping students gain insight into the origins and the development of emotional difficulties as these leads to an increased capacity to take rational control over their feelings and actions. It also changes maladaptive behaviour by assisting students move towards fulfilling their potential or to achieve an integration of previously conflicting parts of themselves. In addition, guidance and counselling provide students with skills, awareness and knowledge which enable them to confront social inadequacies. This knowledge is important in empowering students to make right decision despite the challenges facing them thus promoting peaceful and harmonious existence.

The Kenyan government is strengthening the guidance and counselling services through the Ministry of Education, as private agencies are also promoting guidance and counselling in schools. According to Kenya Institute of Education (2004) the government has recognized guidance and counselling as an essential service that must be offered to all learners in schools. This is in agreement with Ajowi and Simatwa (2010) who noted that the role of guidance and counselling in Kenya had been recognised by the government through the various policy documents since independence. These includes the “ Report on the National Committee on Educational Objectives and Policies of 1976” which recommended that guidance and counselling be taught using subjects like Religious Education, Social Education and Ethics to enable the school to promote the growth of self-discipline among students.

The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond otherwise referred to as the Kamunge Report (Republic of Kenya, 1988) and the ensuing Sessional Paper No. 6 (Republic of Kenya, 1988) emphasized that guidance and counselling was useful in helping individuals face the realities of life, identify talents, interests, needs and aptitude. It recommended that schools establish guidance and counselling



programmes and that a mature and responsible teacher co-ordinates the programme (Wango, 2006).

The effort and attention given to guidance and counselling is expected to produce disciplined students in peaceful schools. Students should show ability to manage life challenges such as unhappiness, annoyance, and inability to meet needs, lack of knowledge, partial or total failure, inability to turn aspirations into fruition, anxiety and hyperactivity. On the contrary, the opposite is being observed as many Kenyan schools continue to experience widespread unrest with devastating consequences. The unrest in schools has changed over time from simple protests to destruction of property and in recent times killing of fellow students (Samoei, 2012).

The success of guidance and counselling is dependant on students and teacher counsellorsn perception. Perceptions on the other hand are shapped by the environment as advocated by behavioural theorists (Santrock, 2005). Skinner (1938) observed that what is done is not because of in-born motivation but rather because of environmental conditions experienced. The current study sought to determine the influence of selected factors in the environment on students' and teacher counsellors' perception of guidance and counselling. Samoei(2012) outlines the following factors as affecting effective guidance and counselling; cultural factors, students' peers, students' family, mass media and gender. These factors formed the basis for this study.

## **1.2 Statement of the Problem**

Guidance and counselling services have been put in place in public secondary schools in Kenya. These services are meant to assist students to develop their academic, social and personal competencies in order to make realistic choices and relevant decisions in life. Despite the government efforts, unrest has continued in secondary schools with a new dimension. Bett and Sigilai (2013) note that in the past two decades, concern had been raised to the effect that there was unabated violent incidents of students' unrest in Secondary schools that resulted in loss of property worth millions of shillings and lives in Kenya. Consequently, distress, depression and unhappiness have become part and parcel of students' life in the secondary schools. Bungoma County is not an exception with regard to student indiscipline and it had been cited as one of the counties in Kenya that is experiencing many cases of student indiscipline in schools (Bett & Sigilai, 2013). Research has not given much attention on the influence of selected factors that students and teacher counsellors interact with on daily basis. These factors (culture, students' peers, family, mass media and gender)

are important because they act as basis for students' learning. The current study sought to determine the influence of selected factors on students' and teacher counsellors' perception on the role of guidance and counselling in public secondary schools in Bungoma County in Kenya. The knowledge generated would help stakeholders to come up with new strategies to deal with selected factors for effective guidance and counselling programmes.

### **1.3 Purpose of the Study**

The purpose of this study was to determine influence of selected factors on students' and teacher counsellors' perception of guidance and counselling in public secondary schools students in Bungoma County.

### **1.4 Objectives of the Study**

The following objectives guided the study;-

- i) To determine the influence of culture on students' and teacher counsellors' perception of guidance and counselling in public secondary schools in Bungoma County.
- ii) To determine the influence of students' peers on students' and teacher counsellors' perception of guidance and counselling in public secondary schools in Bungoma County.
- iii) To determine the influence of students' family on students' and teacher counsellors' perception of guidance and counselling in public secondary schools in Bungoma County.
- iv) To determine the influence of mass media on students' and teacher counsellors' perception of guidance and counselling in public secondary schools in Bungoma County.
- v) To determine the influence of gender on students' and teacher counsellors' perception on of guidance and counselling in public secondary schools in Bungoma County.

### **1.5 Research Hypotheses**

The following research hypotheses guided the study;-

Ho<sub>1</sub>: There are no statistically significant differences between students and teacher counsellors on the influence of culture on perception of guidance and counselling in public secondary schools in Bungoma County.

Ho<sub>2</sub>: There are no statistically significant differences between students and teacher counsellors on the influence of students' peers on students' and teacher counsellors' perception of guidance and counselling public secondary schools in Bungoma County.

Ho<sub>3</sub>: There are no statistically significant differences between students and teacher counsellors on the influence of students' family on students' and teacher counsellors' perceptions of guidance and counselling in public secondary schools in Bungoma County.

Ho<sub>4</sub>: There are no statistically significant differences between students and teacher counsellors on the influence of mass media on students' and teacher counsellors' perceptions of guidance and counselling in public secondary schools in Bungoma County.

Ho<sub>5</sub>: There are no statistically significant differences between students and teacher counsellors on the influence of gender on students' and teacher counsellors' perceptions of guidance and counselling in public secondary schools in Bungoma County.

### **1.6 Significance of the Study**

The study is expected to contribute to the advancement of knowledge about influence of selected factors on students' and teacher counsellors' perceptions of guidance and counselling in public secondary schools. The study may lead to improved strategies in carrying out guidance and counselling in Kenya and other parts of the world. This study may also contribute to policy modifications, changes, or the formulation of new policies regarding the secondary school guidance and counselling in Kenya.

### **1.7 Scope of the Study**

This study covered public secondary schools in Bungoma County. Public schools were chosen because they are run by the government and the community and they are bound by Government policies including the policy on guidance and counselling. The study focused on form two and three students and teacher counsellors. The study was focused to influence of selected factors on students' and teacher counsellors' perception of guidance and counselling in public secondary schools in Bungoma County, Kenya.

## **1.8 Limitations of the Study**

The main limitations of the study were;-

- i) Due to the fact that the research study targeted students and teacher counsellors of public secondary schools in Bungoma County, generalization of the findings to other counties will only be done with a lot of caution.
- ii) The data for this study are quantitative with no qualitative interviews to provide insights on the raw statistics. Subsequent research might include interviews with teacher counsellors and students to discover their feelings on the influence of selected factors on their perception of guidance and counselling.
- iii) The study is a survey analysis that should be followed up with multivariate analysis to develop a more complete and accurate understanding of views toward influence of selected factors on students' and teacher counsellors' perception of guidance and counselling in public secondary schools.

## **1.9 Assumptions of the Study**

The study relied on the following assumptions;-

- i) Guidance and counselling programmes were established and fully operational in secondary schools in Bungoma County. Thus there are other factors which might have not been addressed that are responsible for the misbehaviour being observed in the secondary schools in the county.
- ii) Students in public schools were exposed to similar guidance and counselling programmes and thus the challenges facing Bungoma County may be due to influence of selected factors on students' and teacher counsellors' perception of guidance and counselling.

### 1.10 Definitions of Terms

The following are operational definitions of terms as used in this study;-

**Counselling:** Means an interactive process, conjoining the secondary school student who is vulnerable and needs assistance from the teacher counsellor who is trained and educated to give assistance. The assistance is aimed at empowering the student to deal effectively with the problem and the reality of the environment as influenced by existing factors.

**Culture:** Refers to the unique way of living and behaving by a certain group. In this study it refers to secondary school students' way of behavior and acting in their daily life as a result of the influence of selected factors.

**Guidance:** Refers to process of helping a student under the influence of selected factors to change his perception and behaviour making responsible decisions in the light of the acquired knowledge to ensure development of acceptable behaviour or modify maladaptive behaviour.

**Media:** Refers to the methods of passing information to a large group of people using print or electronic means. In this study media refers to the way information is transmitted to students and teacher counsellors through print or audio-visual means that can influence their perception of guidance and counselling in behaviour modification.

**Peer Influence:** The pressure a student feels to act like others of the same age under the influence of selected social factors and how it influences the way they perceive guidance and counselling in behaviour modification.

**Perception:** This refers to opinions, attitudes, views and beliefs towards influence of selected factors on guidance and counselling. The knowledge or sets of belief about guidance and counselling shapes students and teacher counsellors expectations and hence how they perceive guidance and counselling programmes in the school.

**Selected Factors:** This refers to the environmental factors that influence students' and teacher counsellors' perception of the role of guidance and counselling as they go about their day to day activities. In this study they refer to culture, family, peer influence, mass media and gender.

**Teacher Counsellor:** This is a teacher who has been charged with the duty of guiding and counselling students in secondary schools to help them modify their behaviour.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents literature review of influence of selected factors (culture, family, mass media and peer influence and gender) on students' and teacher counsellors' perception of guidance and counselling in public secondary schools students in Bungoma County. It also addressed the theoretical and conceptual framework of the study.

#### **2.2 Influence of Culture on Students' and Teacher Counsellors' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Culture is part of the environment that is created or shaped by human beings. It has been described as the invisible and salient yet crucial component of counselling experience. Culture is defined variously by different writers, Herskovits (1948) view culture as that part of the environment that is shaped or created by students and it influences behaviour. Culture refers to habitual patterns of behavior that characterise a given group of students (Thomas & Grimes', 1995). Holt (1990) noted that culture is never static but undergoes constant change as a result of decisions made by different students who create and consume their culture. Jones (2001) observes that through enculturation students learn cultural norms from their elders. For this reason students behaviour patterns being observed could be as a result of what they have learned from the society. Teacher counsellors should observe the cultural dimensions because they may limit their level of understanding and thus limit their efforts to assist students. This may limit students' growth and development. Knowledge of students' culture should form a significant backdrop for the teacher counsellors' efforts to assist them through guidance and counselling process more effectively (Kristen, 2003). There is a general agreement that the cultures of the teacher counsellor and students seeking counselling services influence the counselling process both pervasively and profoundly. Thus demonstration of understanding the students' world view and acknowledgement of cultural differences enhances the effectiveness of counselling (Nyaga, 2011). The differences in perception between students and teacher counsellors may influence their behaviour and the way they perceive issues in life. Those with positive orientations to life may perceive guidance and counselling positively but those who are negatively skewed may have a negative perception. Cultural differences are likely to create incongruence and the greater the

incongruence, the more difficult it will be to establish trust, confidence and working alliance between the teacher counsellor and the students. The degree of fit between the teacher counsellor and the students' frame of reference is important because it will govern the way a psychological phenomenon is perceived (Nyaga, 2011).

Mosley (1995) posits that understanding students from various cultural backgrounds and helping them meet their needs is overwhelming and challenging, but it is necessary for effective counselling. The teacher counsellor should try to become familiar with students' cultural experiences and the person-by-environment variables influencing their attitudes, beliefs and behavior. This is important because the environment determines students' behaviour and the way they respond to guidance and counselling. UNESCO (2000) argues that guidance and counselling in schools should be compatible with cultural values, and should incorporate the best traditional healing practices. In some cultures, a lot of pressure is put on individuals to be self-reliant and guidance and counselling may be seen as an invasion of students' privacy. In several cultures boys are initiated through circumcision and thereafter, they are men. It is unlike a man in this culture to seek help hence boys are reluctant to seek guidance and counselling. This is also evident among other cultures that do not have circumcision as an initiation ritual (Wango, 2006). Thus guidance and counselling can be perceived negatively by students and teacher counsellors and be sabotaged even if research findings show that it is necessary. This viewpoint may limit the effectiveness of guidance and counselling especially when students avoid seeking the services.

### **2.3 Influence of Students' Family on Students' and Teacher Counsellors' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

The family exerts significant influence on students' development and behaviour as most intensive experiences take place within the family (Thomas & Grimes, 1995). Campbell (1972) agrees that the family has a strong influence on students' development and the quality of the family unit reflects the quality of the society. The family can instil adaptive or maladaptive behaviour to students from the way parenting is done. Positive parenting will raise students with positive perception to life who are also likely to have positive perception of guidance and counselling.

Discord within the family may spill over to school through modelling. Ndakwa (2000) observes that some parents knowingly or unknowingly go with their children to bars and discos in the name of love but in the process, the children get exposed to wrong influence.

These children may take beer and sneak out of school and go to discos as they do while at home. Students whose parents quarrel or haul abuse at each other in their presence may see nothing wrong quarrelling with other students at school. Parents should not abdicate and spoil their students at homes and expect teacher counsellors to correct them (Ndirangu, 2007). Parents should constantly guide their children whenever unacceptable behaviour is observed as this will make them grow while knowing that one can be corrected when unacceptable behaviour is observed.

Parenting skills greatly affect the behaviour of a student, for instance, neglect by parents, permissive parenting and failure by parents to demonstrate firm control or firm standards of behaviour produce students who demonstrate behaviour problems and may contribute to school unrest and violence. Ndakwa (2000) observes that divorce or separation causes bitterness, lack of respect or feeling for each other, and this pain may make students have a bitter perception to life. It is therefore important for teacher counsellors to understand the background of the students better to help them manage life challenges. The parent keeping custody of the children should not ignore or discredit the virtues of the other parent, this will help to avoid children growing up with hate or warped attitude towards their other parent. Students from such homes are likely to take to depraved habits owing to frustrations by their parents lives. Daughters may grow up with an inherent dislike for men in the belief that their father mistreated their mother and this may be projected to the male teacher counsellor. Boys on the other hand are likely to become rebellious at home and at school thus distancing themselves from any person with intentions of helping them. This will affect effectiveness of guidance and counselling to as students may stay away from the counselling services due to their perception of the teacher counsellor.

Makinde (1994) observes that distressing or difficulty circumstances in the family, such as divorce and illness may lead to rejection and neglect. This may increase students' vulnerability hence involvement in disruptive behaviour. This is supported by Campbell (1972) who notes that the increased rate of maladaptive behaviour among secondary school students can be attributed to the failure of the family to nature children well. Yogo (2006) confirms that students who come from family backgrounds where guidance and counselling is done are more likely to seek guidance and counselling services in schools and vice versa. Teacher counsellors ought to know the students family perception towards the role of guidance and counselling for them to succeed in helping students from such families. This is important because it will enable the teacher counsellor to effectively interact, consult, and



help parents become more aware of their contribution to the success or failure of guidance and counselling. These involvements by parents in their children's academic and personal development which will help the teacher counsellor understand students from different family backgrounds and thus help them manage the life challenges within acceptable behaviour.

#### **2.4 Influence of Mass Media on Students' and Teacher Counsellors' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Mass media has both positive and negative influences on the effectiveness of guidance and counselling. Media influence can take a variety of forms- cognitive, attitudinal, behavioural and psychological. Cognitive effect is short-term learning of information gathered from the media, attitudinal effect is feelings generated about something on the basis of media content, and psychological effect is the fact that mass media content can inspire fear, joy, revulsion, or happiness towards guidance and counselling (Kayode, 2009). Lisa (2002) notes that guidance and counselling depends heavily on media to convey information. Without accuracy in communication of psychological ideas through this medium, negative stereotypes and impressions that are damaging and resistant to change can surface. These negative images become damaging when they influence the students' tendency to believe mistruths about guidance and counselling, this may make students not to seek psychological assistance as a result of holding inaccurate, occasionally negative perceptions about guidance and counselling.

Students spend a lot of time watching television and what they watch may influence their perception of life. A majority of students could believe what is depicted by the media and many think of it as true. Calhoun (1990) observes that the mass media is an influential agent of socialization and has a lot of influence on the students' perception and behaviour. The moral perversion screened on television can negatively impact on student behaviour. This especially applies to those shows that encourage students to learn bad habits such as smoking, violence and other unacceptable behaviour patterns. The pornographic magazines and videos in our streets and roadside stalls introduce the students into a world of immorality where they experiment with sex and other forms of immorality too early in life thus becoming a hindrance to moral development (KIE, 2004). This is supported by Kathuri (2008), who notes that mass media has an immense impact on students' mind and could have a negative influence on students' behaviour development and discipline if not properly managed. Exhibitions of irresponsible behaviour by some adults in positions of influence in society are

of bad taste, but when no appropriate punishment is handed to them, students tend to think that such behaviour is acceptable and can thus be emulated. This is a dangerous trend and adults especially those in the students environment should note that their lifestyles may influence students behaviour (Mbiti, 2007).

The drugs menace whose use and influence has penetrated many schools in Bungoma County, open advertisement of alcohol consumption and tobacco smoking may affect perception and behaviour. Some advertising billboards have negative influence on students as they tend to encourage use and abuse of drugs such as cigarettes and alcohol. Students feel particularly targeted, since most of the advertisements feature young people and the youth idols. This may encourages the students to taste and confirm for themselves the good feeling evoked by the advertisements. Rono (2004) supports this view by observing that in the last ten years there has been an increase of alcohol use, which has negatively affected the students' potential and moral values.

The music and the way of dance by those singing pop music such as *ndombolo* and hip hop is done in a manner to reflect the sexual act, and are centred around sex. This may encourage students to emulate the same (Lutomia & sikolia, 2006). Ndirangu (2007) notes that as students watch programmes, their subconscious minds take the cues and tell them to act out what they see. Leech (2003) frequent viewing of violence on television over a long time, conditions the students gradually to accept violence as normal, dulling their sensitivity to aggressive behaviour in everyday life and their perception of aggressive behaviour. Television viewing influences the development of attitudes, values and behaviour among students. A strong and powerful character in a programme may behave in a threatening manner to a weaker character and so give messages to students that it is acceptable for stronger students to 'bully' weaker ones.

## **2.5 Influence of Peers on Students' and Teacher Counsellors' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Peer groups have a powerful influence on behaviour and development of fellow students as it controls their behaviour, sometimes more than parents and teachers- particularly during adolescence stage. On occasions, peer group relationships and expectations do cause students stress. Students influence each other and tend to conform to their age mates for fear of not

being popular. Leech (2003), notes that students have a strong desire to 'belong' and the fear of not 'belonging' or being accepted by peers may influence the way they behaviour.

Peers provide models for perception and behaviour as they actively reinforce certain behaviours. Peer groups have rules about which social behaviours are acceptable and those which are not. Jersild (1968) observes that some students tailor behavior to the standards of the group to avoid hostile glances from peers. Students in peer groups which cherish violence may be violent because they want to be accepted by their peers. Glock (1971) argues that students living together control one another and those behaving in a fashion acceptable to the group receives admiration, approval, attention and other reinforcements. This increases the likelihood to continue behaving in that fashion. Behavior that is unacceptable is criticized, censured, blamed or punished. This stand by peers can be a hindrance to guidance and counselling whose aim to help students with behaviour problems to change to acceptable behaviour. Thus the conflict between peer expectation and guidance counselling expectation may confuse the students. Those who yearn for acceptance may avoid guidance and counselling.

Taylor (1997) notes that students form groups which share social norms or shared rules and expectations about how group members should behave, members deviating are often pressured to conform through criticism expressed in jokes and gossip. McDaniel (1956) confirms that students' compulsion to conform to group sentiment is a hampering factor to perception and effectiveness of guidance and counselling. For instance if students perception is that those who seek guidance and counselling have problems with themselves or the administration, then the natural reaction will be to stay away. Staying away of guidance and counselling services will obviously affect the effectiveness of the programme. Barton and Meighan (1979) observes that girls rebuke those who over identify with teacher counsellors and those who follow instructions immediately. The fear of being rebuked by peers may make some girls fear seeking services from teacher counsellors. This behaviour could negatively affect the effectiveness of guidance and counselling in of secondary school students. Kilonzo (1989) articulates that the teacher counsellor has to demonstrate to students that guidance and counselling is not only for wrong doers and abnormal students. Normal students too can effectively benefit from the services offered. It should be noted that students with problems are likely to stay away from guidance and counselling as many of them yarn strongly for the liking and respect of their age mate. They also have less courage in going

against the mores of the group than their age mates who are more emotionally mature, secure and with less behaviour problems.

Secondary school students are adolescents and their disturbances are caused by physiological changes that take place during adolescence. Students at this age are arrogant, argumentative, have a know-it-all attitude to things and are quick to counter any ideas from authority. Students at this age derive a lot of pleasure from defying any authority that is placed over them (Lutomia & Sikolia, 2006). This behaviour will make them appear undisciplined and rude. They resist any attempts to be guided and the refusal could negatively affect their perception of guidance and counselling programmes. Githiari (2003) contends that expecting adolescence to be a difficult period could have positive effects, as this may inspire parents, teachers and students think ahead, about how to approach potential problems of adolescents whenever they may arise. Turbulence of the adolescence stage makes students to be quick in acting and many a time in the wrong way. Barton and Meighan (1979) confirmed this by noting that students influence each other to engage in various negative activities such as vandalism. This developmental turbulence and restlessness may affect their perception of guidance and counselling. This is because guidance and counselling advocates responsible behaviour and it may go against the students' desire to adventure, and thus may be seen as curtailing their freedom. Providing guidance and counselling to avert irrational behavior of students is vital at this stage, but students' acceptance for this services may be limited due to influence by their peers. This may affect their perception of guidance and counselling and thus its role in secondary schools.

## **2.6 Influence of Gender on Students' and Teacher Counsellors' Perception On Of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Research has shown that gender influence the way secondary school students view guidance and counselling. Coock (1994) observes that female students show more positive attitude, and have more potential to seek guidance counselling services than male students. Neals (1983) supports this argument that female students are more aware of counselling services and are proportionately greater users of guidance and counselling services in secondary schools. Janet (2010) posits that a large percentage of counselling relationships are initiated at the request of female students. This shows that girls are more positive to guidance and counselling than boys. This behaviour may be attributed to cultural patterns of expressions of psychological distress in men and women. Traditionally women take roles of caretakers, and have a

tendency of viewing themselves as needing to take more responsibility for relational needs of the family. Janet (2010) further notes that guidance and counselling is culturally considered a female behaviour, as it involves acceptance and free expression of emotional content and open vulnerability. On the other hand boys have been socialized to be strong and independent, thus taking personal issues to a teacher counsellor may be seen as a sign of weakness, incompetence and lack of control. This view among boys could affect their perception of guidance and counselling and thus its effectiveness because it requires students to get help from the teacher counsellor which may be seen as a weakness.

Turkum (2001) notes that gender influence perception and help seeking behaviour towards guidance and counselling. Boys display negative attitude towards seeking help, and they are more resistant to seeking guidance and counselling services. This is attributed to gender role socialization, which make boys to view the world through masculine lens Ciarrochi (2003). Traditional male gender role emphasizes independence and self reliance and these influence boys to perceive guidance and counselling negatively as it encourages dependence on a teacher counsellor. Rigid adherence on traditional male gender roles results in personal restriction (Hayes, 1995). Restrictive emotionality makes it difficult for boys to disclose themselves and to express emotions to the teacher counsellor. This leads to increased poor health related behaviours due to inability to handle their emotions because of lack of knowledge that could have been provided through guidance and counselling.

Female students are sensitive to comments made by teacher counsellors and they may perceive guidance and counselling negatively if comments are perceived to be personal. Girls may refuse to seek guidance and counselling services if they are frequently put off especially by a teacher counsellor and worse if the teacher counsellor is a male. This make them shy and fear to access the counselling services. Gordon (1999) notes that girls face family and community censure, and are shyer and more embarrassed about accessing services. This behaviour is likely to affect their perception of guidance counselling services.

## **2.7. Theoretical Framework**

This study employed Behavioural Theory (BT) and Rational-Emotive Theory (RET) of counselling. Behavioural theory was chosen as it is concerned with the observation of students' behaviour, and with the way in which behaviour is perpetuated throughout life by process of reinforcement. Rational Emotive Theory was chosen because it focuses on the

relationship between students thinking and emotions, and how it influences perception and behaviour.

### **2.7.1 Behavioural Theory**

This theory of counselling is based on the work of a group of behavioural psychologists who were interested in the nature of student learning. Important behavioural psychologists include Pavlov (1849-1946), Watson (1878-1958) and Skinner (1904-1990). This approach views human personality as a collection of learned behaviours. Behavioural theorists note that, the motivation to do something is determined by the environmental conditions that are experienced. Skinner (1938) observed that what is done is not because of in-born motivation but rather because of the environmental conditions experienced. This means that when students are rewarded for certain behaviour, they tend to repeat the behaviour. When the reward is not given, the behaviour tends to diminish. Maladaptive behaviour can be perpetuated through reinforcement, so a focus of behaviour therapy is identification of the ways in which problem is maintained. Further Skinner (1938) concurs that students are products of the environment and behaviour is determined by the external physical controls. He contends that learning cannot occur in the absence of some kind of reinforcement, either positive or negative. Interaction with the environment makes students learn how to respond in a given way. The environment acts as a stimulus which elicits a response from students. If the response is reinforced, then students adapt to that pattern of responses (learning takes place). If the environment is not conducive to proper learning, then wrong learning takes place (Jones, 2001).

This theory is relevant to this study in that it sees students as products of the environment and that their behaviour is determined by the external physical controls in the society. Maladjusted behaviour as expressed by students are acquired through wrong learning as they interact with their social environment and they learn to respond in a particular way that is socially accepted. The social factors act as a stimulus, which elicits responses from students. If these responses are reinforced, then students adapt to these patterns of responses. Basing on this view, acts of indiscipline and misbehaviour being observed in our schools are replications in small form of what is happening in our society. In short, a disciplined, fair, just and humane student society cannot emerge without disciplined, fair, just, self-controlled, humane and right-thinking individuals who emerge from the society.

Since students maladaptive behaviour is learned, in the same way it can be “unlearned” through behaviour change therapy. Through this therapy, reinforcement is used to shape behaviour or eliminate problematic behaviour, and teaches new responses to students in response to the environment. Specific changes in the students’ environment can assist in altering irrelevant behaviour and thus bringing about change in their behaviour. To succeed in this therapy a behavioural modification program to affect behaviour is observed, identified, targeted and stopped. Meanwhile, a new appropriate behaviour must be identified, developed, strengthened and maintained. The key to successful program of behaviour change is the society to present its own socialization and reactions in a positive way, so that the students can model successful behaviour.

### **2.7.2 Rational Emotive Theory**

This theory was pioneered by Albert Ellis at the beginning of 1995 and since then, it has become one of the most popular cognitive models. Ellis claims that Rational Emotive Behaviour Therapy was the original ‘cognitive’ behaviour approach to psychological problems (Hough, 2006). Ellis believed that emotional and neurotic problems are generated from three important sources. These include thinking, emotional and behavioural sources, but he places special emphasis on the significance of the ‘cognition’ or thinking in the perpetuation of psychological disturbance. Ellis suggests that students are largely responsible for their own disturbed feelings which they either consciously or unconsciously generate. If this is accepted, students have within themselves the resources and will power necessary to effect lasting and healthy change.

Irrational thinking is seen as fundamental cause of psychological disturbance. This theory emphasizes the fact that emotions are products of students thinking. If a student thinks that an event is good, he feel good about it. Emotional disturbance is a result of illogical ideas which is in the students’ state of mind which he instructively believes and acts to the detrimental of himself and others. Gordon (2011) concurs by observing that students have the capacity to interpret reality in a clear, logical and objective fashion and avoid unnecessary emotional-behavioural upsets. Students are also predisposed to irrational interpretations as they are susceptible to crooked thinking, draw illogical conclusions which are not objective, and are cognitive distortions of reality. An irrational interpretation of reality has three standard characteristics. First it demands something unrealistic of the world, other people, or oneself.

Secondly, it exaggerates the awfulness of something that is disliked. Lastly; one cannot tolerate the thing disliked and condemns the world, other people or oneself.

Rational Emotive Theory is used to help students accept themselves as dichotomous and therefore when things are bad or good, they should learn to live at peace with both sides of their human nature. Hough (2006) observes that this theory is aimed at helping students develop more rational, less punitive ways in which their irrational thinking of the past has contributed to numerous problems. Students need not condemn themselves and thus veer off. The first step is concerned with developing awareness in the student that his beliefs are illogical and that illogical ideas will result into unhappiness or emotional disturbance thus maladaptive behavior. This is done by challenging the self-defeating illusions the student believes are true. The second step aims at showing the student that he is fostering his maladaptive behaviour by continually thinking of all “shoulds”, “oughts” and “musts” and this self-indoctrination makes one responsible for maladaptive behaviour and not the event or circumstance. It is therefore important for the student to realize that as long as he maintains his irrational ideas, his maladaptive behaviour will persist. The final step involves establishing a rational philosophy of living which is more realistic and less self-defeating or encouraging the student to change his thinking and ideas, and to accept more rational philosophies of living. This will help him not to become a victim of irrational ideas and beliefs again.

## **2.8 Conceptual Framework**

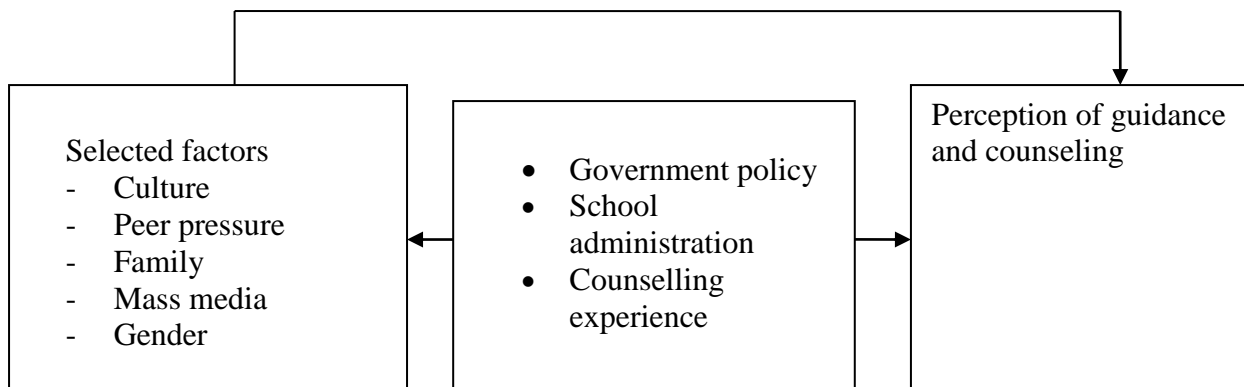
The study investigated the influence of selected factors on students’ and teacher counsellors’ perceptions of guidance and counselling. The dependant variable (perception) is shaped by selected factors (culture, family, mass media, peer influence and gender). Students’ and teacher counsellors’ perception can be affected by intervening variables which include; school administration, experience with guidance and counselling and government policy. This relationship can be represented diagrammatically as shown in figure 1.



Independent variables

Intervening variables

Dependent variable



**Figure 1: Conceptual Framework Showing the Interrelationship between the Independent and the Dependent Variables**

Figure 1 show that students and teacher counsellors' perception of guidance and is influenced by selected factors (culture, students' peers, students' family, mass media and gender). The researcher is also aware that the influence and perception can also be influenced by intervening variables such as government policy, school administration and counselling experience as indicated in fig.1

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter presents a description of the research method that was employed in this study, including the research design, location of study, the study population, sampling procedures and sample size, instrumentation, validity and reliability of research instruments, data collection and data analysis procedures.

#### 3.2 Research Design

The study employed *ex post facto* casual-comparative research design. As explained by Gall, Borg and Gall (1996), in this design, the researcher does not manipulate the variables under study but instead, examines the variables in their existing condition. Therefore the researcher conducted the study within the existing students' guidance and counselling services in the public secondary schools. According to Cohen and Manion (1994) this design allows comparison of groups. The design was therefore found appropriate for the study because it enabled the researcher to make comparisons between students and teacher counsellors on the influence of selected factors on their perception of guidance and counselling. Survey research method was used. Surveys involve the selection of a sample of respondents and administering questionnaires or conducting interviews to gather information on variables of interest (McMillan & Schumacher 1993). The survey method is the most appropriate method for obtaining factual or attitudinal information or for research questions about self-reported beliefs, opinions, values, motives, ideas, habits, feelings, desires, characteristics and present or past behaviour (Neuman, 2000). Since the present study sought to obtain descriptive and self-reported data from students and teacher counsellors on the influence of selected factors on their perception of guidance and counselling, the survey design is the most appropriate. The survey method assumes that all respondents in a study have information or experience that bears on the problem being investigated (Dean, Eichhorn, & Dean, 1982). McMillan and Schumacher (1993) add that if surveys are done correctly, sound information can be collected from small sample that can be generalized to a large population.

#### 3.3 Location of the Study

In the past two decades, concern had been raised to the effect that there was unabated violent incidents of students' unrest in Secondary schools that resulted in loss of property, worth millions of shillings and lives in Kenya (Bett & Sigilai, 2013). Bungoma County has been cited as one of the counties in Kenya that were experiencing many cases of student

indiscipline in schools (Simatwa & Enose, 2012). This study was carried out in Bungoma County, situated in Western Province of Kenya. The researcher wanted to find out the relationship between indiscipline behaviour with the influence of selected factors on students' and teacher counsellors' perception of guidance and counselling in public secondary schools.

### 3.4 Population of Study

Students and teacher counsellors in public secondary schools in Bungoma County provided the population of study. There are 206 public secondary schools with an estimated population of about 41,310 students and 206 teacher counsellors. Table 1 shows distribution of population by gender.

**Table 1:**

**Distribution of Student Population by Gender in Bungoma County**

Gender	Target population
Girls	18 406
Boys	22 904
Total	41 310

**Source: County Education Office-Bungoma County**

### 3.5 Sampling Procedure and Sample Size

The research targeted the Public secondary school population in Bungoma County. Both stratified and simple random sampling methods were used to select the schools and the sample. Bungoma County is divided into eight (8) Sub counties for administration purposes and data was collected from two (2) schools from each Sub- county to represent the geographical, social-economic and historical aspects of the schools. Using stratified random sampling, form two and three classes were sampled and using simple random sampling, students who participated in the study were selected based on records of those students in the classroom from the class teachers'. Form one students were not included in the study because they were considered to be too new to the school to have had enough exposure to guidance and counselling at secondary school level. The form fours were considered to be too busy with the final year preparations. The population of students in Bungoma County Public Schools was 41,310. Krejcie and Morgan (1970) table of determine sample size from a given population, a sample of 380 students was required (Refer to appendix C). In this study, 389 students were used. In every school sampled, one teacher counselor was purposively sampled. Thus a total of 16 teacher

counsellors participated in the study giving a total of 404 respondents who participated in the study.

### **3.6 Instrumentation**

The study employed questionnaires for data collection because questionnaires are easy to administer and more time saving compared to other tools. One questionnaire was for students while another was for teacher counsellors. The questionnaires were developed based on the research objectives and related literature. Students' questionnaires contained items that sought demographic data and items which were presented using a Likert-type scale ranging from strongly agree to strongly disagree that sought information related to influence of selected factors (culture, peers, family, mass media and gender) on students perception of guidance and counselling in public secondary schools in Bungoma County.

Teacher counsellors' questionnaires contained items that sought demographic data and items which were presented using a Likert-type scale ranging from strongly agree to strongly disagree that sought information related to teacher counsellors' perception on the influence of selected factors (culture, peers, family, mass media and gender) on teacher counsellors perception of guidance and counselling in public secondary schools in Bungoma County.

#### **3.6.1 Validity**

Validity is the extent to which an instrument measures what it is supposed to measure or asking the right question framed accordingly. For the instrument to be valid, the content selected and included in the questionnaires must also be relevant to the variables being investigated. For this study, validity referred to the content validity. The researchers' supervisors and research experts in the Department of Psychology, Counselling and Educational Foundations, Egerton University were asked to assess the relevance of the content in research tools in relation to objectives of the study. The feedback was used to revise the questionnaires to ensure that they were covering the factors being investigated in the study.

#### **3.6.2 Reliability**

Reliability of an instrument is the degree of consistency that an instrument demonstrates or the accuracy of the test scores which are free of choice errors. To ensure reliability and clarity of research instruments, the researcher conducted a pilot study involving 30 students and three teacher counsellors in three schools in the Bungoma County that did not participate in the final study; one boy's school, one girl's school and one mixed school. Draft

questionnaires were issued to students and their responses recorded. Respondents were encouraged to ask questions where they did not understand the items. From the pilot study and discussions with respondents, the researcher was able to restructure the hard and technical items in the instruments of the study. Cronbach's Alpha was used to determine the internal consistency. This method is appropriate owing to the fact that it requires only one administration of the test (Cohen & Swerdlik, 2005). It is also appropriate where items have got choices (Cozby, 2003). In this study, a reliability coefficient of 0.71 was obtained and thus was accepted as items were considered reliable if they yielded a reliability coefficient of 0.70 and above (Fraenkel & Wallen, 2000).

### **3.7 Data Collection Procedures**

A letter of introduction from Egerton University Graduate School was used by the researcher to seek a permit to conduct research. With the help of the permit, a letter of introduction to schools was obtained from the County Education Office (CEO) Bungoma County, for introducing the researcher to the principals of the sampled schools. The researcher delivered questionnaires and clear instructions given on how to fill them to the prospective respondents and personally collect the questionnaires as soon as they are duly filled but in some cases where the school programmes could not allow, the questionnaires were left to the teacher counsellors to administer to students and filled questionnaires were sent to the researcher.

### **3.8 Data Analysis**

The quantitative analysis tends to be based on numerical measurements of specific aspects of phenomena Mugenda and Mugenda (2003). Thus numbers and statistical methods were used. As such, frequencies, percentages, means were used for the analysis. Descriptive and inferential statistics were used to analyze data on students and teacher counsellors' perception on influence of selected factors on guidance and counselling. The data collected were then compiled and analyzed using the computer based Statistical Packages for Social Sciences (SPSS) 16 version for Windows. Inferential statistic (t- test) was used to test the null hypotheses at 5% level of significance and determine whether to accept or reject the study hypotheses at  $\alpha = 0.05$  level of significance. Acceptance or rejection of the null hypotheses was based on the calculated test statistics and the value of the probability of significance (p value). The null hypotheses were accepted if  $p \geq 0.05$ , and it was rejected if  $p \leq 0.05$ . Basing on Mugenda and Mugenda (1999), t-test is an ideal statistical tool when comparing the means of two groups.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the results of the study. The results are discussed in relation to objectives and hypotheses of the study. The purpose of this study was to determine students' and teacher counsellors' perception on the influence of selected factors on the role of guidance and counselling in students behaviour modification in Bungoma County public secondary schools. The following hypotheses were tested:

- Ho<sub>1</sub>: There are no statistically significant differences between students and teacher counsellors on the influence of culture on perception of guidance and counselling in public secondary schools in Bungoma County.
- Ho<sub>2</sub>: There are no statistically significant differences between students and teacher counsellors on the influence of students' peers on students' and teacher counsellors' perception of guidance and counselling public secondary schools in Bungoma County.
- Ho<sub>3</sub>: There are no statistically significant differences between students and teacher counsellors on the influence of students' family on students' and teacher counsellors' perceptions of guidance and counselling in public secondary schools in Bungoma County.
- Ho<sub>4</sub>: There are no statistically significant differences between students and teacher counsellors on the influence of mass media on students' and teacher counsellors' perceptions of guidance and counselling in public secondary schools in Bungoma County.
- Ho<sub>5</sub>: There are no statistically significant differences between students and teacher counsellors on the influence of gender on students' and teacher counsellors' perceptions of guidance and counselling in public secondary schools in Bungoma County.

#### **4.3 Demographic Characteristics of Respondents**

This part presents the demographic characteristics of respondents in the study. The results are as shown in Table 2.

**Table 2****Distribution of Students' and Teacher Counsellors' Sample**

Respondents		Frequency	%
Students	Male	203	52.2
	Female	186	47.8
	Total	389	100.0
Teachers	Male	5	33.3
	Female	10	66.7
	Total	15	100.0

Table 2 shows that the proportion of males to females was large as there were more male students than female and more female teachers than males. Forty seven (52.2%) students were male and 47.8% were female while 33.3% of teacher counsellors were male and 66.7% were female. The entire sample was 404 (389 students and 15 teachers). On the other hand this could show that more female teachers were assigned counselling duties than male teachers. The assignment confirms societal held belief that women are better nurturers and caretakers of children and families, which in school setting denied male teachers the chance to be counsellors (Waititu & Wanjiku, 2010)

**Table 3****Distribution of Students per Class**

Student class	Frequency	%
Form 2	173	44.5
Form 3	216	55.5
Total	389	100.0

Table 3 indicates that 44.5% form two and 55.5% form three students participated in the study.

**Table 4****Academic Level of Teacher Counsellors in Guidance and Counselling Training**

	Frequency	Percent
None	5	33.3
Certificate	2	13.3
Bachelors degree	6	40.0
Masters Degree	1	6.7
Total	14	93.3
Not indicated	1	6.7
Total	15	100.0

Table 4 shows that 40% of the teacher counsellors had a first degree, 13.3% had certificate, 6.7% had masters' degree, while 6.7% did not indicate their qualifications and 33.3% had no training in guidance and counselling. This shows that the majority of the teacher counsellors (66.7%) had at least certificate training in guidance and counselling and therefore in a way prepared to offer effective guidance and counselling.

#### **4.4 Influence of Culture on Students' and Teacher Counsellors' Perception of Guidance and Counselling in Public Secondary Schools**

The section sought to determine the influence of culture on students' and teacher counsellors' perception of guidance and counselling. The responses were as presented in Table 5.



**Table 5****Influence of Culture on Students' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Perception	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Culture exerts a significant influence on my perception of guidance and counselling	101	75.6	139	35.7	63	16.2	47	12.1	39	10.0
My cultural beliefs and practices influence my perception of guidance and counselling	89	22.9	123	31.6	42	10.8	83	21.3	52	13.4
Cultural beliefs and practices in my community discourage me from seeking guidance	36	9.6	34	8.7	20	5.1	108	27.8	191	49.1
My culture does not take guidance and counselling seriously.	36	9.3	35	9.0	28	7.2	105	27.0	185	47.6
My culture forbids disclosing personal matters to others as it's a sign of weakness.	43	11.1	52	13.4	39	10.0	98	25.2	157	40.4
To a large degree culture determines how students perceive guidance and counselling.	85	21.9	120	30.8	56	14.4	81	20.8	47	12.1
In my culture it is a sign of weakness to talk about your problems to someone else.	32	8.2	37	9.5	23	5.9	88	22.6	209	53.7

Table 5 shows that 75.6% of students agreed and 35.7% strongly agreed that 'Culture exerts a significant influence on respondents' perception of guidance and counselling'. The results show that students perceive that culture influences their perception of guidance and counselling. Similarly, 54.5% of the students were of the view that 'Cultural beliefs and practices influence perception of guidance and counselling. Further, 52.7% of the students supported the statement 'To a large degree culture determines how students perceive guidance and counselling'.

On the other hand 76.9% of the students did not support the statement ‘Cultural beliefs and practices in my community discourage me from seeking guidance and counselling’. This shows that majority of students feel that cultural beliefs do not influence their perception of guidance and counselling. It was also observed that 74.6% of the students did not support the statement ‘My culture does not take guidance and counselling’. In addition 65.6% and 76.3% of the students were not in favour of the following statements ‘My culture forbids disclosing personal matters to others as it is a sign of weakness’ and ‘ In my culture it is a sign of weakness to talk about your problems to someone else’ respectively.

**Table 6:**

**Influence of Culture on Teacher Counsellors’ Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Perception	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Culture exerts a significant influence on my perception of guidance and counselling in behaviour modification	3	20.0	10	66.7	0	0.0	2	13.3	0	0.0
Cultural beliefs and practices influence students perception of guidance and counselling	5	33.3	8	53.3	2	13.3	0	0.0	0	0.0
Cultural beliefs and practices in the community discourage students from seeking guidance and counselling.	2	13.3	4	26.7	1	6.7	7	46.7	1	6.7
Culture does not take guidance and counselling seriously.	1	6.7	5	33.3	1	6.7	5	33.3	3	20.0
Some cultures forbid disclosing personal matters to others as it’s a sign of weakness.	3	20.0	6	40.0	0	0.0	4	26.7	2	13.3
To a large degree culture determines how students perceive guidance and counselling.	3	20.0	5	33.3	1	6.7	5	33.3	1	6.7
In some cultures it is a sign of weakness to talk about your problems to someone else.	4	26.7	8	53.3	0	0.0	2	13.3	1	6.7

Table 6 shows that 20% and 66.7% of the teacher counsellors strongly agreed or agreed that ‘Culture exerts a significant influence on respondents’ perception of guidance and counselling’. Similarly, 86.6% of teacher counsellors’ supported the statement ‘Cultural beliefs and practices influences students’ perception of guidance and counselling’. Further, 53.3% of the teacher counsellors supported the statement ‘To a large degree culture

determines how students perceive guidance and counselling'. This view is in agreement with other studies such as Pedersen (2002) who observed that behaviour is not meaningful until it is interpreted in cultural context where that behaviour was learned and displayed.

Statements that the majority of teacher counsellors did not support were: 'Cultural beliefs and practices discourage students' from seeking guidance and counselling' (53.4%), Culture does not take guidance and counselling seriously (53.3%), Students tend to resist guidance and counselling services because it is not part of their culture (60%). This implies that teacher counsellors do not approve that culture influence perceptions of guidance and counselling. This could be attributed to multi cultural knowledge acquired during training. This knowledge enables them to deal with cultural issues during the counselling process so that their effect is neutralised.

To determine whether there were significant differences on the influence of culture on students' and teacher counsellors' perception of guidance and counselling, a t test was done.

**Table 7:**  
**t- test Results for the Influence of Culture on Students' and Teacher Counsellors' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.433	.511	4.144	402	.000	.81534	.19677	.42851	1.20216
Equal variances not assumed			3.832	14.93	.002	.81534	.21279	.36160	1.26907
Student's mean = 3.48±0.38			Teachers mean		= 2.67±0.21				

Table 7 show t-test results for the influence of culture on students and teachers perception of guidance and counselling. The computed p-value (<0.001) was smaller than the set alpha value (0.05).

The first objective was there are no statistically significant differences on the influence of culture on students' and teacher counsellors' perception of guidance and counselling in public secondary schools in Bungoma County. Data analysis and interpretation of questionnaire responses from the students and teacher counsellors revealed that students and teacher counsellors had different perceptions on the influence of culture on guidance and counselling. These findings indicate that the way students perceive the influence of culture on guidance and counselling differs from that of teacher counsellors. Comparison of the mean showed that the students had a mean ( $3.48 \pm 0.38$ ) and teacher counsellors' ( $2.67 \pm 0.21$ ).

The results show that students disagree with the view that culture influences their perception of guidance and counselling but on the other hand teacher counsellors agree that culture influences students perception of guidance and counselling. The difference in perception could be attributed to age where students being young, have not had enough exposure to guidance and counselling. In addition, they have not learned how to deal with cultural issues as related to guidance and counselling. They may fear going against the cultural norms as observed by Cheong and Snowden (1990) who noted that individuals in some cultures may be reluctant to seek guidance and counselling outside the cultural norms because such behaviour is regarded as shameful.

Thus, in an effort not to go against their cultural norms, students may stick to the familiar cultural norms as opposed to venturing in the new field of guidance and counselling. This may make students stay away from guidance and counselling and thus limit them from benefiting from guidance and counselling services. This results in students who lack skills to deal with challenges facing them and may resort to wrong ways of resolving them. The difference in perception between students and teacher counsellors can also be attributed to their roles in the guidance and counselling process. Teacher counsellors being the ones responsible for carrying out the process and being knowledgeable about the role of guidance and counselling may not see culture as influencing perception because they have learned how to deal with cultural issues in counselling. On the other hand, students may have limited knowledge on guidance and counselling and may hold a view that culture influences their perception of guidance and counselling.

The results show that teacher counsellors' views are in agreement with the findings of Nyanga, (2011) who found that cultures of both the provider and the user of counselling

services influence the counselling process both pervasively and profoundly. It plays a great role in all aspects as counselling occurs in a cultural context. These results contradict the students' views, in that they do not support the idea that culture influences their perception of guidance and counselling.

Therefore the difference between students and teacher counsellors on the influence of culture on their perception of guidance and counselling might hinder the achievement of desired results of guidance and counselling services. This may become a limiting factor to the provision and usage of guidance and counselling services and this may deny the students opportunity to get knowledge required to deal with the life challenges.

This observation is in line with Lin and Lin (1978) observation that cultural norms regarding the degree of privacy and importance of seeking help for personal or emotional problems can affect a client's comfort when talking about a problem to the counsellor. The influence of culture on students and teacher counsellors' perception on guidance and counselling can be particularly strong in cultures that have close networks where counsellors may be seen as out-group members who are not part of the social network.

This scenario may make students not to open up to the teacher counsellors and thus miss the opportunity to gain from guidance and counselling. This missed opportunity may explain why there are still cases of students' indiscipline in public secondary schools. Cultural differences in perceptions are likely to create incongruence and the greater the incongruence, the more difficult it will be to establish trust, confidence and working alliance between the teacher counsellor and the student (Pedersen et al., 1996). The degree of fit between the teacher counsellor and the students' frame of reference is important because it will govern the way a psychological phenomenon is perceived.

#### **4.5 Influence of Peers on Students' and Teacher Counsellors' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

The second objective was to determine the influence of students peers on students' and teacher counsellors' perception of guidance and counselling. The results are as shown in Table 8.

**Table 8:****Influence of Students' Peers on Students' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Perception	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
It is important to be myself than to fit with the crowd on issues of guidance and counselling	126	32.4	57	14.7	25	6.4	94	24.2	87	22.4
I would do something that I know is wrong just to stay on my friends' good side.	17	4.4	19	4.9	24	6.2	65	16.7	264	67.9
There is something admirable in the attitude of a student who is willing to cope with his or her problems	47	12.1	62	15.9	48	12.3	135	34.7	97	24.9
A student should work his or her problems, getting counselling would be a last resort.	44	11.3	74	19.0	39	10.0	111	28.5	121	31.1
I would break the law if my friends said that they would	16	4.1	18	4.6	37	9.5	78	20.1	240	61.7
It would make me feel inferior to my peers if I went in for guidance and counselling.	33	8.5	34	8.7	29	7.5	114	29.3	179	46.0
Fear of stigmatization from my friends keeps me away from seeking guidance and counselling	42	10.8	66	17.0	33	8.5	98	25.2	150	38.6

From Table 8, it can be observed that 47.1% of students supported the statement 'It is important to be myself than to fit with the crowd on issues of guidance and counselling. Students' were not in support of some statements. For instance, 16.7% of students disagreed and 67.9% strongly disagreed with the statement 'I would do something that I know is wrong just to stay on my friends' good side'. Equally so, 34.7% disagreed and 24.9% strongly disagreed with the statement 'There is something admirable in the attitude of a student who is willing to cope with his or her problems without resorting to guidance and counselling'. 'A student should work his or her problems, getting counselling would be a last resort' 28.5% disagreed and 31.1% strongly disagreed. 'I would break the law if my friends said that they

would'20.1% disagreed and 61.7% strongly disagreed, 'It would make me feel inferior to my peers if I went in for guidance and counselling' 29.3% disagreed and 46.0% strongly disagreed. 'Fear of stigmatization from my friends keeps me away from seeking guidance and counselling services'25.2% disagreed and 38.6% strongly disagreed. These results show that students do not accept being influenced by. This contradicts Leech (2003), finding that students have a strong desire to 'belong' and the fear of not 'belonging' or being accepted by peers may influence the way they behaviour. This view of not recognising peer influence by students may account for the behaviour problems being observed in secondary schools.

**Table 9:**

**Influence of Students' Peers on Teacher Counsellors' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Perception	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
It is important for a student to be himself than to fit with the crowd on issues of guidance and counselling	11	73.3	3	20.0	0	0.0	0	0.0	1	6.7
Students would do something that they know is wrong just to stay on their friends' good side.	6	40.0	9	60.0	0	0.0	0	0.0	0	0.0
There is something admirable in the attitude of a student who is willing to cope with his or her problems	2	13.3	1	6.7	1	6.7	6	40.0	5	33.3
A student should work his or her problems, getting counselling would be a last resort.	0	0.0	1	6.7	0	0.0	8	53.3	6	40.0
A student would break the law if his friends said that they would	2	13.3	7	46.7	2	13.3	3	20.0	1	6.7
Fear of stigmatization from friends keeps students away from seeking guidance and counselling services	5	33.3	9	60.0	0	0.0	1	6.7	0	0.0

From Table 9, it can be observed that majority of teacher counsellors' were in support of the following statements 'It is important for a student to be himself than to fit with the crowd on issues of guidance and counselling in behaviour modification' 73.3% strongly agreed and 20% agreed and 'Students would do something that they know is wrong just to

stay on their friends' good side' 40% strongly agreed and 60% agreed. This was the opposite of what the students had reported. Teacher counsellors also supported the statement: 'Students would break the law if their friends said that they would' 13.3% strongly agreed and 46.7% agreed. Contrast was observed in the statement: 'Fear of stigmatization from friends' keeps students away from seeking guidance and counselling services' was strongly supported by 33.3% of teacher counsellors while 60% teacher counsellors agreed, but the statement was strongly rejected 25.2% and rejected by 38.6% of students respectively. Statements that were not supported by teacher counsellors include: 'There is something admirable in the attitude of a student who is willing to cope with his or her problems without resorting to guidance and counselling' (73.3%) and 'A student should work his or her problems, getting counselling would be a last resort' (93.3%). This was in tandem with students' response. These results imply that teacher counsellors agreed that peers influence students' behaviour contrary to students.

To determine whether there were significant differences on the influence of students' peers on students and teacher counsellors' perception of guidance and counselling, a t-test was done. The responses were scored and computed as shown in table 10.

**Table 10:**  
**t- test Results for the Influence of Students peers' on Students' and Teacher Counsellors' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.896	.345	4.097	402	.000	.66082	.16128	.34375	.97788
Equal variances not assumed			5.109	15.79	.000	.66082	.12935	.38630	.93533

Student mean perception =3.72 ± 0.03; Teachers mean perception =3.06±0.13



Table 10 show t-test results for influence of students' peers on students and teacher counsellors' perception of guidance and counselling. The computed p-value ( $<0.001$ ) was smaller than the set alpha value (0.05). Thus the hypothesis was rejected.

This objective was to determine the influence of students' peers on students and teacher counsellors' on guidance and counselling in public secondary schools in Bungoma County. The results show that there were significance differences between students and teacher counsellors' perception on guidance and counselling. The students had a mean of  $(3.72 \pm 0.03)$  for the influence of students' peers on their perception of guidance and counselling and that of the teacher counsellors was  $(3.06 \pm 0.13)$ . The results show that students and teacher counsellors do not agree that students' peers influence their perception of guidance and counselling. Though both students and teacher counsellors had a common view that students' peers did not influence their perception of guidance and counselling, their perception was different. Students had a higher perception in relation to that of teacher counsellors. This shows that students disagree more than teacher counsellors' on the influence peers on their perception of guidance and counselling. This can be attributed the students being defensive because they felt judged by the study and felt need to defend themselves (Harton & Sauls, 2010).

These results differ with Mukamu (2010) who noted that peers exert extraordinary influence over each other into formation of behaviours. Thus the difference between students who are consumers of guidance and counselling and teacher counsellors who are the implementers of guidance and counselling programme on the influence of students' peers on perception of guidance and counselling, the net effect is that the intended goals of guidance and counselling may not be met. This difference in perception may affect the success of the programme because the people involved see the influence of peer influence of the guidance and counselling differently. This makes intervention to correct the behaviour very difficult because what is being thought to be the problem by the teacher counsellors is not being seen as a problem on the side of students.

#### 4.6 Influence of Students' Family on Students' and Teacher Counsellors' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County

This objective attempted to determine the influence of students family on students' and teacher counsellors' perception of guidance and counselling in behaviour modification. The responses are as shown in Table 11.

**Table 11:**

#### **Influence of Students' Family on Students' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Perception	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
My parents believe that guidance and counselling is an inversion of privacy	31	8.0	32	8.2	18	4.6	110	28.3	198	50.9
Whenever a family member of is faced with challenges parents offer guidance and counselling	235	60.4	112	28.8	15	3.9	12	3.1	15	3.9
My brothers and sisters do not accept guidance and counselling	26	6.7	22	5.7	30	7.7	124	31.9	187	48.1
My parents encourage me to seek guidance and counselling	256	65.8	83	21.3	18	4.6	6	1.5	26	6.7
Parents sees teacher counsellors' as trying to blame them on parenting	26	6.7	31	8.0	39	10.0	136	35.0	157	40.4
Family cultural beliefs and practices discourage me guidance and counselling	33	8.5	37	9.5	36	9.3	115	29.6	168	43.2

According to responses in Table 11, 28.3% of students disagreed and 50.9% of the students strongly disagreed with the statement 'Parents believe that guidance and counselling is an inversion of students and parents privacy and thus do not approve it.' Similarly, 31.9% and

48.1% of the students were not in support of the statement ‘Brothers and sisters do not accept guidance and counselling’.

On the other hand 60.4% strongly agreed and 28.8 % agreed with the statement ‘Whenever a member of my family is faced with challenges at home, parents are ready to offer guidance and counselling’. In addition 65.8% of students strongly agreed and 21.3% agreed with the statement ‘Parents encourage students to seek guidance and counselling from teacher counsellors whenever they experience challenges while in school’. In summary, the results show that parents are supportive of guidance and counselling from the students point of view.

**Table 12:**

**Influence of Students’ Family on Teacher Counsellors’ Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Perception	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Parents believe that guidance and counselling is an inversion of students and their privacy	0	0.0	1	6.7	0	0.0	9	60.0	5	33.3
Brothers and sisters to do not accept guidance and counselling.	1	6.7	5	33.3	2	13.3	6	40.0	1	6.7
Parents encourage students to seek guidance and counselling	6	40.0	9	60.0	0	0.0	0	0.0	0	0.0
Parents sees teacher counsellors’ as trying to blame them on parenting of their children whenever they are involved in counselling	0	0.0	4	26.7	2	13.3	5	33.3	4	26.7
Family cultural beliefs and practices discourage seeking guidance and counselling	3	20.0	6	40.0	0	0.0	6	40.0	0	0.0

From responses in Table 12, 60% and 33.3% of the teacher counsellors’ disagreed or strongly disagreed with the statement ‘Parents believe that guidance and counselling is an inversion of students and their privacy’.

On the other hand, 20% and 40% of teacher counsellors strongly agreed and agreed respectively with the statement ‘Family cultural beliefs and practices discourage seeking guidance and counselling’. In addition, 40% of teacher counsellors’ strongly agreed and 60%

agreed with the statement ‘Parents encourage students to seek guidance and counselling from teacher counsellors whenever they are experiencing a challenge while in school’. To determine whether there was a significant difference on the influence of students’ family on students’ and teacher counsellors’ perception of guidance and counselling, a t- test was done. The results are as shown in table 13.

**Table 13:**  
**t- test Results for the Influence of Family on Students’ and Teacher Counsellors’ Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.004	.948	3.040	40	.003	.54819	.18031	.19372	.90265
Equal variances not assumed			3.034	15.09	.008	.54819	.18070	.16324	.93313

Student mean perception =4.13 ± 0.03; Teachers mean perception =3.58±0.18

Table 13 show t-test results for influence of students’ family on students’ and teacher counsellors’ perception of guidance and counselling in public secondary schools in Bungoma County. The computed p-value (0.003) was smaller than the set alpha value (0.05). Thus the null hypothesis was rejected.

The results show that perception of the students on the influence of family on students’ perception was higher (4.13 ± 0.03) than teacher counsellors’ perception (3.58±0.18). These results imply that students and teacher counsellors were opposed to the idea that students’ family influence their perception of guidance and counselling. Thus the attitude of the family on guidance and counselling would not influence students’ perception of guidance and counselling programme.

These results differs with early studies such as American Counselling Association(2007)who found out that where family members are not supportive of guidance and counselling the students would not seek the service. This study also differs with Cameron, Levental, and Leventhal, (1993) who posits that if the family sees guidance and counselling as a negative event, then students may be less likely to seek help. This will make students to have a negative perception about seeking guidance and counselling and thus limiting their chances of benefiting from the services offered. In addition, these results disagree with Docking (1990), who observed that families are agents of inculcating cultural patterns and parenting styles have been identified as cause to behavioural characteristics which are ultimately brought along in schools. Despite the fact that students and teacher counsellors agree that students' family does not influence their perception, there is still a significant difference in their view towards the influence of the family on their perception of guidance and counselling.

In sum, students' family influence on students' and teacher counsellors' perception is significant and thus should be given focus during the process of guidance and counselling. Thus, a better understanding of the impact of the family on students' and teacher counsellors' perception on the role of guidance and counselling is necessary for better results.

#### **4.6 Influence of Mass Media on Students' and Teacher Counsellors' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

This objective sought to determine the influence of mass media on students' and teacher counsellors' perception of guidance and counselling in public secondary schools in Bungoma County. The results are as shown in Table 14.

**Table 14:****Influence of Mass Media on Students' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Perception	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
My parents restrict how much TV I watch while at home?	111	28.5	124	31.9	40	10.3	68	17.5	46	11.8
My parents allow me to watch shows with violence.	25	6.4	60	15.4	33	8.5	94	24.2	177	45.5
Violence on TVs contribute to aggressive behaviour among students	139	35.7	142	36.5	30	7.7	36	9.3	42	10.8
Watching people enjoy alcohol in TV adverts triggers me to indulge in alcohol taking	83	21.3	73	18.8	36	9.3	82	21.1	115	29.6
Misbehaviours by prominent people tends to influence my misbehaviour and how I relate to other students	65	16.7	98	25.5	50	12.9	81	20.8	95	24.4
Pornographic literature available on the streets is a hindrance to development of acceptable behaviour	197	50.6	106	27.2	18	4.6	23	5.9	45	11.6
Imitation of models in movies and video shows encourages misbehaviour among students	140	36	132	33.9	24	6.2	36	9.3	57	14.7

The results in Table 14 show that, 28.5% of students strongly agreed and 31.9% agreed with the statement 'Parents restrict how much TV I watch while at home'. 35.7% strongly agreed and 36.5% agreed to the statement 'Violence on TVs contributes to aggressive behaviour among students. Further, 50.6% of students strongly agreed and 27.2% agreed respectively to the statement 'Pornographic literature available on the streets is a hindrance to guidance and counselling as it tempts students to indulge in sexual activities'. In addition, on the statement 'Misbehaviours by prominent people tends to influence misbehaviour among students and how to relate to other students', 33.3% of students strongly agreed and 66.7% agreed. These

results show that mass media influences students behaviour. This means that students may be unable to harmonise between what is communicated through media and what is expected of guidance and counselling is perceived. This could lead to a state of indecision and which may deny students chances to benefit from guidance and counselling services.

To the statement ‘Parents allow watching shows with violence’, 24.2% of the students disagreed and 45.5% strongly disagreed. This was the same case with the statement: ‘Watching people enjoy alcohol in TV adverts triggers indulgence in alcohol taking even if it might affect behaviour’ where 21.1% disagreed and 29.6 strongly disagreed.

**Table 15**

**Influence of Mass Media on Teacher Counsellors’ Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Perception	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Parents restrict how much TV students watch while at home?	2	13.3	3	20.0	1	6.7	7	46.7	2	13.3
Parents allow students to watch shows with violence.	1	6.7	9	60.0	0	0.0	2	13.3	3	20.0
Violence on TVs contribute to aggressive behaviour among students	6	40.0	7	46.7	1	6.7	0	0.0	1	6.7
Watching people enjoy alcohol in TV adverts triggers students to indulge in alcohol taking even if I know it might affect my behavior	5	33.3	10	66.7	0	0.0	0	0.0	0	0.0
Misbehaviours by prominent people tends to influence students misbehaviour and how they relate to other students	5	33.3	10	66.7	0	0.0	0	0.0	0	0.0
Pornographic literature available on the streets is a hindrance to development of acceptable behaviour among students	7	46.7	8	53.3	0	0.0	0	0.0	0	0.0
Imitation of models in movies and video shows encourages misbehaviour among students	5	33.3	9	60.0	0	0.0	1	6.7	0	0.0

The results in Table 15 show that 60% of teacher counsellors’ were not in support of the statement ‘Parents restrict how much TV to watch while at home’. To the statement ‘Parents

allow watching shows with violence’ 66.7% of the teacher counsellors were in support. This was the same case with the statement: ‘Watching people enjoy alcohol in TV adverts triggers indulgence in alcohol taking even if it might affect behaviour’ and ‘Misbehaviours by prominent people tends to influence students misbehaviour and how to relate to other students’. In addition, 86.7% of the teachers supported the statement ‘Violence on TVs contributes to aggressive behaviour among students. Further, 100% of the teachers supported the statement ‘Pornographic literature available on the streets is a hindrance to development of acceptable behaviour as it tempts students to indulge in sexual activities’. This goes against guidance and counselling which works towards developing a well behaved student.

Analysis of students’ and teacher counsellors’ responses revealed that students and teacher counsellors agreed with the statements “Violence on TVs contribute to aggressive behaviour among students” and “Imitation of models in movies and video shows encourages misbehaviour among students”. On the other hand, they differed on the statement “Parents restrict how much TV students watch while at home” with (60.4%) of students agreeing and (70.0%) of teacher counsellors disagreeing.

To determine whether there was a significant difference in students’ and teacher counsellors’ perception, the t - test was done.

**Table 16**

**t- test Results for the Influence of Mass Media on Students’ and Teacher Counsellors’ Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2.729	.099	5.083	402	.000	.74220	.14601	.45516	1.0292
Equal variances not assumed			6.865	16.14	.000	.74220	.10812	.51316	.9712

Student mean perception =3.17 ± 0.03; Teachers mean perception =2.43±0.10



Table 16 show t-test results for influence of mass media on students and teacher counsellors' perception on the role guidance and counselling. The computed p-value ( $<0.001$ ) was smaller than the set alpha value (0.05).

This objective was to determine the influence of mass media on students' and teacher counsellors' perception of guidance and counselling in public secondary schools in Bungoma County.

The results show that the mean influence of mass media on students' perception of guidance and counselling was ( $3.17 \pm 0.03$ ) than that of the teachers ( $2.43 \pm 0.10$ ). These results imply that the null hypothesis has to be rejected. This results show students disagree that mass media influence their perception of guidance and counselling, but teacher counsellors strongly believe that mass media influence students' perception of guidance and counselling.

Students results disagree with (Lund & Blaedon, 2003) who observed that media influence students' attitude and behaviour as it shapes their attitudes and values, but agree with teacher counsellors views. According to teacher counsellors, what the media presents to students influence their perception of guidance and counselling programme especially where conflict exists between the media and guidance and counselling. This concurs with Chapin (2000) who posits that mass media is so influential that it serves as a teacher, often providing a common source of information to students. Thus messages communicated through media could be picked by students and therefore if wrong information is communicated, then wrong learning will take place. Inaccurate information in the media about guidance and counselling, even if the portrayal of an individual is positive, results in misunderstandings that can have considerable and very real consequences. In addition, this concurs with Jorm, (2000) who noted that people often do not know a lot about counselling and their perceptions are often based on inaccurate information gathered from media. Thus the misbehaviour being observed in public secondary schools in Bungoma County can be as a result of violent behaviour being observed in the media. Therefore, it can be concluded that there is a cause-and-effect relationship between media and behaviour (Anderson, 2004), the hypothesis could be that a cause- and -effect relationship exist between violence in media and violence in secondary schools.

On the contrary, students disagreed that mass media influence their perception of guidance and counselling. This difference may be due to the fact that teacher counsellors are

knowledgeable and aware that not all that is communicated in the media is real. In addition, teacher counsellors are involved in other economic activities and thus spent less time on the electronic media and as such they do not consume the violence transmitted by the media and thus are less influenced. On the other hand, students being heavy consumers of mass media both print, visual and audio, they would not wish to disclose that it was influencing their perception of guidance and counselling for fear of being rebuked in case found access the media. In addition, the denial can be due to what is referred to as the third- person effect which may be related to reaction theory. Basing on this theory, if students admit that the media was influencing their perception, they would also have to admit they are being controlled to some extent by the media (Bushman, 2013). The students may not be ready to admit this.

#### **4.7 Influence of Gender on Students' and Teacher Counsellors' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

This objective sought to determine the influence of gender on students' and teacher counsellors' perception of guidance and counselling in public secondary schools in Bungoma County. The results are shown in Table 17.

**Table 17:**  
**Influence of Gender on Students' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Perception		SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
It is easy for a girl to initiate guidance and counselling relationships with a teacher counsellor than boys	M	32	17.2	48	25.8	26	14.0	40	21.5	40	21.5
	F	70	34.5	61	30.0	20	9.9	31	15.5	21	10.3
Acceptance and free expression of emotional content as done in guidance and counselling is feminine	M	30	16.1	46	24.7	31	16.7	37	19.9	42	22.6
	F	34	16.7	48	23.6	38	18.9	49	24.1	34	16.7
Boys should not express their feeling to a teacher counsellor as they should be strong	M	14	7.5	16	8.6	8	4.3	45	24.2	103	55.4
	F	6	3.0	17	8.4	13	6.4	51	25.1	116	57.1
Traditional gender role socialization hinders me from seeking guidance and counselling	M	11	5.9	24	12.9	17	9.1	67	36	67	36
	F	17	8.4	28	13.8	16	7.9	59	29.1	83	40.9

Table 17 shows that, majority of girls supported the statement ‘It is easy for a girl to initiate guidance and counselling relationships with a teacher counsellor than boys’ by a majority (64.5% for females and 53% for males). This can be attributed to the fact that guidance and counselling is culturally considered a female behaviour, as it involves acceptance and free expression of emotional content and open vulnerability (Janet, 2010). On the other hand, ‘Acceptance and free expression of emotional content as done in guidance and counselling is feminine’ was not supported by 42.5% of the males and 40.8% females. This shows that students irrespective of gender could access and express their emotions freely to the teacher counsellor. ‘Traditional gender role socialization hinders students from seeking guidance and counselling’ most of the students disagreed (72% males and 70% females). Further 59.6% males and 82.2% females did not support the statement ‘Boys should not express their feeling to a teacher counsellor as they should be strong and independent’.

**Table 18:****Influence of Gender on Teacher Counsellors' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Perception		SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
It is easy for a girl to initiate guidance and counselling relationships with a teacher counsellor than boys	M	3	60.0	0	0.0	2	40.0	0	0.0	0	0.0
	F	2	20.0	4	40.0	1	10.0	1	10.0	1	10.0
Acceptance and free expression of emotional content as done in guidance and counselling is feminine	M	0	0.0	0	0.0	3	60.0	2	40.0	0	0.0
	F	1	10.0	3	30.0	1	10.0	5	50.0	0	0.0
Boys should not express their feeling to a teacher counsellor as they should be strong and independent	M	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0
	F	1	10.0	1	10.0	0	0.0	3	30.0	6	60.0
Traditional gender role socialization hinders me from seeking guidance and counselling	M	1	20.0	2	40.0	0	0.0	2	40.0	0	0.0
	F	2	20.0	3	30.0	0	0.0	2	20.0	0	0.0

Table 18 show that, responses on statements that girls are more responsive to guidance and counselling than boys were given a positive approval of 60% by male teacher counsellors' while there was no clear majority of female teacher counsellors' supporting or not supporting the statement. Both male and female teacher counsellors' supported the statement 'It is easy for a girl to initiate guidance and counselling relationships with a teacher counsellor than boys' by a majority (60% for both male and female teacher counsellors). The same case of strong support was observed in the statement 'Traditional gender role socialization hinders students from seeking guidance and counselling as a way of modifying behavior' with 60% and 50% male and female teacher counsellors respectively supporting the statement.

On the other hand, a clear majority of respondents either disagreed with the statement 'Acceptance and free expression of emotional content as done in guidance and counselling is feminine' where the percentage of male disagreeing was 80% and 60% of female teacher counsellors disagreeing. These results were in harmony with students responses.

Most of the male teacher counsellors (100%) and 90% of the female teacher counsellors did not support the statement ‘Boys should not express their feeling to a teacher counsellor as they should be strong and independent’. To determine whether there was a significant difference in students’ and teacher counsellors’ perception, the t - test was done.

**Table 19:**  
**t- test Results for the Influence of Gender on Students’ and Teacher Counsellors’ Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

	t-test for Equality of Means								
	Levene's Test for Equality of Variances		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	F	Sig.						Lower	Upper
Equal variances assumed	5.478	.020	2.628	402	.009	.15888	.06045	.04005	.27771
Equal variances not assumed			2.611	381.33	.009	.15888	.06086	.03922	.27854

Males mean perception =  $3.30 \pm 0.05$ ; Females mean perception =  $3.13 \pm 0.04$

Table 19 show t-test results for the influence of gender on students and teacher counsellors’ perception of guidance and counselling in public secondary schools in Bungoma County. The computed p-value (0.009) was smaller than the set alpha value (0.05).

The fifth objective was to determine the influence of gender on students’ and teacher counsellors’ perception of guidance and counselling in public secondary schools in Bungoma County. Analysis of data from male and female respondents revealed that there were significant differences on the influence of gender on students’ and teacher counsellors’ perception of guidance and counselling. Comparison of the means show that males had a mean of ( $3.30 \pm 0.05$ ) the females had a mean of ( $3.13 \pm 0.04$ ). These results imply the null hypothesis ‘there is no statistical difference between males’ and females’ perception on the influence of gender on the role of guidance and counselling’ was rejected.

The results show that students and teachers disagree that gender influences their perception of guidance and counselling. Though they disagree, there still exist significant differences on the influence of gender on their perception as seen from the means.

These results agree with Macomber (1972) who observed that gender differences in perception can be noted in counselling because the female inclination towards emotional dimensions of issues tends to make them more perceptive than their male counterparts. This view is supported by Nyaga (2011) who observed that early pressure to conform to traditional roles limits the pattern for both sexes, particularly in regard to emotional expression by men and women. For instance male students may be pressured to control their emotions rigidly and they will not open up to teacher counsellors for fear of losing status. This observation also agrees with Perderson et al., (2008) who noted that counselling is mainly associated with females because these services involve the kind of nurturing and sensitivity that are associated with femininity. For instance, maternal instincts in female counsellors are believed to influence their perception than the males and that females are generally better able than males both to recognize the emotions of others and to communicate their own emotions (Bett & Siglai, 2008). Martin (1984) observes that gender perceptions largely depend on the cultural and environmental situations of both the counsellor and counselee which socialize them along gender roles.

However, Pedersen et al., (1996) states that although men have in the past been reluctant to seek counselling, they are now increasingly willing to seek counselling services. The men seek counselling service when they experience personal dissatisfaction or feeling of inadequacy, exhibiting addictive behaviour, having problems with intimate relationships or when they realize that they are developing pathological patterns of violence and abuse of others. This indicates that men are changing their perception towards seeking help. Gender is a predictor of success of guidance and counselling services in secondary schools. Its place in guidance and counselling has long been established by Turkum (2001) who concurs that gender influence perception and help seeking behaviour towards guidance and counselling among secondary school students. Boys display negative attitude towards seeking help and they are more resistant to seeking guidance and counselling services.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The study was undertaken to determine influence of selected factors on students' and teacher counsellors' perception of guidance and counselling in public secondary schools students in Bungoma County. In this study, questionnaires were used to collect the needed quantitative data from the students and teacher counsellors. This chapter therefore presents the summary, conclusions, recommendations of the study and areas warranting further research.

#### 5.2 Summary of Major Findings

Based on the results of this study, the following were the major findings:

- i. There were significant differences between students' and teacher counsellors' on their views of influence of culture on their perception of guidance and counselling. The study found out that students disagreed that culture influenced their perception but teacher counsellors were positive about the influence of culture on their perception of guidance and counselling.
- ii. There were significant differences between students' and teacher counsellors' on their views of influence of students' peers on their perception of guidance and counselling. The study found out that students had a higher mean than teacher counsellors regarding the influence of students' peers on guidance and counselling.
- iii. There were significant differences between students' and teacher counsellors' on their views of influence of students' family on their perception of guidance and counselling. The study found out that students had a higher mean than teacher counsellors regarding the influence of family on guidance and counselling.
- iv. There were significant differences between students' and teacher counsellors' on their views of influence of mass media on their perception of guidance and counselling. The study found out that students had a higher mean than teacher counsellors regarding the influence of mass media on guidance and counselling.
- v. There were significant differences between students' and teacher counsellors' on their views of influence of gender on their perception of guidance and counselling. The study found out that males had a higher mean than females regarding the influence of gender on guidance and counselling.

### 5.3 Conclusions

The main aim of the study was to determine the influence of selected factors on students' and teacher counsellors' perception of guidance and counselling in public secondary schools in Bungoma County, Kenya.

- i) It was found that there were significant differences on the influence of culture on students' and teacher counsellors' perception of guidance and counselling. The students' had a higher mean regarding the influence of culture on their perception of guidance and counselling services compared to teacher counsellors. These results imply that the teacher counselors and other stake holders should give culture attention during policy formulation and guidance and counselling process. It is necessary that students are guided on cultural issues that may affect the effectiveness of guidance and counselling programmes. It is also important to note that there is need to have programmes that will seek to harmonise students' and teacher counsellors' perception of guidance and counselling as influenced by culture. If this is not done, chances of guidance and counselling achieving the intended goals of preventing, educating and resolving students life challenges will never be realized. It is also imperative that students and teacher counselors are trained in recognizing their own cultural biases that influence their perception of guidance and counselling.
- ii) It was found that there were significant differences on the influence of students' peers on students' and teacher counsellors' perception of guidance and counselling. The students' had higher mean regarding the influence of students' peers on their perception of guidance and counselling services compared to teacher counsellors. This finding shows that peers affect students' perception of guidance and counselling more than teachers think. Therefore, there is need to come up with programmes that will create awareness on how to deal with peer influence issues in relation to guidance and counselling for better results.
- iii) The findings show that there were significant differences on the influence of students' family on students' and teacher counsellors' perception of guidance and counselling. The students' had a higher mean regarding the influence of their family on their perception of guidance and counselling services than teacher counsellors'. This



implies that the students' family has an influence on students' perception of guidance and counselling. This knowledge is important for improvement of guidance and counselling programmes in public secondary schools. As the family can be involved in the process of guiding and counselling students by having open days in schools where guidance and counselling issues are discussed among students, teacher counsellors and parents to demystify the fears and stigma that is attached to those who seek the guidance counselling services.

- iv) The results revealed that there were significant differences on the influence of mass media on students' and teacher counsellors' perception of guidance and counselling. The students' had a higher mean regarding the influence of mass media on their perception of guidance and counselling services than teacher counsellors. This implies that students are more influenced by mass media than teacher counsellors. This knowledge is important because it points out that the influence of mass media on students' perception of guidance and counselling is high. Therefore, stakeholders should ensure that the information that is portrayed through media is correct to avoid influencing students negatively. On the other hand, teacher counsellors should guide the students to know that not all that is portrayed by media is correct.
- v) It was found that there were significant differences on the influence of gender on students and teacher counsellors' perception of guidance and counselling. The males' had a higher mean regarding the influence of gender on their perception of guidance and counselling than the females. These findings indicate that males held a view that gender affects their perception of guidance and counselling more than females. In line with these findings, it is important that to sensitizes students on gender role socialisation issues that might influence their perception of guidance and counselling. Gender issues if not properly dealt with, would limit access of students to guidance and counselling services and thus its success.

### **5.3 Recommendations**

It is evident that there were significant differences between students and teacher counsellors on the influence of selected factors (culture, peers, family and mass media and gender) on their perception of guidance and counselling.

Based on the findings of this study, the following recommendations were made.

- i. There is need for students and teacher counsellors' to identify and demystify cultural values, beliefs and norms that could affect their perception of guidance and counselling. They should also come up with programmes to address cultural factors for purposes of harmonizing their perception of guidance and counselling for effective guidance and counselling programme.
- ii. The teacher counsellors and students should identify peer issues influencing their perception of guidance and counselling. They should also come up with programmes that will create awareness on how to deal with peer influence issues that may influence guidance and counselling for better results.
- iii. It is necessary for the public secondary schools to have open days where guidance and counselling issues are discussed among students, teacher counsellors and parents to demystify the family fears and stigma that is attached to those who seek the guidance counselling services.
- iv. The teacher counsellors and parents should encourage students to seek clarification of any information communicated through media which they do not understand. In addition, teacher counsellors and parents should guide students to know that not all that is portrayed by media is correct.
- v. Teacher counsellors and other stakeholders should come up with programmes to identify gender issues that influence perception of guidance and counselling. The students and the significant others in the life of students should also be sensitised on gender role socialisation issues that may influence students' and teacher counselling perceptions of guidance of guidance and counselling. The gender issues if not properly dealt with would limit access of students to guidance and counselling services.

#### **5.4 Suggestions for further Study**

- i. A study should be done to determine cultural factors limiting students' access to guidance and counselling.

- ii. A study should be done to determine reasons why students' feel they are not vulnerability to peer influence in public secondary schools.
- iii. A study should be done to determine family role in effective guidance and counselling in public secondary school.
- iv. A study should be done to determine how mass media can be used for effective guidance and counselling in public secondary schools.
- v. A study should be done to identify gender issues that could hinder effective guidance and counselling in public secondary schools.

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## **APPENDIX A: STUDENT QUESTIONNAIRE**

### **Letter of Introduction:**

Dear student,

In this questionnaire there are no wrong or right answers. You are required to give the answer that best describes your opinion about students' perception on the influence of selected factors on the role of guidance and counselling in this school. Please be honest as much as possible. Your response will be treated as confidential.

Thank you.

### **Instructions**

Answer all questions in this questionnaire.

Respond by putting a tick (√) against the alternatives provided.

### **Section I. Demographic Information**

1. Your gender? Male [  ]                      Female [  ]

2. Indicate the form in which you are.

a).Form two [  ]                      b). Form three [  ]

**SECTION II: Influence of Culture on students' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Students' opinions on the influence of culture on students' perception of guidance and counselling

Respond by putting a tick (✓) against the alternatives provided

Note what the following abbreviations stand for;

SA-Strongly agree, A- Agree, U- undecided, D-Disagree, SD-Strongly disagree.

Respond by putting a tick (✓) against the alternatives provided

Statement on the influence of the culture	SA	A	U	D	SD
1. Culture exerts a significant influence on my perception of guidance and counselling					
2. My cultural beliefs and practices influence my perception of guidance and counselling in behaviour modification					
3. Cultural beliefs and practices in my community discourage me from seeking guidance and counselling.					
4. My culture does not take guidance and counselling corrections seriously.					
5. My culture forbids disclosing personal matters to others as it's a sign of weakness.					
6. To a large degree culture determines how students perceive guidance and counselling.					
7. In my culture it is a sign of weakness to talk about your problems to someone else.					

**SECTION III: Influence of Students’ Peers on Students’ Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Respond by putting a tick (√) against the alternatives provided

Statement about Peer influence on students’ perception of guidance and counselling.	SA	A	U	D	SD
1. It is important to be myself than to fit with the crowd on issues of guidance and counselling.					
2. I would do something that I know is wrong just to stay on my friends’ good side.					
3. There is something admirable in the attitude of a student who is willing to cope with his or her problems without resorting to guidance and counselling.					
4. A student should work his or her problems, getting counselling would be a last resort.					
5. I would break the law if my friends said that they would					
6. It would make me feel inferior to my peers if I went in for guidance and counselling.					
7. Fear of stigmatization from my friends keeps me away from seeking guidance and counselling services.					

**SECTION IV: Influence of Students' Family on Students' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Respond by putting a tick (✓) against the alternatives provided

<b>Statement expressing your description about your family</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1. My parents believe that guidance and counselling is an inversion of my and their privacy and thus do not approve it					
2. Whenever a member of my family is faced with challenges at home, my parents are ready to offer guidance and counselling to prevent development of maladaptive behaviour.					
3. My brothers and sisters do not accept guidance and counselling					
4. My parents encourage me to seek guidance and counselling from teacher counsellors whenever I experience a challenge while in school.					
5. Parents see teacher counsellors as trying to blame them on parenting of their children whenever they are asked to help modify their children's behavior.					
6. Family Cultural beliefs and practices discourage me from seeking guidance and counselling thus limiting their chances of benefiting from counselling programme.					

**SECTION V: Influence of Mass Media on Students' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Respond by putting a tick (✓) against the alternatives provided

Statement about the mass media	SA	A	U	D	SD
1). My parents restrict how much TV I watch while at home?					
2). My parents allow me to watch shows with violence.					
3).Violence on TVs contribute to aggressive behaviour among students					
4).Watching people enjoy alcohol in TV adverts triggers me to indulge in alcohol taking even if I know it might affect my behaviour.					
5).Misbehaviours by prominent people tends to influence my misbehaviour and how I relate to other students.					
6).Pornographic literature available on the streets is a hindrance to development of acceptable behaviour as it tempts students to indulge in sexual activities.					
7). Imitation of models in movies and video shows encourages misbehaviour limits the success of guidance and counselling.					

**SECTION VI: Influence of Gender on Students' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Respond by putting a tick (√) against the alternatives provided.

Statement about the gender	SA	A	U	D	SD
1). It is easy for a girl to initiate guidance and counselling relationships with a teacher counsellor than boys.					
2).Acceptance and free expression of emotional content as done in guidance and counselling is feminine.					
3). Boys should not express their feeling to a teacher counsellor as they should be strong and independent.					
4).Traditional gender role socialization hinders me from seeking guidance and counselling.					

## APPENDIX B: TEACHER COUNSELLORS QUESTIONNAIRE

### Letter of Introduction:

Dear Teacher counsellor,

In this questionnaire there are no wrong or right answers. You are required to give the answer that best describes your opinion about influence of selected factors on teacher counsellors' perception of guidance and counselling in this school. Please be honest as much as possible. Your response will be treated as confidential.

Thank you.

### Instructions

Answer all questions in this questionnaire. Respond by putting a tick (✓) against the alternatives provided.

### Section I: Demographic Information

1. Indicate the category of your school.

Mixed [ ]   b) Boys [ ]   c) Girls [ ]

2. Your gender?   Male [ ]                      Female [ ]

4. What is your highest academic level in guidance and counselling?

None [ ]   Certificate [ ]                      Degree [ ]                      Masters Degree [ ]



**SECTION II: Influence of Culture on Teacher Counsellors' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Note what the following abbreviations stand for;

SA-Strongly agree, A- Agree, U- undecided, D-Disagree, SD-Strongly disagree.

Respond by putting a tick (√) against the alternatives provided

Respond by putting a tick (√) against the alternatives provided.

Statement on the influence of the culture	SA	A	U	D	SD
1. Culture exerts a significant influence on students' perception of guidance and counselling					
2. Cultural beliefs and practices influence students' perception of guidance and counselling					
3. Cultural beliefs and practices discourage students from seeking guidance and counselling.					
4. Culture does not take guidance and counselling corrections seriously.					
5. Culture forbids disclosing personal matters to others as it's a sign of weakness.					
6. To a large degree culture determines how students perceive guidance and counselling.					
7. In some cultures students feel it is a sign of weakness to talk about their problems to someone else.					

**SECTION III: Influence of Students’ Peers on Teacher Counsellors’ Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Respond by putting a tick (√) against the alternatives provided.

Statement about Peer influence on students’ perception of guidance and counselling	SA	A	U	D	SD
1. It is important for a student to be himself/herself than to fit with the crowd on issues of guidance and counselling					
2. Students would do something that they know is wrong just to stay on their friends’ good side.					
3. There is something admirable in the attitude of a student who is willing to cope with his or her problems without resorting to guidance and counselling.					
4. A student should work his or her problems, getting counselling would be a last resort.					
5. Students would break the law if their friends said that they would					
6. Fear of stigmatization from friends keeps students away from guidance and counselling.					

**SECTION IV: Influence of Students' Family on Teacher Counsellors' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Respond by putting a tick (✓) against the alternatives provided.

Statement expressing your description about your family	SA	A	U	D	SD
1. Parents believe that guidance and counselling is an inversion of students and parents privacy and thus do not approve it as tool for behaviour modification.					
2. Whenever a member of my family is faced with challenges at home, parents are ready to offer guidance and counselling to prevent development of maladaptive behaviour.					
3. If some siblings in the family do not accept guidance and counselling as a tool for behaviour modification it affects the way other members perceive it.					
4. Parents encourage students to seek guidance and counselling from teacher counsellors whenever they experience challenges while in school.					
5. Parents see teacher counsellors as trying to blame them on parenting of their children whenever they are asked to help in their children's behavior.					
6. Cultural beliefs and practices discourage students from seeking guidance and counselling thus limiting their chances of benefiting from the counselling programme.					

**SECTION IV: Influence of Mass Media on Teacher Counsellors' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Respond by putting a tick (√) against the alternatives provided.

Statement about the mass media	SA	A	U	D	SD
1. Parents restrict how much TV students watch while at home?					
2. Parents allow students to watch shows with violence.					
3. Violence on TVs contribute to aggressive behaviour among students					
4. Watching people enjoy alcohol in TV adverts triggers students to indulge in alcohol taking even if I know it might affect my behaviour.					
5. Misbehaviours by prominent people tend to influence students misbehaviour and how they relate to other students.					
6. Pornographic literature available on the streets is a hindrance to development of acceptable behaviour as it tempts students to indulge in sexual activities.					
7. Imitation of models in movies and video shows encourages misbehaviour thus limiting the success of guidance and counselling.					

**SECTION VI: Influence of Gender on Teacher Counsellors' Perception of Guidance and Counselling in Public Secondary Schools in Bungoma County**

Respond by putting a tick (✓) against the alternatives provided.

Statement about the gender	SA	A	U	D	SD
1. It is easy for a girl to initiate guidance and counselling relationships with a teacher counsellor than boys.					
2. Acceptance and free expression of emotional content as is done in guidance and counselling is feminine.					
3. Boys should not express their feeling to a teacher counsellor as they should be strong and independent.					
4. Traditional gender role socialisation hinders boys from seeking guidance and counselling					

**APPENDIX C: TABLE FOR DETERMING SAMPLE SIZE FROM A GIVEN  
POPULATION**

<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	241	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	50000	382
210	136	1000	285	10000	384

Note: N is population size

S is sample size

Source: R.V. Krejcie and Morgan, (1970). "Table of determining sample size for research activities": Educational and Psychological Measurement. Vol.30 No. 31970 p.688

## APPENDIX D: LETTER OF RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref:

**NCST/RCD/14/013/1046**

Date:

**12<sup>th</sup> June, 2013**

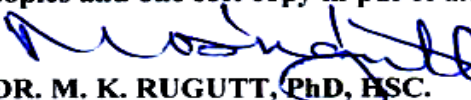
Martin Waswa Makhanu  
Egerton University  
P.O.Box 536  
Egerton.

#### **RE: RESEARCH AUTHORIZATION**

Following your application dated *10<sup>th</sup> June, 2013* for authority to carry out research on "*Influence of selected factors on students' and teacher counsellors' perception on the role of guidance and counselling in behaviour modification in Bungoma County public secondary schools, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Bungoma County** for a period ending **31<sup>st</sup> July, 2013**.

You are advised to report to **the County Commissioner and the County Director of Education, Bungoma County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


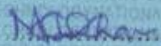
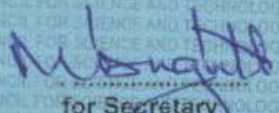
  
**DR. M. K. RUGUTT, PhD, FSC.**  
**DEPUTY COUNCIL SECRETARY**


Copy to:

The County Commissioner  
The County Director of Education  
Bungoma County.

*"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".*

## APPENDIX E: RESEARCH PERMIT

<p style="text-align: center;"><b>PAGE 2</b></p> <p><b>THIS IS TO CERTIFY THAT:</b>  <b>Prof./Dr./Mr./Mrs./Miss/Institution</b>  <b>Martin Waswa Makhanu</b>  <b>of (Address) Egerton University</b>  <b>P.O.Box 536, Egerton,</b>  <b>has been permitted to conduct research in</b></p> <p style="text-align: center;"><b>Location</b>  <b>District</b>  <b>County</b></p> <p style="text-align: center;"><b>Bungoma</b></p> <p><b>on the topic: Influence of selected factors on students' and teacher counsellors' perception on the role of guidance and counselling in behaviour modification in Bungoma County public secondary schools, Kenya.</b></p> <p><b>for a period ending: 31<sup>st</sup> July, 2013.</b></p>	<p style="text-align: center;"><b>PAGE 3</b></p> <p><b>Research Permit No. NCST/RCD/14/013/104</b>  <b>Date of issue</b> <span style="float: right;"><b>12<sup>th</sup> June, 2013</b></span>  <b>Fee received</b> <span style="float: right;"><b>KSH. 1,000</b></span></p> <div style="text-align: center;">  </div> <p style="text-align: center;">   <b>Applicant's Signature</b> </p> <p style="text-align: center;">   <b>for Secretary</b>  <b>National Council for Science &amp; Technology</b> </p>
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<p style="text-align: center;"><b>CONDITIONS</b></p> <ol style="list-style-type: none"> <li><b>1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit</b></li> <li><b>2. Government Officers will not be interviewed with-out prior appointment.</b></li> <li><b>3. No questionnaire will be used unless it has been approved.</b></li> <li><b>4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.</b></li> <li><b>5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.</b></li> <li><b>6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.</b></li> </ol> <p><b>GPK6055(3mt)10/2011</b></p>	 <b>REPUBLIC OF KENYA</b> <b>RESEARCH CLEARANCE PERMIT</b>
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**(CONDITIONS—see back page)**