

**RECRUITS' AND OFFICERS' PERCEPTION OF THE EFFECTIVENESS OF
GUIDANCE AND COUNSELLING PROGRAMME IN THE PARAMILITARY
ESTABLISHMENT: A CASE STUDY OF THE NATIONAL YOUTH SERVICE
TRAINING COLLEGE, GILGIL**

**By
ENOS BARASA MUKADI**

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the Award of the Degree of Master of Education in Guidance and Counselling of Egerton
University**

**EGERTON UNIVERSITY
JULY, 2009**

DECLARATION AND RECOMMENDATION

DECLARATION

I declare that this thesis is my original work and has not been previously presented for the award of a degree in this or any other university.

Signed..... Date.....

Barasa Enos Mukadi
EM16 /1516 / 05

RECOMMENDATION

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

Signed.....Date.....

Prof. A. M. Sindabi

Signed.....Date.....

Dr. M. Kariuki

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DEDICATION

I dedicate this thesis to Jehova Elohim who sufficiently provided my academic needs, My parents, Africanus Mukadi and Pamela Nekesa, my dear wife Loice Njeri and my beloved Children Faith Nyambura, Eli Mukadi, Grace Nekesa and Michael Barasa for their encouragement and support they gave me, family members, friends and colleagues who supported me at times of need to accomplish this scholarly work.

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ABSTRACT

Since 1970s, there has been a tremendous growth of counselling services in Kenya. The National Youth Service (NYS) is a department in the Office of the Vice President and Ministry of Youth Affairs. The Basic Paramilitary Training Programme exposes recruits to psychosocial problems hence need for counselling services. Recruits', servicemen/women's and officers' perception of the effectiveness of guidance and counselling programme determines its implementation and success in NYS. If they have a positive perception on the effectiveness of guidance and counselling programme, they would play a significant role in ensuring that recruits benefit from the services. The purpose of this study was to determine the recruits' and officers' perception on the effectiveness of guidance and counselling programme in the paramilitary establishment. This was a case study of National Youth Service, Gilgil Training College. The study used the *ex post facto* research design. The target population was all NYS officers, servicemen and women and recruits. The college had a population of 242 Paramilitary training officers, 10 vocational school principals, 10 officer counsellors, 856 servicemen and women and 2473 recruits. A sample of 24 paramilitary training officers, 2 vocational school principals, 2 officer counsellors, 86 service men and women, and 252 recruits were selected through stratified and simple random sampling procedures. The required data were collected through questionnaires. The questionnaires were administered to the respondents after being pilot tested for validity and reliability. Pilot study was done at the NYS Naivasha field unit. The following reliability indices were obtained; 0.70 for Servicemen/Women Questionnaire, 0.71 for Vocational School Principals' Questionnaire, 0.73 for Officer Counsellors' Questionnaire, 0.83 for Paramilitary Officers' Questionnaire and 0.90 for Recruits' questionnaire. The questionnaires were also subjected to scrutiny by the researcher and supervisors to establish their validity. Descriptive statistics included percentages, means and frequencies which were used to analyse the data on recruits' and officers' perception of the guidance and counselling programme. Inferential statistics included t-test and Pearson coefficient test used to test the hypotheses of the study. The posited hypotheses were tested at 0.05 alpha level of significance. The computer based Statistical Package for Social Sciences (SPSS) windows version 11.5 was used to analyse the data collected. The findings of the study revealed that the guidance and counselling programme was perceived positively by all NYS stakeholders. The study thus recommended that there was need to offer more appropriate training to officer counsellors and provide the necessary adequate resources for effective service delivery.

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION	ii
RECOMMENDATION	ii
COPY RIGHT	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study.....	4
1.4 Objectives of the Study	4
1.5 Research Hypotheses.....	5
1.6 Significance of the Study.....	5
1.7 Assumptions of the Study.....	6
1.8 Scope of the Study.....	6
1.9 Limitations of the Study	7
1.10 Definition of Terms	8
CHAPTER TWO: LITERATURE REVIEW	9
2.1 Introduction.....	9
2.2 Development of Guidance and Counselling Programme	9
2.2.1 Development of Guidance and Counseling Services in Kenya	10
2.3 Global Perspective of National Youth Service	12
2.3.1 United States of America National Youth Service.....	12
2.3.2 Nigeria Youth Service Corps (NYSC)	13
2.3.3 The Kenya National Youth Service (NYS)	14
2.4 The Role and Attitude of NYS Administrators towards Guidance and Counselling Programme.....	16
2.5 Need for Guidance and Counselling Programme in National Youth Service	18
2.6 Theoretical Framework	20
2.6.1 Social Learning Theory	20

2.7 Conceptual Framework	22
CHAPTER THREE: RESEARCH METHODOLOGY	23
3.1 Introduction.....	23
3.2 Research Design.....	23
3.3 Location of the Study	23
3.4 Population of the Study	23
3.5 Sampling Procedures and Sample Size	24
3.6 Instrumentation	25
3.7 Validity and Reliability of Research Instruments	26
3.8 Data Collection Procedures	27
3.9 Data Analysis	27
CHAPTER FOUR: RESULTS AND DISCUSSION	28
4.1 Introduction.....	28
4.2 Demographic Data of the Sample	29
4.2.1 Gender Distribution of the Respondents.....	29
4.2.3 Age Distribution of the Respondents	30
4.2.4 Education Level Distribution of the Respondents.....	30
4.3 Hypothesis One	32
4.4 Recruits' and Paramilitary Officers' Perception of Guidance and Counseling Programme	32
4.4.1 Recruits' and Paramilitary Officers' Perception on College Curriculum.....	34
4.4.2 Recruits' Perception on Guidance and Counselling Service Awareness	34
4.4.3 The Role of Guidance and Counselling Programme on Psychosocial Problems	34
4.4.4 National Youth Service Officers' Role in Guidance and Counselling Programme	35
4.4.5 Recruits' Perception on Guidance and Counselling Services.....	35
4.5 Paramilitary Officers' Perception on Guidance and Counseling Programme	36
4.5.1 Paramilitary Officers' Perception on College Curriculum	37
4.5.2 Paramilitary officers' Perception on Guidance and Counselling Programme Awareness	37
4.5.3 The Role of NYS College Administration on Guidance and Counselling Programme	37
4.5.4 Paramilitary Officers' Perception the Role of Guidance and Counselling Programme	38
4.5.5 National Youth Service Officers Involvement in Guidance and Counselling	38
4.5.6 Paramilitary Officers' Role on Guidance and Counselling Activities	39
4.6 Hypothesis Two	39
4.7 Servicemen and Servicewomen Perception of Guidance and Counselling Programme	
Services.....	40
4.7.1 Servicemen's and Women's Perception on College Curriculum.....	41
4.7.2 Servicemen and Women's Perception on Guidance and Counselling Service Awareness	
.....	42
4.7.3 Servicemen and Women's Perception on the Role of Guidance and Counselling Service	
.....	42
4.7.4 Problems Encountered by Servicemen/Women.....	43

4.7.5 National Youth Service Officer Counsellors' Services	43
4.7.6 Servicemen's/women's Perception on Guidance and Counselling Programme Services	44
4.8 Hypothesis Three.....	44
4.9 Paramilitary Officers' Perception on the Application of Guidance and Counselling Versus Corporal Punishment on Recruits Behaviour Change	47
4.9.1 Charge Sheet	47
4.9.2 Remanding Culprit in College Cells.....	48
4.9.3 Extra Duties for Culprits.....	48
4.9.4 Corporal Punishment	49
4.9.5 The Role Guidance and Counseling on Behaviour Change	49
4.9.6 Referrals to Other Service Providers	49
4.9.7 Withdrawals of Privileges.....	50
4.9.8 Peer Counseling Programme.....	50
4.10 Hypothesis Four	51
4.11 Officer Counsellors' and Vocational School Principals' Perception on Guidance and Counselling Programme	52
4.11.1 Guidance and Counselling Programme Infusion into College Curriculum	53
4.11.2 Support of the School Administration to Guidance and Counselling Programme	54
4.11.3 National Youth Service Officers Offering Guidance and Counselling Services	54
4.11.4 Vocational School Principals' Perception on Guidance and Counselling	55
4.12.1 Vocational School Officers' Perception of College Curriculum	55
4.12.2 Vocational School Principals' Perception on Guidance and Counselling Programme	56
4.12.3 Vocational School Principal's Perception on the Role of Guidance and Counselling	56
4.12.4 The Role of Vocational School Principals on Guidance and Counselling Programme	57
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	58
5.1 Introduction.....	58
5.2 Summary of the Findings	58
5.3 Conclusions.....	59
5.4 Recommendations	61
5.5 Suggestions for Further Research	63
REFERENCES.....	64
APPENDICES.....	68
APPENDIX A: Questionnaire for Recruits.....	68
APPENDIX B: Questionnaire for Servicemen/ women	72
APPENDIX C: Questionnaire for Paramilitary Officers	76
APPENDIX D: Questionnaire for Officer Counsellors	79
APPENDIX E: Questionnaire for Vocational School Principals	83
APPENDIX F: SAMPLING TABLE.....	86
APPENDIX G: RESEARCH PERMITS.....	87

LIST OF TABLES

	Page
Table 1: Distribution of Population and Sample by Rank.....	25
Table 2: Distribution of the Respondents by Gender, Age and Education Level.....	29
Table 3: Recruits’ and Paramilitary Officers’ Perception on Guidance and Counselling Programme.....	32
Table 4: Paramilitary Officers’ Perception on Guidance and Counselling Programme.....	33
Table 5: Selected Factors Influencing Servicemen’s and Women’s Perception on Guidance and Counselling Programme.....	36
Table 6: Problems Encountered by Servicemen/Women.....	40
Table 7: Selected Factors Influencing Paramilitary Officers’ Perception of Guidance and Counselling Programme Verses Corporal Punishment on Recruits’ Behaviour Change.....	41
Table 8: Officer Counsellors’ Perception on Guidance and Counselling Programme.....	43
Table 9: Vocational School Principals’ Perception on Guidance and Counseling Programme.....	45
Table 10: Perception Difference between Recruits and Paramilitary Officers on Guidance and Counselling Programme.....	46
Table 11: Perception Difference between Servicemen and Servicewomen on Guidance and Counseling Programme.....	47
Table 12: Pearson Correlation on Paramilitary Officers’ Perception Difference between Paramilitary Training Programme and Guidance and Counseling Programme on Recruit behaviour Change.....	51
Table 13: Perception Difference between Paramilitary Training Programme and Guidance and Counselling Programme.....	53
Table 14: Vocational School Principals’ and Officer Counselors’ Perception on Guidance and Counselling Programme.....	55

LIST OF FIGURES

	Page
Figure 1: Variables that Influence Perception on Guidance and Counselling Programme.....	22

LIST OF ABBREVIATIONS AND ACRONYMS

AIDS:	Acquired Immune Deficiency Syndrome
ANOVA:	Analysis of Variance
CC:	Company Commander
CECE:	Center for Early Childhood Education
CSV:	Community Service Volunteers
FGM:	Female Genital Mutilation
GJLOS:	Governance, Justice, Law and Order Sector
HIV:	Human Immune Deficiency Virus
MOEST:	Ministry of Education, Science and Technology
NACADA:	National Agency for Campaign Against Drug Abuse
NYS:	National Youth Service
NYSC:	National Youth Service Corps
NYSC:	Nigeria Youth Service Corps
SPSS:	Statistical Package for Social Sciences
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
UNO:	United Nations Organisation
VCT:	Voluntary Counselling and Testing
VISTA:	Volunteers In Service To America

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Guidance and counselling services can be traced from the early civilization of Grecian societies where philosophers, priests and other representatives of the gods and religions assumed the function of advisers and offered counsel (Mutie and Ndambuki, 1999). The emphasis was laid on developing the individual through education so that each could fulfill a particular role reflecting his greatest potential for himself and society. The Greek ‘counsellors’ were also philosophers. Plato is recognized as the earliest individual to organize psychological insight into a systematic theory in relationship to moral issues, education, society and theoretical perspective (Makinde, 1984).

In Kenya, as in most other developing countries in Africa, formal guidance and counselling as a profession is a concept of the 1970s. Makinde (1984) articulated that although the assumption is that guidance and counselling did not exist in developing countries such as Kenya and Nigeria prior to the introduction of western education, it is important to highlight the role of traditional African practitioners in preventing suicidal attempts, behavior change and psychological checks as was instilled through African poetry, music and religious therapy. The National Youth Service (NYS) is a department in the Office of the Vice President and Ministry of Youth Affairs established in 1964 by an Act of Parliament. It is mandated to train young Kenyans in national building activities and practical skills in various important fields, thus reducing unemployment and poverty in Kenya (Miles, 1979).

Omondi (2005) noted that the Kenyan National Youth Service Programme has over the years produced steady streams of technically qualified young Kenyans who understand their community well. National Youth Service graduates are prepared to devote their talents to the improvement of the well being of their countrymen. The creation of the Kenya National Youth Service was among the first policies of independent Kenya, which were implemented in late 1963. The whole of NYS was envisaged as a training operation that would prepare its members for later employment or self-employment. In April 1964, a directorate was formed and in August

of that year the first group of male recruits was admitted. From 1966 onwards, girls were admitted in the service (Oud, 1987).

In the year 2003, the Ministry of Education banned the use of corporal punishment as a major mode of discipline in schools. Therefore the schools have had to look for alternative ways of instilling discipline and enhancing learning among the young people and one of them was through guidance and counselling programme in schools. The Children's Act (2001) states that it is the right of each child to receive education irrespective of his/her background. The report of the Task Force on Implementation of Free Primary Education (Ministry of Education Science and Technology- MOEST, 2003) recommended that guidance and counselling would play an important role in rehabilitating and helping most of these school children to fit in the formal school system. The rationale for guidance and counselling in learning institution was based on the molding of character and prevention of problems so as to create a conducive environment for learning in which interpersonal, intrapersonal and academic domains of the youths are addressed (Kariuki, 2002).

Omondi (2005) noted that most of the government departments existed prior to independence. Expansion or alteration may have been necessary, but the foundation was there and if anyone spoke of, for instance, Veterinary Department or the Police had a mental picture of what such an organization was supposed to perform. The Kenyan National Youth Service, on the other hand was something entirely new. Kenya National Youth Service Act of 1965 was embodied with general definition of the functions of the service as follows:

“The function of the service shall be the training of young citizens (15-30 years) to serve the nation and the employment of its members in tasks of national importance and otherwise in the service of the nation” (Oud, 1987, P.25).

It was also decided that the service must be a working force, carrying out projects of economic significance that are too large or too difficult to be tackled by the people on community development or self-help basis. Additionally, since Kenya's economy depends mainly on agriculture, provisions were made to give the National Youth Service land on which to farm and help to feed itself, while exposing its members to some practical experiences in Agriculture.

Training, either formal or on-the-job, would be given at every NYS unit. The service would have only a core of fully salaried officers and technical personnel (Njuguna, 2005)

Kenya has a population of about 34 million people with an estimated annual growth rate of 2.1%. More than half of the population (52%) constitutes children, adolescents and youths up to 30 years of age. About 56% of the total population (about 18 million people) are considered to be absolutely poor and are largely unable to afford basic services including education, health and shelter. Poor and vulnerable youths (15-30 years old) make up about 5.5 million of the population (Omondi, 2005). Due to high poverty rate, a rising number of HIV/AIDS orphans, difficult access for the poor to formal education, vocational training and lack of future perspectives, many children and youths are driven to the streets where they are confronted with the risk of severe social and economic exclusion (Njuguna, 2005).

The Governance, Justice, Law, and Order Sector (GJLOS) Reform Update (2005) revealed that about 20,000 children and youth live or work in the streets of Nairobi alone. They regard the street as their home; they fend for their survival with high risk of exploitation, drug abuse, HIV-infections and other diseases. They are in a state of hopelessness and are causing insecurity and concern to people walking on the streets. Omondi (2005) reported that in order to arrest this situation, the Government of Kenya decided in early 2003 to rehabilitate street children and families. National Youth Service was to carry out this task. The first batch of 300 street youths were enlisted in April 2003 and introduced to the first phase of a basic training programme to transform them to obedient team players with good conduct. The department designed a training programme for the street youths to meet the following objectives: To produce disciplined, skilled and self-reliant youths through the aforementioned training, which was done through three phases namely; basic training that lasted six months, serving the Kenyan nation which took between six to eighteen months and the final stage was vocational training that involved skills development and capacity building of the youth in various technical trades such as artisans and craft courses (Omondi, 2005).

1.2 Statement of the Problem

National Youth Service recruits and servicemen/women are exposed to overwhelming social, psychological and educational challenges which, if not well handled, may affect their academic performance, self actualization and development. Basic training which is discipline induction training is designed to transform the individual to one that is acceptable, obedient, team player and good behaviour. Guidance and counselling programme and spiritual sessions are used to mould the individuals to be of good character who would become constructive responsible youths in NYS. (Omondi, 2005).

The Ministry of Education in Kenya has directed all learning institutions to implement guidance and counselling programme so as to assist learners in addressing the above challenges and enable them to fully utilize their potentials. The success of guidance and counselling programme in NYS will depend on the nature of perception of the NYS officers on the implementation of the guidance and counselling programme. If they have a positive perception on guidance and counselling programme, they will play a significant role in ensuring that recruits and servicemen/women benefit from the guidance and counselling programme. The recruits' and officers' perception on the effectiveness of guidance and counselling programme in NYS College was the main concern of the study.

1.3 Purpose of the Study

The purpose of this study was to determine recruits' and officers' perception on the effectiveness of guidance and counselling programme in the paramilitary establishment. A case of NYS College Gilgil.

1.4 Objectives of the Study

In order to achieve the purpose of this study, the following objectives were used to guide the study:

- i. To determine whether there is a statistically significant difference between recruits' and paramilitary officers' perception on the effectiveness of guidance and counselling programme in paramilitary establishment.

- ii. To determine whether there is a statistically significant difference between servicemen's and women's perception on the effectiveness of guidance and counselling programme.
- iii. To determine whether there is a statistically significant difference on paramilitary officers' perception on the effectiveness of guidance and counselling programme and paramilitary training programme of recruits on behaviour change.
- iv. To determine whether there is a statistically significant difference between the officer counsellors' and vocational school principals' perception on the guidance and counselling programme in the NYS College.

1.5 Research Hypotheses

The following research hypotheses were tested at 5% level of significance:

- H₀₁ There is no statistically significant difference between the recruits' and paramilitary officers' perception on guidance and counselling programme in paramilitary establishment.
- H₀₂ Servicemen and women have no statistically significant perception difference on guidance and counselling programme's services.
- H₀₃ There is no statistically significant difference of paramilitary officers' perception on the effectiveness on guidance and counselling programme and paramilitary training programme of recruits on behaviour change.
- H₀₄ There is no statistically significant difference between the officer counsellors' and vocational school principals' perception on the guidance and counselling programme in the NYS College.

1.6 Significance of the Study

In order to assess the recruits' and NYS officers' perception of the effectiveness of guidance and counselling programme in paramilitary establishment, it was important to understand knowledge and appreciation of the role of guidance and counselling programme in NYS College. The study recommendations would therefore be significant in helping the policy makers and social planners in making or re-evaluating existing guidelines to help recruits and officers understand the importance of guidance and counselling to individual growth, development and social interaction.

Further, it was anticipated that the findings of this study would provide useful information to professionals such as social workers, probation officers, NYS officers, clergy and educators, all of whom are charged with the responsibility of training, guiding, counselling and rehabilitating the youths. The findings of this study could also assist the education policy planners in implementing, strengthening and allocating adequate resources and facilities to the guidance and counselling programme in the NYS colleges. Results also could be used to review the basic paramilitary training programme of the recruits so as to emphasize guidance and counselling programme as an essential component of their training. The study findings could provide useful information to the Department of Children's Services for the proper training of young Kenyans in nation building activities, vocational training and practical skills in various important fields thus reducing unemployment and poverty in Kenya.

1.7 Assumptions of the Study

The study was conducted under the following assumptions:

- i. Information provided by the vocational school principals, paramilitary officers, officer counsellors, servicemen/women and recruits in their respective questionnaires were genuine indicators of their perception of the effectiveness of guidance and counselling programme in paramilitary establishment.
- ii. The respondents in the selected sections cooperated with the researcher to enable the study be carried out as planned.
- iii. The respondents chosen for the study had adequate knowledge of the effectiveness of guidance and counselling programme in the paramilitary establishment.

1.8 Scope of the Study

The study was conducted at the National Youth Service Training College at Gilgil in Nakuru District. The college is one of the eighteen field units established by the Kenya Government in the whole country. The study was to determine the recruits' and officers' perception on the effectiveness of guidance and counselling programme in the paramilitary establishment. The college offers paramilitary basic training programme required to instill discipline and rehabilitate the recruits through exposing them to strenuous physical exercises, foot drill and teamwork. Hence justification for its selection as suitable for the study.

1.9 Limitations of the Study

There were limitations to this study which were as follows:

Some respondents became skeptical and un-cooperative in giving the needed information; however the researcher explained the purpose and usefulness of the study and encouraged them to open up during data collection session.

1.10 Definition of Terms

In this section, operational definitions are presented as used within the context of this study.

Attitude: This is a positive, negative or mixed reaction about the effectiveness of guidance and counselling programme which determines recruits' and servicemen/women's behaviour towards it.

Company Commander: Uniformed National Youth Service officer in charge of the recruits or servicemen/women in a barrack (Dormitory)

Counselee/ Client: Refers to a person in need of guidance and counselling services.

Guidance and Counselling: Includes all services that help an individual in understanding of his/her attitude, interest, abilities, physical, mental and social maturity for optimum development.

Officer Counsellor: National Youth Service college officer who is charged with the responsibility of providing guidance and counselling services.

Paramilitary Organization: A group of youths trained and organized in military fashion.

Paramilitary Officers: National Youth Service commissioned officers charged with the responsibility of offering paramilitary training to the recruits and servicemen/women.

Perception: The cognitive process of acquiring, interpreting, selecting and organizing sensory information about guidance and counselling programme which is reflected in the way the recruits and servicemen/women react to the programme.

Recruits: Are new youths in the National Youth Service undergoing basic paramilitary training programme before graduating to become servicemen/women.

Servicemen/women: Are youths in the National Youth Service who have graduated from paramilitary basic training programme and are in nation building programme or in vocational training.

Training: Is defined as a situation that enables one to acquire knowledge, skills or develop the necessary attitude for performance of work or task, in order to increase effectiveness and efficiency of recruits, servicemen/women and officers.

Vocational School Principal: An officer who is in charge of vocational training course e.g. Catering, Masonry, Upholstery e.t.c.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents scholarly works on the development of guidance and counselling, global perspectives of National Youth Service, need for guidance and counselling programme in NYS. The major concepts and variables of interest in this study are discussed and other relevant literature reviewed. The researcher has elaborated on perception of the effectiveness of guidance and counselling in the paramilitary establishment in international, regional and local situations. Lastly the behavioral theory of Albert Bandura and the humanistic theory of Carl Rogers are presented to illustrate the theoretical framework of the study and lastly, the conceptual framework of the study is explained.

2.2 Development of Guidance and Counselling Programme

In America, just like Kenya, socio-economic changes were the rationale for the establishment of guidance and counselling programme (Hohenshil, 1979). Guidance and counselling programme in America became more popular following the introduction of universal education for all children. This compares well with the declaration of free primary education in Kenya at independence and in 2003. The commissions set to Africanize the education system in the early 1960s triggered the beginning of formal guidance and counselling programme in schools (Sindabi, 1992).

The development of American guidance and counselling programme is well documented from its inception in the early works of Jessie Davis who initiated organized guidance and counselling programme in public schools (Gladding, 1988). Eli Weaver did similar work in New York where he initiated counselling services in public schools. Frank Parsons was regarded “the father” of vocational guidance movement. In 1908 he started the Vocational Bureau of Boston which was charged with the responsibility of rehabilitating unemployed youths. Frank Parsons also wrote a book “Choosing a Vocation” in the same year” (Dimick & Huff, 1970)

In America, guidance and counselling movement was influenced by vocational guidance, the testing movement and mental health movement, backed up by three other related factors namely, early writings in counselling theory, federal legislation and the recognition that school counselling programme should be based on the needs of students. Brewer (1942) observed that

conditions such as division of labour; growth in technology, extension of vocational education and growth in democracy precipitated the counselling movement in America (Sindabi, 1992) Tolbert (1959) stated that guidance and counselling was a natural consequence of the prevailing conditions in the United States, such as division of labour, unemployment and massive change in life patterns. The same could be said of the current Kenyan situation. America, unlike in Kenya there are very many counselling professional associations e.g. American Association of Counselling and Development, which apart from supporting its members in professional development also support a lot of research and publication of journals. The Kenyan status has a long way to go in the counselling profession development as compared to America.

2.2.1 Development of Guidance and Counseling Services in Kenya

In Kenya as in most other developing countries in Africa, guidance and counselling as a profession, is a concept of the 1970s. Oketch and Ngumba (1991) noted that guidance and counselling programme before 1970s in Kenya was more or less a private family affair. Parents and relatives counselled their children on all matters of life management and problem solving. In many families, the duty of general guidance was traditionally left to senior members of the family i.e. grandparents, parents, uncles and aunties.

The Ominde Commission Report (1964) was the first commission of education in the independent Kenya. Although its main function was to harmonize the segregated education system, it made recommendations on the provision of guidance and counselling programme to school children so that they could achieve the following; guidance to help them to know their best developmental needs; it acknowledged that it was not possible to provide fully-fledged guidance in Kenya and the commission recommended the production of the pamphlets to help the semi skilled school leavers to get occupations. In 1965, the Ministry of Labour produced a pamphlet called "Choosing Careers". Schools were required to introduce the position of 'career master' to devise a method of using school report cards and jobs description in a way that could benefit school leavers.

Muita (2004) reports that the first guidance conference was held in 1967 called "Career Conference" The major aim of the conference was to bring together the educationists (teachers and employment agencies) to establish and coordinate the criteria for selecting secondary school

leavers for public and private jobs. The Career guidance was to be confined to secondary schools under the management of the career master. The report of the conference initiated the formal establishment of guidance and counselling in schools. In July 1971, a guidance and counselling unit in the Ministry of Education was established and a handbook for school guidance and counselling programme was produced in the same year and revised in 1977 (Oketch and Ngumba, 1991).

Gachathi Report (1976) noted that guidance and counselling programme had been left to the teachers who were not well equipped for the job and also had other teaching responsibilities to attend to. This made guidance and counselling service delivery ineffective. The report stated that balanced guidance and counselling is absolutely essential in secondary schools especially in a country like Kenya where the majority of school children do not get opportunity of proceeding with formal education. Therefore guidance and counselling programme was to be concerned with overall development of the person and not just about careers (Ominde Report, 1976).

Galloway (1986) emphasised that many of the pupils' problems arose from the organisation of teaching. Therefore if teachers were to continually deal with these problems, they needed to be equipped with adequate guidance and counselling skills. Pinsky & Marks (1980) did a study on the importance, quality and knowledge of provision of guidance and counselling services. They found out that students, administrators and faculty deans agreed on the importance of guidance and counselling programme in schools.

Kamunge Report (1988) of the "Presidential Working Party on Education and Man Power Training for the Next Decade and Beyond" noted that some schools tended to over-emphasize the aspect of education at the expense of the development of desirable characters and values in the youth. It also pointed out that guidance and counselling programme of the youth in secondary schools was essential in helping them identify their individual interests and needs. The report recommended the decentralization of guidance and counselling unit in the Ministry of Education to the district levels. It further recommended that guidance and counselling programme should assist pupils and students to appreciate their roles as workers and develop right attitudes towards discipline and management of time.

The Koech Report (1999) noted that the guidance and counselling unit in the Ministry of Education provided a very effective service to secondary schools and teacher training colleges as well as in conducting in-service courses for primary school head teachers in various districts. The commission (Koech Report, 1999) did observe that a large number of learners in education and training institutions “were in dire need of guidance and counselling services” It singled out learners infected and / or affected by HIV/AIDS who require professional guidance and counselling services not only for themselves, but also for members of their immediate families. The peer counselling services should be established in all educational and training institutions in the country to motivate the youth to express their desire to protect themselves against HIV/AIDS. Guidance and counselling programme in institutions of higher learning should be formally established and / or strengthened in order to ensure that students do receive preventive counselling, as opposed to mere creation of offices where students with problems may wish to report (Koech, 1999).

2.3 Global Perspective of National Youth Service

This section contains the literature review on the global perspective of guidance and counselling programme in the selected countries such as United State of America, Great Britain, Nigeria, Botswana and lastly Kenya.

2.3.1 United States of America National Youth Service

A number of youth service programmes in the United States such as National Service- Learning Clearinghouse, National Youth Leadership Council and United Way of America National Youth Service (NYS) was born from the philosophy of national service that is behind the initiative that says, “Young people are not the problem but the solution” (Maakwe, 1992). The country can be said to have adopted national service as a policy only with the passage of the National and Community Service Act of 1990. Among the seven purposes of the Act are “to renew the ethic of civic responsibility in the United States” and “ to call young people to serve in programmes that will benefit the nation. Community service was created in accordance with the National and Community Service Act of 1990 and received \$73 million for the year 1992. Most of the money was used to support full-time youth service as well as service- learning activities sponsored by schools and universities (Eberly, 1992).

The Peace Corps has enrolled more than 130,000 persons aged 18 and over since it's founding in 1961. The average age of Peace Corps volunteers has risen gradually over the years, from about 23 years in the early 1960s to about 33 years today. Most volunteers are college graduates and serve for two years. Some 6,000 volunteers presently are serving in 90 countries, including the developing nations of Africa, Asia, Latin America and Eastern Europe (Maakwe, 1992).

Volunteers In Service To America (VISTA) began in 1965 as part of the war on poverty. It has never enrolled more than 5,500 participants and currently enrolls about 3,000 recruits in state and local youth service programmes. Several dozen states and localities have initiated youth service programmes and more are being created. Among them are the California Conservation Corps, Boston's City Year, The New York City Volunteer Corps, and the Iowa Conservation Corps. Typically, they enroll 50 to 500 participants. A few of these programmes are funded totally by the private sector, a few receive fees for service rendered and many are supported totally or primarily by state or city funds (Maakwe, 1992)

Most of the state and local youth service programmes require participants without a high school diploma to study for a high school equivalency diploma. Several of these programmes also foster service- learning, in which participants reflect on the learning derived from their service experiences. Educational institutions from kindergartens to universities are devising service-learning activities as integral parts of their curricula. Today, there is talk of utilizing persons in military service to provide logistical support to youth service activities, just as the army supported the civilian conservation corps in the 1930s (Eberly, 1992).

2.3.2 Nigeria Youth Service Corps (NYSC)

Maakwe (1992) noted that participation in the scheme is mandatory for Nigerian youths who have graduated from any university in or outside Nigeria or those who have obtained the Nigerian higher national diploma. The objectives of the NYSC, as spelled out in the established scheme are summarized as follows: The inculcation of discipline in the youth; The raising of the moral tone of the youth; The development of attitudes of mind acquired through training; The development of common ties among the youth and promotion of national unity by assigning them to work outside their states of origin; Ensuring that each work group reflects the federal character; Exposing the youth to modes of living of the people in different parts of the country;

Eliminating ignorance; The encouragement of free movement of labour; The inducement of employers to engage qualified Nigerians readily and the acquisition of the spirit of self-reliance by youth. Participants in the scheme are aged 18 to 30 years. Some 400,000 youths have served in the scheme since its inception and about 42,000 youths have been mobilized for the 1991-1992-service year (Eberly, 1992).

Hoodless (1992) said that NYSC consists of basically four programmes: the orientation and induction course, the primary assignment, the community development service, and the winding-up exercise and passing-out parade. The orientation is the systematic introduction of all prospective corps members to the scheme, to its challenges and to national imperatives. After the one-month orientation, the corps members are posted to various establishments in both private and public sectors to render service for 11 calendar months. During this period, Corp members are also encouraged to undertake projects that their host communities perceive as needed. They pursue these projects year round as their community development service. At the end of the 12 months, as part of the winding-up exercise, the Corp members are brought together again in a camp to discuss their experiences. After this, each Corp participant receives a Certificate of national service and exemplary corps members are honored. A large proportion of corp members are deployed to educational institutions for their national service. Others are deployed to military establishments. Deployment is based mainly on areas of specialization, national needs, and other considerations. A special feature of the scheme is that a large percentage of the members receive rural assignments. This practice is aimed at maintaining a massive grass-roots presence for eventual transformation of the rural areas of the country (Eberly, 1992).

2.3.3 The Kenya National Youth Service (NYS)

The Kenya National Youth Service (NYS) was implemented immediately after independence and every year takes in over 2,500 youths, who are to be trained in vocational skills. The servicemen/women undertake major projects that are part of the national development plan. Vocational training under the NYS is carried out at some 14 schools, institutes and training centres throughout the country. At least once a year, a new group of volunteers is admitted to the service. Before the NYS recruiting team goes out, the dates of recruitment are made public. A quota of vacancies is allocated to each province in proportion to its population. Those to be

recruited should be without dependants and an age of 18 to 22 years is preferred. Complete physical fitness is essential and each would-be recruit must undergo a thorough medical examination. A good educational background is not vital but is an advantage. All recruits sign a two – years contract period which can be extended to three or four years if more time is needed in order to complete some particular form of training. They receive free board, lodging and uniforms and are given an allowance of Ksh 500 a month, of which Kshs 200 is retained for them in a compulsory saving account until they are ready to leave the service (Omondi, 2005)

Basic training is carried out at Gilgil training college. The recruits are taught the aims and methods of the service and are given the various skills such as camp craft and first aid that they will need when serving in remote units and projects. Basic training is intended to instill discipline and to accustom the recruits to working together as an efficient and orderly team. Rigorous cleanliness of body, uniform and kit is demanded and there is a good deal of parade-ground drill and physical exercise. Basic training is designed to be tough. The recruits who are merely motivated by the hope of finding an easy way to get a job are likely to have a shock during the first week and may possibly run away. Provided they does not take any kit with them, the service will not attempt to bring them back, since it considers it is better off without such people (Oud, 1987).

The end of each basic training period is marked by a major ceremonial parade in the distinguished presence of the Vice President. A small percentage of the servicemen and women leave the NYS either to look for jobs or to join the army, the police or prisons departments, where they will get further training. A few go to teacher training colleges or medical training college. The majority, however, opt for vocational training within the service (Omondi, 2005). In assigning a serviceman or woman to a course, the NYS considers his or her record of conduct and work, the result of an aptitude test and the person own ambitions. An information film on training opportunities within the NYS helps servicemen and women to determine their preference. Most of the courses prepare them for Government Trade Test grade III and grade II. In addition to the formal courses various units involve on the job training programmes that cover the same subject matter, but rely more on practical teaching methods, putting less emphasis on

theory. On the job training programmes prepare the youth for the Trade Test grade III in a variety of building, mechanical and auto motive trades (Oud, 1987).

Finally, it is recognized that there must be a basis for discipline if a large body of men and women are to live together peacefully and work efficiently since the people concerned are young adults. A school type of discipline is felt to be inappropriate. Instead, the service has adopted a similar system to that of the uniformed forces. National Youth Service does not form part of the army nor does it carry arms. It has only a symbolic “weapon” the spade. In short, the National Youth Service is a disciplined force and an educational programme in the Office of Vice-President and Ministry of Youth Affairs, established by National Youth Service Commission for young Kenyan volunteers (Omondi, 2005). Kenyan National Youth Service’ headquarter in Nairobi controls all the units and subunits throughout Kenya. Commandants control units while the sub-units and projects are headed by senior training officers. Every year up to 2500 volunteers enter the National Youth Service. Those admitted start with a basic training period of six to nine months. After a pass out parade, recruits now become servicemen and women and they are posted to units for nation building period. After the building nation service period, which lasts one and a half to two years, servicemen and women are put on vocational training programmes offered by the NYS. With the completion of the training period, a serviceman or woman’s enrollment in the NYS comes to an end (Njuguna, 2005).

2.4 The Role and Attitude of NYS Administrators towards Guidance and Counselling Programme

Oketch and Ngumba (1991) affirmed that counselling in secondary schools has the following responsibility: Educational guidance and counselling which involves helping individual students in planning a suitable educational programme; Vocational guidance and counselling that is intended to assist young people make vocational choices based on their interests and aptitudes and personal and psychological counselling which has the main aim of helping and assisting students who show personality maladjustment, unhappiness, especially within the school environment, anger especially when needs have been frustrated, inability to meet needs i.e. school fees, school uniform and other psychological needs i.e. anxiety.

Lotomia & Sikolia (2000) emphasized that the main role of the head teacher is to be supportive to the guidance and counselling programme by providing the needed materials and facilities and becoming an active participant in some stages of the programme. He/ she should provide recreational facilities, rooms and materials for guidance and counselling. Hence for effective guidance and counselling to take place in an educational institution, it must be fully supported by the institutions' management in form of moral and material support.

Sisungu (2002) observed that problem solving is part of the roles of the head teachers and guidance is one of the methods of solving problems. Therefore the primary role of the head teacher is to ensure institutional as well as his/her personal commitment to the aims and value of counselling. Boit (2003) in her study of the challenges facing guidance and counselling programme in secondary schools, pointed out that although schools need teacher counsellors, active cooperation of head teachers and other teachers must be solicited because one teacher will not be able to achieve much in a multi – faceted guidance and counselling programme. Guidance and counselling should not be imposed on the school; rather it should be an integral part of the school programme (Gothard & Goodhew, 1987). Therefore the administration's approval, support and positive perception will determine the success of the guidance and counselling programme.

According to the Ministry of Education and Human Resources Development School Management Guide (1999), it is the responsibility of the head teacher to ensure that guidance and counselling services are offered to the pupils. The head teacher is the chief executive officer in a school and is therefore responsible for the planning execution, appraisal and interpretation of the various activities in the school (Wanjohi, 1990). Hence guidance and counselling will only succeed when the administration recognizes and supports its objectives and activities. In a school setting, guidance and counselling is part of a larger organizational system, which has many other components namely the administration and the teaching component (Wanjohi, 1990). The functions of the other components are not directly related to guidance and counselling, but they perform duties that are essential and facilitative to guidance and counselling (Sisungu, 2002).

2.5 Need for Guidance and Counselling Programme in National Youth Service

Sindabi (1992) asserted that guidance and counselling increased as response to sophistication in the community that is the change of social status and role. Mutie and Ndambuki (1999) pointed out that many African countries like Kenya had experienced a lot of social changes, which in turn have resulted in the weakening of the cultural structures of traditional societies where guidance and counselling existed in a different context and interpretation.

Female genital mutilation (FGM) is widely spread in some parts of Kenya, for example in North Eastern province, the Maasai land, Kisii, and some Kalenjin ethnic groups. FGM has fuelled increased spread of HIV/ AIDS and it is also an abuse against the human rights of the girl child. FGM also has a range of psychological and psychosomatic disorders. Girls may experience disturbances in sleep patterns, moods and cognition. Difficulties extend into adulthood with feelings of incompleteness, loss of self- esteem, depression, chronic anxiety, phobia panic or even psychotic disorders (WHO, 1996). The future of any nation depends on the health of it's children and youth. In recognition of this basic fact, the Government of Kenya has special programmes targeting these categories of its citizens. Besides public campaign on HIV/AIDS awareness and the teaching of HIV/AIDS in schools and colleges, certain activities are carried out to protect children and youth against HIV infection (Kamaara, 2005).

Onyunka (2005) reported that drug abuse has reached alarming levels and should be declared a national disaster. Drugs affect all sectors of the society and in particular interfere with freedom of development of young people who are the country's most valuable asset. National Agency for Campaign against Drug Abuse (NACADA, 2004) has reported that 75% of the young people aged (20- 25 years) were on hard drugs. A large number of students across all age groups have been exposed to alcohol, tobacco, miraa, bhang and other hard drugs such as, heroine and cocaine. Some other problems associated with adolescents are teenage pregnancies, teenage/ adult suicide, marital problems, depression, promiscuity and college drop out, among others. Peer influence in adolescence is a powerful motivator for behaviour. The values of the group are paramount to an individual adolescent; not towing to the group's line may lead to ridicule, loneliness and loss of friends. Adolescents may choose to engage even in undesirable social behaviour if the group considers it appropriate (Kariuki, 1986).

Research studies indicate that the focus of education is more on achieving academic results and less on the emotional, social and psychological welfare of the children (Kariuki, 2002). For instance, the World Bank Report on Kenya (1995) observed that the pre-school and primary school curriculum is deficient in areas pertaining to personality development, and situational and stress coping mechanisms. Schools should not only be concerned with development of intellectual skills alone but also the affective domain of the learners that is also very important (Makinde, 1984). Mutie and Ndambuki (1999) observed that to have a continuous available, healthy, stable and productive manpower for the nation, guidance and counselling in schools has become a necessary service.

Gothard and Goodhew (1987) in their study on guidance and counselling programme in schools found out that there would never be sufficient time for all pupils in school to have all the necessary guidance offered to them individually. Therefore, the school has to develop a curriculum to guide the pupils or else they will experience a crisis before the teacher counsellor can be able to help them. In this respect, the NYS officers' perception of guidance and counselling is crucial because, with a positive perception, they will be able to establish and also implement preventive services to help recruits deal with such crises in their lives.

Sifuna (1975) observed that students in school come from different family backgrounds; like single parents, divorced or separated and poor or rich families and the schools are expected to successfully integrate all these family structures. Schools can only do this through an established guidance and counselling programme with a broad and comprehensive curriculum that can assist children to adjust to their family situations (Sadker & Sadker, 2000). Children, like adults, also experience crises in their lives such as death of a parent, teacher or fellow pupil. Thus, there is need to establish a recovery plan through an effective guidance and counselling programme that will provide social, psychological and emotional support to the victims. The curriculum of such a programme should establish concepts, attitudes, facts and skills which are necessary and relevant to the children and which each individual client would bring to the counselling session (Bor, 2002).

2.6 Theoretical Framework

The two theories that guided this study included social learning theory and client centered approach theory.

2.6.1 Social Learning Theory

This theory was proposed by Albert Bandura. According to this theory, we all, particularly children acquire large units of behaviour through watching and imitating others. This theory identifies the parents as the children's most effective models in the early periods of development. As child's world broadens, peers and other significant people outside the family become models.

According to Albert Bandura's Social Learning Theory, behaviour is not solely caused by inner drives or the environment, but is a result of an interactive association between inner processes and environmental variables. Inner processes are covert events based on earlier experiences, and are controlled by external environmental influences to bring about overt responses. Cognitive processes are a direct cause of behaviour. Bandura postulated a triadic reciprocal determinism, in which inner cognitive processes, environmental variables and behaviour, interactively determine each other. He developed a radical behaviour theory that acknowledged the potentiality of human nature to react to the environment and plan the experiences (Mbugua, 2004). People do not wait until they are mauled by lions, or bitten by snakes to know that these animals and reptiles are dangerous. Our behaviour is largely influenced by anticipated outcomes, rather than reinforcement and punishment. We can learn through experiences, thinking, explanations of other people, and observation of situations (Sindabi and Omulema, 2001).

Health related behavioural programmes based on learning theory generally target four interactive determinants of behaviour. First, behaviour change requires accurate information to increase awareness and knowledge of risks. Second, preventive behaviour change requires skills and self-efficacy, or the building of skills and development of self-efficacy. Third, individuals must possess social and self- management skills to allow for effective action implementation. Fourth, and critical to success, behaviour change involves creating social support and positive reinforcement for change. Learning that occurs through observational learning is known as modeling. Modeling involves observation of a model, retaining the information about the behaviour, reproducing the behaviour, and reinforcing the behaviour. Bandura concluded that by

planning and anticipating outcomes, a person is actively involved in behaviour development. Human beings have the capacity to plan for activities and obtain the desired goals (Bandura, 1977).

2.6.2 Client Centered Theory

Carl Roger's Person Centered Theory articulates the view that people are basically rational, socialized, forward moving and realistic. He postulated that each person is responsible for his or her own maturity and growth. It is an individual who defines important issues concerning life (Friedman & Schustack, 2003). People design their path and choose to follow it. Since National Youth Service is a volunteer service, this theory when well utilized will help in behaviour development. Rogers downplayed other theories that view the person from the outside. He opted to study "me in my own terms, entering as much as possible into my consciousness, to learn how I see both the world and myself" (Baveras, 1978, p. 65).

Carl Rogers maintained that an individual has within the self-vast resources, the ability for self-understanding and for altering the self-concept, as well as self-directed behavior. These resources, he believed, would only be tapped if a definable climate of facilitative psychological attitude was provided. The officer counsellors are required to facilitate such relationship with recruits and servicemen/women in college. In order for guidance and counselling programme to be effective in National Youth Service, it would be administered through peer counselling since recruits understand their peers well. Individual and group counselling programme for recruits and servicemen/women with problems could be required. This could also be supplemented with seminars and workshops organized by officer counsellors. The role of the counsellor is to enable client change through individual's self-concept. When recruits and servicemen/women are made to acquire positive regard, they will learn the need to have love, affection, respect and acceptance. This makes recruits and servicemen/women avoid conflict among themselves. The recruits and service/women accept their mates, officers and learning environment. Recruits and servicemen/women are required to be self-driven towards a positive desired goal while in college. It is the role of the counsellor to make this positive regard clear to the individuals. Through counselling, one is able to come to terms with his/her own nature. A healthy person

understands his or her nature and appreciates that people are different (Friedman & Schustack, 2003).

2.7 Conceptual Framework

The conceptual framework was developed basing on the assumption that the recruits' and officers' perception on guidance and counselling programme influenced its establishment in the NYS. If they had a positive perception on guidance and counselling programme, they could play a significant role in ensuring that recruits benefit from the guidance and counselling programme. The conceptual framework of the study was precisely conceptualized as indicated in figure 1 which shows the interaction among variables.

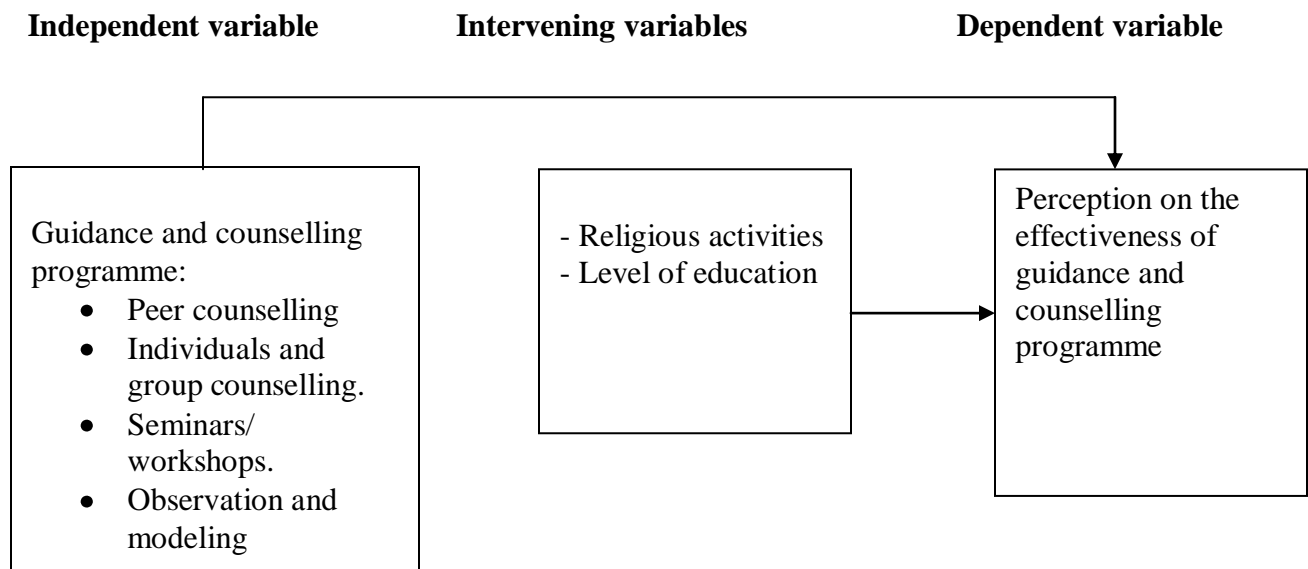


Figure 1 Interaction of Study Variables

The conceptual framework model indicates factors that interact to influence the perception of guidance and counselling programme. Perception was moderated by religious activities, level of education and gender status of the counsellor. In this study, the researcher ensured that men and women respondents participated equally. Christianity and secondary level of education for the respective respondents was considered.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology that was used in data collection and analysis. It includes the research design, location of the study, population of the study, sampling procedure and sample size, instrumentation, data collection procedure and data analysis.

3.2 Research Design

This study adopted the *ex post facto* research design. This is a research design, which looks into events that have already occurred and therefore cannot be manipulated by the researcher. *Ex post facto* research design is a method of teasing out antecedents of events that have happened and cannot, because of this fact, be engineered or manipulated by the researchers. This design is particularly suitable in social, educational and psychological contexts where the independent variable or variables lie outside the researcher's control. They are better conceived not as experiments but as surveys (Cohen & Manion, 1992). In this study, the independent variable was guidance and counselling programme while dependent variable was the recruits and officers' perception on guidance and counselling programme. The researcher proceeded to study the independent variable in retrospect for their possible relationship to, and effects on, the dependent variable.

3.3 Location of the Study

The study was conducted among the respondents (recruits, servicemen/women, officer counsellors and the selected NYS officers) based at National Youth Service College at Gilgil in Nakuru district. The college was purposefully selected because it had three sections namely; Basic paramilitary training wing, Nation building and Vocational schools that provided crucial information to this study.

3.4 Population of the Study

In this study, the target population was all NYS Gilgil college recruits, service men and women and officers. The records (July, 2007) from the College Adjutant revealed that the college had a population of 242 paramilitary officers (143 uniformed and 99 civilians), 10 vocational school

principals, 10 officer counsellors, 856 servicemen and women (523 men and 333 women), 2473 recruits (1876 men and 597 women). The college served the following functions: Basic paramilitary training to recruits and instructors on refresher courses, as a unit for service men and women on nation building serving, vocational courses such as Catering, Advanced building school (Masonry, Carpentry, Upholstery, Electrical and Plumbing), CECE (Center for Early Childhood Education) and VCT services.

3.5 Sampling Procedures and Sample Size

Kathuri and Pals (1993) state that the general rule for determining a sample is to select the largest sample possible since the main interest is learning about a population from which the sample is drawn. A large sample has a mean and standard deviation which is representative of the population's mean and standard deviation. The National Youth Service College was stratified into three groups of officers, servicemen/women and recruits. NYS officers were again stratified into paramilitary officers, vocational school principals and officer counsellors. Simple random sampling procedures were used to select a study sample of 24 paramilitary officers. Purposive sampling was used in selecting 2 vocational school principals and 2 officer counsellors while stratified and simple random sampling methods were used to select the recruits who were divided into four sections namely, Kifaru, Nyati, Simba and Chui. Kathuri and Pals (1993) give a table for determining the needed sample size (S) with a sample corresponding to a finite population (N) (see Appendix F for table). The total population 3581 corresponded with a sample of 346 of the table. However, in this study, an increase of 20 respondents was done to cater for attrition as indicated by Borg and Gall (1990). Therefore the total sample for the study was 366. The college had a population of 232 paramilitary officers (143 uniformed and 89 civilians), 10 vocational school principals, 10 officer counsellors, 856 servicemen/women (523 men and 333 women), 2473 recruits (1876 men and 597 women). A total sample of 2 vocational school principals, 2 officer counsellors, 252 recruits, 86 service men and women and 24 officers were selected for the study.

Table 1Distribution of Population and Sample by Rank

Officers, Servicemen/women and Recruits	Population (N)	Sample (S)
Officer Counsellors	10	2
Vocational School Principals	10	2
Uniformed Paramilitary Officer	143	12
Civilian Paramilitary Officers	89	12
Servicemen	523	43
Servicewomen	333	43
Recruits men	1876	126
Recruits women	597	126
Total	3581	366

3.6 Instrumentation

The research data was collected using five questionnaires. These were questionnaires for recruits, servicemen/women, paramilitary officers, vocational school principals and officer counsellors, (Appendices A, B, C, D, and E respectively). Each instrument targeted specific information from the respondents. The recruits' questionnaire sought to obtain information on how the recruits solved their psychosocial problems and their perception of the effectiveness of guidance and counselling programme. The servicemen/women's questionnaire sought to obtain information on how the servicemen/women solved their psychosocial problems, career related problems and their perception of the effectiveness of guidance and counselling programme. The questionnaire for National Youth Service officers sought to obtain information on how the officers dealt and maintained recruits' discipline cases. The questionnaire also sought information on the officers' level of professional training and their perception of the effectiveness of guidance and counselling programme. Officer Counsellors' questionnaire sought information on administrative support accorded to the effectiveness of guidance and counselling programme. This questionnaire also sought information on the officer counsellors' professional training and perception on the effectiveness of guidance and counselling programme. Vocational school principals' questionnaire sought information on administrative support accorded to the effectiveness of guidance and counselling programme. This questionnaire also sought the

information on vocational school principals' professional training and perception on the effectiveness of guidance and counselling programme. The use of questionnaires was preferred because it was time saving and made it possible for the collection of data from a larger group of people as it was the case of this study. According to Bell (1993) and Kane (1995), questionnaires are least costly and easy both to quantify and to summarize the results.

3.7 Validity and Reliability of Research Instruments

Piloting of the questionnaires was done in NYS Naivasha unit to provide the required information on its reliability and establish the time taken to administer the instruments in order to make necessary modifications and adjustments on questionnaires before data collection in the field. Mugenda and Mugenda (1999) noted that the number of cases in the pretest should not be very large since normally the pretest sample is between 1% and 10% depending with the sample size. The reliability coefficient was estimated by computing Cronbach's Coefficient Alpha. Reliability refers to the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999). The Coefficient Alpha formula was as follows;

$$\alpha = \frac{(K)(S^2 - \sum s^2)}{(S^2)(K - 1)}$$

Where:

α = Cronbach's Coefficient Alpha.

K = Number of items used in the questionnaire.

S^2 = Variance of all scores.

s^2 = Variance of individual items.

The questionnaires' items were considered reliable after yielding a reliability coefficient of at least 0.70. Ebel & Freisbie, 1991; Popham, 1990 said that pilot study was done at Naivasha NYS unit and the reliability indices of 0.7005 (servicemen/women questionnaires), 0.7174 (vocational school principals' questionnaires), 0.7254 (officer counsellors' questionnaires), 0.8293 (paramilitary officers' questionnaires) and 0.896 (recruits' questionnaires) were achieved by using the SPSS window version 11.5. All the obtained reliability indices were above 0.7. These indices indicated that the research instruments were reliable and suitable to be used in data

collection. The questionnaires were also subjected to scrutiny by the researcher and supervisors to establish content validity.

3.8 Data Collection Procedures

After the permission to carry out the research had been granted by the Ministry of Education and NYS authorities, the researcher proceeded to the field for data collection. The researcher made initial visits to the NYS Gilgil College, explained the purpose of the study and made appointments with recruits, service men and women, officer counsellors and paramilitary officers. The researcher also made appointments with respective heads of vocational schools and the commandant of the college. On the agreed dates, the researcher visited the respective respondents and collected data using the questionnaires. The questionnaires were administered in person by the researcher. The respondents filled and handed in the questionnaires to the researcher.

3.9 Data Analysis

The data collected through questionnaires were analysed by use of descriptive and inferential statistics. The descriptive statistics involved percentages, means and frequencies. A rating value of five indicated they Strongly Agree with the statements, 4 indicated Agreement, 3 indicated not sure about the statement, 2 indicated Disagreement and 1 indicated Strong Disagreement with the statement. Opinions on Strongly Agree and Agree and Strongly Disagree and Disagree were put together respectively for easier data presentation. The analysis involved getting percentage response score for each item. The responses above 50% were considered positive while those below 49% were considered negative. Testing of hypotheses was done by use of t -test and Pearson correlation. The null hypotheses were accepted when the P value was less than alpha value of 0.05 and rejected when the P value was more than alpha value of 0.05. Mugenda & Mugenda (1999) noted that most researchers in education and social sciences use a significance level of 0.05 to test hypotheses. Statistical Package for Social Sciences (SPSS) window version 11.5 was employed to analyze the data. According to Borg (1989), SPSS is the commonly used set of computer programme in educational research.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study and their discussion. The chapter is organized in three sections. The first section describes the demographic characteristics of the respondents, the second section presents findings with respect to each research objectives and the third section provides hypotheses test.

The following were the objectives of the study:

- i. To determine whether there is a statistically significant difference between recruits' and paramilitary officers' perception on the effectiveness of guidance and counselling programme in paramilitary establishment.
- ii. To determine whether there is a statistically significant difference between servicemen's and women's perception on the effectiveness of guidance and counselling programme.
- iii. To determine whether there is a statistically significant difference on paramilitary officers' perception on the effectiveness of guidance and counselling programme and paramilitary training programme of recruits on behaviour change.
- iv. To determine whether there is a statistically significant difference between the officer counsellors' and vocational school principals' perception on the guidance and counselling programme in the NYS College.

The following research hypotheses were tested at 5% level of significance (alpha 0.05):

- H₀₁ There is no statistically significant difference between the recruits' and paramilitary officers' perception on guidance and counselling programme in paramilitary establishment.
- H₀₂ Servicemen and women have no statistically significant perception difference on guidance and counselling programme's services.
- H₀₃ There is no statistically significant difference of paramilitary officers' perception on the effectiveness on guidance and counselling programme and paramilitary training programme of recruits on behaviour change.

H₀₄ There is no statistically significant difference between the officer counsellors' and vocational school principals' perception on the guidance and counselling programme in the NYS College.

4.2 Demographic Data of the Sample

The sample of this study consisted of 252 recruits, 86 servicemen and women, 24 paramilitary officers, 2 vocational school principals and 2 officer counsellors. The distribution of respondent's by gender, age and education level is presented in table.

Table 2

Distribution of the Respondents by Gender, Age and Education Level

Category		Recruits	Servicemen/ Women	Paramilitary Officers	Officer Counselors	Vocational Principals
Gender	Male	(126) 50%	(43) 50.1%	(13) 50.7%	(2) 100%	(1) 50.0%
	Female	(126) 50 %	(43) 49.9 %	(11) 49.3 %	-	(1) 50.0%
	Total	(256) 100	(86) 100	(24) 100	(2) 100	(2) 100
Age	15 – 20	(67) 26.6%	(2) 2.3%	-	-	-
	21 – 30	(185) 73.4 %	(84) 97.7 %	-	-	-
	31 – 40	-	-	(8) 33.3%	-	-
	41 – 50	-	-	(15) 62.5%	(2) 100.0%	(2) 100.0%
	Over 50	-	-	(1) 4.2 %	-	-
	Total	(256) 100	(86) 100	(24) 100	(2) 100	(2) 100
Education Level	Primary	(7) 2.8%	(1) 1.2%	(5) 20.8%	-	-
	Secondary	(206) 81.7 %	(77) 89.5%	(14) 58.3%	-	-
	College	(38) 15.5%	(8) 9.3%	(5) 20.8 %	(2) 100%	(2) 100%
	University	-	-	-	-	-
	Total	(256) 100	(86) 100	(24) 100	(2) 100	(2) 100

4.2.1 Gender Distribution of the Respondents

The recruits sample 126(50%) male and 126(50%) female reflected a fairly even gender representation in the study. This helped to avoid gender bias. The servicemen/women sample

43(50.1%) male and 43 (49.9%) female was an even gender representation in the study. There was also a fair and even gender representation of paramilitary officers who participated in the study. The male respondents 13(50.7%) and 11(49.3%) female respondents participated in the study. All the officer counsellors 2(100%) who participated in the study were male. This also indicated lack of female officer counsellors in the National Youth Service College at Gilgil. There was also fair gender representation of the vocational school principals. Those who participated in the study were 1(50%) male and 1(50%) female.

4.2.3 Age Distribution of the Respondents

The age of the recruits ranged from 15 – 30 years. Those recruits who were below 20 years were 26.6% while those between 21 – 30 years were 73.4% being the majority of the recruits. The age of the servicemen/women also ranged from 18 – 30 years. Those servicemen/women below 20 years were 2.3% while those between 21 – 30 years were 97.7%, being the majority of the respondents.

The age of the paramilitary officers ranged between 31 – 55 years. There were no respondents below 30 years. This indicated that paramilitary officers were older than both recruits and servicemen/women who were found to be below 30 years. Paramilitary officers' respondents in the age bracket 31 – 40 years were 33.3% while those in the age bracket 41 – 50 were 62.5%. Those paramilitary officer respondents over 50 years age were 4.2%. Majority of the paramilitary officers were in their middle age implying that they were still energetic to participate in the vigorous paramilitary training of the youth in the college. All the interviewed officer counsellors' age ranged between 41 – 50 years. The vocational principals by virtue of their age would be able to guide the youths. The research findings agree with Sindabi (1992) in his study who found out that young teachers were not perceived to have an advantage of wisdom that comes from age. Hence, they were not recognized as ideal counsellors for students.

4.2.4 Education Level Distribution of the Respondents

The research study sought to establish the highest academic level of the respondents. The respondents were required to indicate their level of education which ranged from primary to university. Those recruits with primary level of education were 2.8%. This low figure implies

that recruits were required to have successfully accomplished form four secondary education to be able to qualify for most of vocational courses offered at the National Youth Service College. Majority of the recruit respondents who had attained secondary level of education were 81.7%. This implies that education level is considered as a key determinant for admission of youths into National Youth Service College. However to ensure equality for all regions of Kenya, the level of education is not considered in arid areas such as Turkana, Samburu, Pokot, Marsabit, Moyale, Garrisa and many areas in the arid zone. Those recruit respondents who had attained college education were 15.5%. This implies that few of the youths who had done a course elsewhere may again come to National Youth Service College for a second course. There was no recruit respondent who indicated to have finished university education. A few servicemen/women (1.2%) had attained primary school level of education, 89.5% of the servicemen/women respondents had attained secondary school level of education and those servicemen/women who had attained college education were 9.3%. Majority of the servicemen/women respondents (89.5%) had a secondary school level of education which formed a good qualification for vocational courses.

The research study also sought to determine the education level of paramilitary officers. Those paramilitary officers with primary level of education were 20.8%. Paramilitary officers with secondary level of education were 58.3% and those who had college education were 20.8%. Majority of the paramilitary officers had secondary school education with no post secondary education and training. This indicates that they had not been trained in the guidance and counselling course. The interviewed officer counsellors (100%) had attained college education. This was crucial in relation to disseminating services in guidance and counselling programme. This implies that officer counsellors had acquired skills required in the guidance and counselling services. The education level of vocational school principals was also determined and it was found that 100% of the interviewed vocational school principals had attained college education which was very much crucial in the administration and management of the vocational schools.

4.3 Hypothesis One

A t-test was carried out to determine the hypothesis that stated: there is no statistically significant difference between the recruits' and paramilitary officers' perception on guidance and counselling programme in the paramilitary establishment.

Table 3

Perception Difference between Recruits and Paramilitary Officers on Guidance and Counselling Programme

Respondents	N	Mean	SD	t-value	Sig
Recruits	24	3.70	0.57	1.330	0.206
Paramilitary officers	252	3.84	0.474		

** P>0.05

An examination of the result in table 3 indicates that some mean perception difference existed between recruits and paramilitary officers. The mean perception for the recruits was 3.70 while the mean perception for paramilitary officers was 3.84. This implies that paramilitary officers had more positive perception than recruits. However this finding was not sufficient to reject on the stated null hypothesis. The obtained t- value (t=1.330, P > 0.05) is indicative of statistically significant difference in perception between recruits and paramilitary officers. The null hypothesis was rejected implying that the recruits and paramilitary officers had a statistically significant perception difference on guidance and counselling programme in paramilitary establishment. Paramilitary officers perceived guidance and counselling programme to be more effective in paramilitary establishment more than the NYS recruits. This is because the paramilitary officers by virtue of experience understood the significance of guidance and counselling programme.

4.4 Recruits' and Paramilitary Officers' Perception of Guidance and Counseling Programme

The first objective of the study sought to find out recruits' and paramilitary officers' perception of the effectiveness of guidance and counselling programme in paramilitary establishment. Perception determines recruits' and paramilitary officers' attitude on guidance and counselling

services. If they perceived guidance and counselling programme positively, they could work hard in order to implement guidance and counselling programme in the NYS College.

Two hundred and fifty two recruits and twenty four paramilitary officers were required to indicate their opinions on perception of guidance and counselling programme in the paramilitary establishment. The recruits responded by rating each item in question 19 on a five point likert type scale as follows: A rating value of five indicated they strongly agree with the statements, 4 indicated agreement, 3 indicated not sure about the statement, 2 indicated disagreement and 1 indicated strong disagreement with the statement. Opinions on strongly agree and agree and strongly disagree and disagree were put together respectively for easier data presentation. The analysis involved getting percentage response score for each. Two hundred and fifty two recruits and twenty four paramilitary officers gave their opinions on their perception of guidance and counselling programme in the paramilitary establishment as shown in table 3 below.

Table 4
Recruits' Perception on Guidance and Counselling Programme

STATEMENT	SA/A	NS	D/SD
1. Guidance and counselling should be infused in the college curriculum.	(233) 92.45%	(1) 0.4%	(18) 7.2%
2. The recruits and paramilitary officer should be aware and utilize guidance and counselling service.	(230) 91.2%	(4) 1.6%	(18) 7.8%
3. Guidance and counselling should assist the recruits and Servicemen/women in dealing with personal and social problems.	(241) 95.6%	0%	(11) 4.4%
4. All National Youth Service officers should administer guidance and counselling services.	(236) 93.7%	0%	(16)6.4%
5. Guidance and counselling activities should include Talking with recruits and servicemen/women as a group or individuals on good study habits, self understanding, how to prepare for examination and interpersonal relationships.	(239) 94.8%	(2) 0.8%	(11)4.4%

4.4.1 Recruits' and Paramilitary Officers' Perception on College Curriculum

From table 4, recruits gave responses which indicated their opinions towards guidance and counselling programme infusion into college curriculum. Recruits in basic paramilitary training attended classes where they are taught courses such as Fire Fighting, National Youth Service Act and First Aid. The recruits were required to indicate whether they generally agreed or disagree to the fact that guidance and counselling should be infused in the curriculum of the college. The result was that 92.4% of the recruits generally agreed with the statement while 7.2% generally disagreed and 0.4% was undecided. This implies that recruits perceived guidance and counselling programme positively being integrated into the college curriculum. National Committee on Educational Objectives and Policies Report (1976) noted that, guidance and counselling of youths when properly done would probably play an important role in enhancing the person's future adaptability as does academic teaching. Most of what could be called guidance and counselling today is confined strictly to guidance. Furthermore, it depends on voluntary efforts by some teachers who feel motivated to do it.

4.4.2 Recruits' Perception on Guidance and Counselling Service Awareness

The second statement sought to establish how recruits utilized guidance and counselling services at NYS College. Out of the 252 recruit respondents, 91.2% generally agreed that recruits and servicemen/women should be aware and utilize guidance and counselling services while 7.8% disagreed and 1.6% were not sure. This implied that guidance and counselling programme awareness needed to be intensified and become more active in discharging their roles in the National Youth Service College. It is the same view held by Koech (1992) who observed that a number of secondary schools in Kenya do not have guidance and counselling departments or if it is present they are not effective in discharging their duties. Guidance and counselling would enable recruits to tackle their day to day problems hence boosting their basic paramilitary participation.

4.4.3 The Role of Guidance and Counselling Programme on Psychosocial Problems

On whether guidance and counselling solved psychosocial problems, 95.6% of the 252 recruits' respondents generally agreed while 4.4% generally disagreed with the statement. This implies that recruits resorted to guidance and counselling programme to solve their psychosocial

problems. This is in agreement with Levi (2002) who did observe that youths in approved schools had problems of adjustment and therefore they were supposed to be guided and counselled as they engaged in various activities in school. Organized counselling should involve a counsellor or trained person whose principal task is to help youths make choices that can bring solution to their education, social, personal and vocational problems. Sindabi (1992) noted that counselling process should involve a direct contact between students and the counsellor. Individual or in-groups; the aim of such interaction is basically to help youths understand themselves in relation to important areas of their lives, like attitude towards themselves and others, their behaviour and opportunities.

4.4.4 National Youth Service Officers' Role in Guidance and Counselling Programme

The recruits' responses on whether all National Youth Service officers should administer guidance and counselling services indicated that 93.7% out of 252 recruits agreed to the statement while 6.4% disagreed. On whether the National Youth Service officers used abusive language to intimidate their recruits while on paramilitary training, 93.7% out of 252 recruit respondents admitted to have encountered abusive language while 6% disagreed with the statement. This implied that the National Youth Service officers used abusive language as a corrective measure to intimidate and counter check discipline. According to Newton (2002) cited in Chepchieng' (2004) education is viewed as businesslike enterprise, where the student as a consumer seeks a business-like relationship with the producer of knowledge (trainer) that will deliver one skills and competencies he or she wants. Consequence, officer-recruit relationships is viewed as a helping relationship in which recruits felt that the officers had their best interest at heart.

4.4.5 Recruits' Perception on Guidance and Counselling Services

The recruits' respondents were required to give their opinion on whether guidance and counselling activities should include talking with recruits and servicemen/women as a group or individuals on good study habits, self understanding, how to prepare for examinations and interpersonal relationships. Out of 252 recruit respondents involved in the study, 94.8% generally agreed to the statement while 4.4% disagreed to the statement and 0.8% were not sure about the statement. This implied that recruits had a positive attitude about group and individual

guidance and counselling services. This agrees with Kariuki (2002) who noted that the rationale for guidance and counselling in learning institution is based on the molding of character and prevention of problems so as to create a conducive environment for learning in which interpersonal, intrapersonal and academic domains of the youths are addressed.

4.5 Paramilitary Officers' Perception on Guidance and Counseling Programme

Paramilitary officers were required to give their opinion on their perception of guidance and counselling programme. Twenty four paramilitary officer respondents gave their opinion on the following statements as shown in table 5.

Table 5

Paramilitary Officers' Perception on Guidance and Counselling Programme

STATEMENTS	SA/A	NS	D/SD
1. Guidance and counselling should be included in the curriculum of the college.	(17)70.8%	(1)4.2%	(6)25%
2. The recruits and servicemen/women should be aware and utilize guidance and counselling service	(23)95.8%	0%	(1)4.2%
3. Guidance and counselling in the college should receive adequate support from the college administration	(22)91.7%	0%	(2) 8.3%
4. Guidance and counselling should assist the recruits and servicemen/women in dealing with personal and social problems.	(21)88%	0%	(3)12.5%
5. All National Youth Service officers should administer guidance and counselling services.	(20)83.3%	0%	(4)16.7%
6. Guidance and counselling activities should include talking with recruits and servicemen/women as a group or individuals on good study habits, self understanding, how to prepare for examination and interpersonal relationships.	(23)95.8%	0%	(1) 4.2%

4.5.1 Paramilitary Officers' Perception on College Curriculum

As indicated in table 5, paramilitary officers gave their opinions about guidance and counselling programme infusion into the of paramilitary training college curriculum. Paramilitary officers are very crucial in the training of the recruits where they offer training on foot drill, marching parade skills and physical fitness of the recruits. The paramilitary officers were required to give their opinions on whether guidance and counselling should be included in the curriculum of the college. Out of the 24 paramilitary officers involved in the study, 70.8% generally agreed with the statement while 25% disagreed and 4.2% were not sure. This implied that guidance and counselling activities should be infused into paramilitary training programme. This finding is supported by Mutie and Ndambuki (1996) who noted that the emergence of new educational, political and social problems demands that teachers should infuse issues of guidance and counselling in teaching.

4.5.2 Paramilitary officers' Perception on Guidance and Counselling Programme

Awareness

With regard to statement two, which sought to determine whether recruits and servicemen/women should be aware and utilize guidance and counselling, 95.8% of the 24 paramilitary officers generally agreed while 4.2% disagreed with the statement. This implies that recruits and servicemen/women possessed guidance and counselling programme services and activities awareness. This is in agreement with Daniel (1956) cited in Chepchieng' (2004) who observed that teacher counselors should organize a series of activities designed to help new students to become acquainted with the school environment, to know the staff and physical plant, to understand the structure of course requirements and to know school customs and activities.

4.5.3 The Role of NYS College Administration on Guidance and Counselling Programme

The twenty four paramilitary respondents were also required to give their opinion on whether guidance and counselling programme in the college received adequate support from the college administration. The respondents 91.7% generally agreed with the statement while 8.3% disagreed. This implies that guidance and counselling programme ought to be supported with both resource materials and finances by the NYS college administration, Government of Kenya and other Non-Governmental Organizations. Lotomia & Sikolia (2000) emphasized that the main

role of the administration is to be supportive to the guidance and counselling programme by providing the needed materials and facilities and becoming an active participant in some stages of the programme implementation. The administration should provide recreational facilities, rooms and materials for guidance and counselling. Hence for effective guidance and counselling activities to take place in an educational institution, it must be fully supported by the institution's management in the form of moral and material support.

4.5.4 Paramilitary Officers' Perception the Role of Guidance and Counselling Programme

The paramilitary officers, responses on whether guidance and counselling should assist the recruits and servicemen/women in dealing with personal and social problems, 24 paramilitary officers gave their opinions about the statement. Those respondents who generally agreed were 88% while those who disagreed were 12.5%. This implies that guidance and counselling services were very much crucial to servicemen/women and recruits in solving personal and social problems. This is in agreement with Omondi (2005) who noted that National Youth Service recruits and servicemen/women were exposed to overwhelming social, psychological and educational challenges which, if not well handled, do not only affect their academic performance but also self - actualization and development.

4.5.5 National Youth Service Officers Involvement in Guidance and Counselling

On whether all National Youth Service officers should administer guidance and counselling services, the 24 respondents who generally agreed with the statement were 83.3% and those who disagreed were 16.7%. This implies that all NYS officers should be trained in guidance and counselling service delivery to recruits and servicemen/women. GJLOS Reform Update (2005) noted that 20 officers were trained in the year 2003 to equip them with counselling skills that dealt with deviant behaviour, human rights and drug abuse to enable the officers adopt a specialized approach for training the street youths. Delworth and Moore (1974), outlined the use of a brief training analog with pre-testing and post-testing of applicants-interpersonal skill level, based on the idea that those who benefit from a small amount of training will more likely benefit from the whole. The analog can be a small part of the actual training sequence. Delworth et al; (1977), further asserted that self-selection in which virtually everyone who applies to the programme is accepted. In this case pre-training interview with a counsellor to weed out those

who are emotionally unstable or undergoing a vigorous training process to discourage the uncommitted is the only screening devices.

4.5.6 Paramilitary Officers' Role on Guidance and Counselling Activities

The paramilitary officers' responses to whether guidance and counselling activities should include talking with recruits and servicemen/women as a group or individuals on a good study habits, self understanding, how to prepare for examinations and inter personal relationships indicated that Out of 24 paramilitary officers respondents, 95.8% agreed to the statement while 4.2% disagreed. This implies that both recruits and servicemen/women need guidance and counselling service for their personal and social growth and actualization. Oketch and Ngumba (1991) affirmed that counselling in secondary schools has the following responsibilities: Educational guidance and counselling which involves helping individuals' students in planning a suitable educational programme; Vocational guidance and counselling that is intended to assist young people make vocational choices based on their interests and aptitudes; personal and psychological counselling which has the main aim of helping and assisting students who show; personality maladjustments; unhappiness, especially within the school environment; anger, especially when needs have been frustrated; inability to meet needs i.e. school fees, school uniform and other psychological problems.

4.6 Hypothesis Two

A t-test was carried out to determine the second hypothesis that stated that: servicemen's and servicewomen's perception had no statistically significant difference on guidance and counselling programme in the paramilitary establishment.

Table 6

Perception Difference between Servicemen and Servicewomen on Guidance and Counselling Programme

Respondents	N	Mean	SD	t-value	Sig
Servicemen	43	73.93	6.38	5.070	0.019
Servicewomen	43	80.00	4.57		

* $P < 0.05$

An inspection of the result in the table 6 indicates that some mean perception difference existed between servicemen and servicewomen. The mean perception for the servicemen was 73.93 while the mean perception for servicewomen was 80.00. This implies that servicewomen had more positive perception than servicemen. However, this finding was not sufficient to accept the stated hypothesis. The obtained t- value ($t=5.070$, $P < 0.05$) is indicative of statistically insignificant differences in perception between servicemen and servicewomen. The null hypothesis was accepted implying that the servicemen's and servicewomen's had no statistically significant perception difference on guidance and counselling programme in the paramilitary establishment. Servicemen and servicewomen had undergone paramilitary training together and now they are carrying out Nation Building activities together. This made servicemen and servicewomen to perceive guidance and counselling programme similarly. This is in agreement with Timuti (1984) who confirmed that youths have needs for psychological, educational, social and vocational guidance and counselling. Basic training which is disciplined induction training was designed to transform the recruits from bad street-behavior to acceptable, obedient, team players with good behaviour.

4.7 Servicemen and Servicewomen Perception of Guidance and Counselling Programme Services

The second objective of the study sought to determine whether there was a statistically significant difference between servicemen's and women's perception of the guidance and counselling programme. Approximately 86 servicemen and women were required to give their opinion on a five point Likert scale. A rating value 5 indicated strongly agree with the

statements, 4 indicated agreement, 3 indicated not sure about the statement, 2 indicated disagreement and 1 indicated strong disagreement with the statement. Opinions on strongly agree and agree and strongly disagree and disagree were put together respectively, for easier data presentation. The analysis involved getting percentage response scores for each. Two hundred and fifty two recruits and twenty four paramilitary officers gave their opinion on their perception on guidance and counselling programme in the paramilitary establishment as shown in table 7.

Table 7

Selected Factors Influencing Servicemen’s and Women’s Perception on Guidance and Counselling Services

STATEMENTS	SA/A	NS	D/SD
1. Guidance and counselling should be included in the curriculum of the college.	(77)89.5%	0%	(9)10.4%
2. The recruits and servicemen/women should be aware and utilize guidance and counselling service.	(79)90.7 %	(1)1.2%	(9)8.1%
3. Guidance and counselling should assist the recruits and servicemen/ women in dealing with personal and social problems.	(82)91.4 %	(1)1.2%	(3)3.5%
4. All national youth service officers should administer guidance and counselling services.	(72)83.7%	(4)4.7%	(10)11.7%
5. Guidance and counselling activities should include talking with recruits and servicemen/women as a group or individuals on good study habits, self understanding, how to prepare for examination and interpersonal relationships.	(80)93.1%	0%	(6) 7%

4.7.1 Servicemen’s and Women’s Perception on College Curriculum

From table 7, statement one inquired from the servicemen and women whether guidance and counselling programme should be included in the curriculum of the college. Out of 86 servicemen and women respondents, a majority 89.5% generally agreed to the statement while 10.4% disagreed. This implies that guidance and counselling activities should be infused into

various vocational courses offered in the National Youth Service. The Gachathi report (1976) emphasizes that guidance and counselling should play an increasingly important role in the education system and that it should be based on the values of society regarding the expectation of what education and training should enable society to achieve.

4.7.2 Servicemen and Women's Perception on Guidance and Counselling Service

Awareness

In regarding statement two which inquired whether recruits and servicemen and women should be aware and utilize guidance and counselling service, out of 86 servicemen/women respondents, 90.7% agreed to the statement while 8.1% disagreed and 1.2% were not sure. This implied that servicemen/women needed guidance and counselling services which could be provided to cater for their needs and interests. Servicemen/women awareness to guidance and counselling was quite important Mutie and Ndambuki (1999) defined peers as people of the same age, rank, status or ability. Hence they are friends or age mates who learn to talk, compare ideas and do things together. Today young people listen more carefully to people who have good social economic status (Fahrman, 1986). Therefore indiscipline students are more likely to influence their peers in the wrong direction.

4.7.3 Servicemen and Women's Perception on the Role of Guidance and Counselling

Service

The servicemen/women's responses to the statement that was meant to establish whether guidance and counselling assists the recruits and servicemen/women in dealing with personal and social problems, 91.4% of the respondents generally agreed to the statement while 3.5% disagreed and 1.2% were not sure. This implies that guidance and counselling services greatly assist servicemen/women to solve their personal and social problems. Pinsky and Marks (1980) did a study on the importance, quality and knowledge of provisions of guidance and counseling services. They found that students, administrators and faculty deans agreed on the importance of guidance and counselling services. Mutie and Ndambuki (1999) indicated that people with poor self concept of their lives, when others tell them what to do, when they are not allowed to think on their own and make decisions, they feel that no one is listening to them. Longariton (1995) observed that maladjusted students feel frustrated in college and misbehave. He further advances

that such people are unable to meet expectations of the college hence they misbehave because they feel neither teaching nor learning is helping them and thus seek company where they hope to get help.

Table 8

Problems Encountered by Servicemen/Women

PROBLEMS	YES	NO
1. Abusive language	(83)96.5%	(3)3.5%
2. Use of drugs	(60)69.8%	(26)30.2%
3. Financial problems	(82)95.3%	(4)4.7%
4. Pregnancies	(72)83.7%	(14)16.3%

4.7.4 Problems Encountered by Servicemen/Women

Table 8 shows various problems encountered by the servicemen/women. Out of 86 respondents, 96.5% agreed to have been assaulted verbally while 3.5% disagreed. 69.8% of the servicemen/women agreed to use drugs while 30.2% denied, 95.3% of the servicemen/women indicated to experience financial problems while 4.7% denied and 83.7% of respondents agreed that pregnancies were also a problem that affected servicewomen while 16.3% denied. This implied that servicemen/women experienced personal and social problems that needed to be addressed through guidance and counselling programme. Guidance and counselling and spiritual lessons are used to build the recruits to be of good character and constructive responsible youth (Omondi, 2005).

4.7.5 National Youth Service Officer Counsellors' Services

On whether all National Youth Service officers should administer guidance and counselling services, 86 servicemen/women gave their opinions. Those who generally agreed to the statement were 83.7% and 11.7% disagreed while 4.7% were not sure. This implies that all National Youth Service officers ought to provide guidance and counselling services while training the recruits and servicemen/women. Stinzi and Hutches (1972) in Sindabi (1992)

indicated that teachers surveyed felt school counsellors should support and help them with students' discipline problems and scheduling guidance and counselling activities.

4.7.6 Servicemen's/women's Perception on Guidance and Counselling Programme Services

The servicemen/women response to whether guidance and counselling activities should include paramilitary officers talking with recruits and servicemen/women as a group or individuals on good study habits, self understanding, how to prepare for examinations and interpersonal relationships, 93.1% of servicemen and women agreed to the statement while 6.9% disagreed with the statement. This implied that various guidance and counselling activities could be employed to assist servicemen/women cope with daily hassles. Boit (2003) in her study on the challenges facing guidance and counselling programme in secondary schools pointed out that although schools need teacher counsellors, active cooperation of head teachers and other teachers must be solicited because one teacher will not be able to achieve much in a multi – faceted guidance and counselling programme. Guidance and counselling should not be imposed on the school rather it should be an integral part of the school programme (Gothard & Goodhew, 1987).

4.8 Hypothesis Three

A Pearson coefficient test was carried out to establish whether there was a significant relationship between paramilitary officers' perception of the effectiveness of guidance and counselling programme and paramilitary training programme on recruits' behaviour change.

Table 9 indicates that there was a strong positive and statistically significant difference between guidance and counselling programme and paramilitary training programme on recruits' behaviour change.

Table 9

Pearson Correlation on Paramilitary Officers' Perception Difference between Paramilitary Training Programme and Guidance and Counseling Programme on Recruits Behaviour Change

Variable	Statistics	Paramilitary Training Programme	Guidance and Counselling Programme
Paramilitary Training Programme	Pear Correlation Sig (2-tailed) N	1 25	0.998 ^{xx} 25
Guidance and Counseling Programme	Pearson Correlation Sig (2-tailed) N	0.998 ^{xx} .000 25	1 1 25

^{xx} Correlation is significant at 0.01 level (2- tailed)

Table 9 indicates that there was a strong positive and significant correlation between paramilitary training programme and guidance and counselling programme on recruits behaviour ($r = .998$, $P < 0.01$). Since $P < 0.01$, the null hypothesis was rejected to conclude that there was statistically significant correlation between paramilitary training programme and guidance and counselling programme on behaviour change of recruits in paramilitary establishment. Both paramilitary training programme and guidance and counselling programme were found significant in instilling behaviour change. Sadker & Sadker (2000) noted that colleges can only do this through an established guidance and counselling programme with a broad and comprehensive curriculum that can assist students to adjust to their family situations. Students also experience crisis in their lives like death of parents, teacher or fellow students. Thus, there is need to establish a recovery plan through an effective guidance and counselling programme that will provide social, psychological and emotional support to the victims.

A t-test was carried out on whether there was no statistically significant paramilitary officers' perception difference between the effectiveness on guidance and counselling programme and paramilitary training programme of recruits' behaviour change.

Table 10

Perception Difference on Paramilitary Training Programme and Guidance and Counseling Programme

Variable	N	Mean	SD	t-value	Sig
Paramilitary training Programme	25	25.84	61.96	0.952	.351
Guidance and counselling Programme	25	25.04	60.09		

** P > 0.05

An examination of the result in table 10 indicates that some mean perception difference existed on paramilitary training programme and guidance and counselling programme. The mean perception for the paramilitary training programme was 25.84 while the mean perception for guidance and counselling programme was 25.04. This implies that paramilitary officers preferred paramilitary training programme than guidance and counselling programme on recruits' behaviour change. The obtained t- value (t= 0.952, P > 0.05) is indicative of statistically significant difference on paramilitary officers' perception on paramilitary training programme and guidance and counselling programme. The null hypothesis was rejected implying that there was a statistically significant paramilitary officers' perception difference on the effectiveness on guidance and counselling programme and paramilitary training programme of recruits' behaviour change. The paramilitary officers preferred paramilitary training more than guidance and counselling services in recruits' behaviour change in the paramilitary establishment. Levi (2002) noted that in the present situation the youths are deprived of this essential guidance and counselling service yet it should form part of treatment service for them. For example, the basically negative attitude of paramilitary officers need to be worked on to become more positive since it has been stated that attitude have great influence on behaviours (Levi, 2002).

4.9 Paramilitary Officers' Perception on the Application of Guidance and Counselling Versus Corporal Punishment on Recruits Behaviour Change

The third objective of the study was to determine whether there is a statistically significant difference between the perception of paramilitary officers' effectiveness of guidance and counselling programme and paramilitary training programme of recruits' behaviour change. Twenty four paramilitary officer respondents were selected for the study and gave their opinion on a five point Likert scale. A rating value of five indicated strongly agree with the statements, 4 indicated agreement, 3 indicated not sure about the statement, 2 indicated disagreement and 1 indicated strong disagreement with the statement. Statement opinions on strongly agree and agree and strongly disagree and disagree were merged together respectively for easier data presentation. The analysis involved getting percentage response scores for each.

Table 11

Selected Factors Influencing Paramilitary Officers' Perception of Guidance and Counselling Programme and Corporal Punishment on Recruits Behaviour Change

STATEMENT	SA/A	NS	D/SD
1. Filling charge sheet	(20) 83.4%	0%	(4)16.7%
2. Remanding the culprit in the college cell	(19) 79.2%	(1)4.2%	(4)16.6%
3. Culprits given extra duties e.g. Night guard	(19)75%	(1)4.2%	(5)21.9%
4. Corporal punishment e.g. Canning, slapping, kicking	(7)29.2%	0%	(21)70.9%
5. Guidance and counselling the recruits and servicemen/ women culprits	(20) 83.3%	0%	(4)16.7%
6. Referrals to other service providers e.g. Psychiatrists	(12)80%	0%	(12)20.1%
7. Withdrawals of privileges	(11)45.7%	0%	(13)54.1%
8. Peer counselling	(12)58.3%	0%	(10)41.5%

4.9.1 Charge Sheet

From table 7, statement one inquired from the paramilitary officers whether recruits and servicemen/women culprits' filling charge sheet would assist in their behaviour change. Out of 24 paramilitary officer respondents, a majority 83.4% generally agreed while 16.7% disagreed on the statement. This implied that when servicemen/women's monthly allowance is deducted

they could have a behaviour change. This is in agreement with the attribution theory (Kelly, 1973), internal attributions have more influences to attitude and behaviour than external attributions such as health education, which could be achieved through well organized guidance and counseling services to NYS Recruits. Monthly allowance deduction could make recruits and servicemen/women lack basic needs provision and become more stressed. This could result into another social problem like stealing.

4.9.2 Remanding Culprit in College Cells

Regarding the statement which inquired whether remanding the recruit and servicemen/women culprits would assist in behaviour change, about 79.2% of the 24 paramilitary respondents generally agreed with the statement while 16.6% disagreed and 4.2% were not sure. This implied that remanding the culprits in the college made them change their behaviour. The Wangai Report, (2001) of the task force on Student Discipline and Unrest in Secondary Schools also emphasized on the role of guidance and counselling in trying to alleviate indiscipline in secondary schools which hampers academic performance.

4.9.3 Extra Duties for Culprits

The paramilitary officers' responses to the statement that was meant to determine whether extra duties like night guard for recruits and service men/women culprits would make their behaviour improve was that, 75% generally agreed while 21.9% disagreed and 4.2% were not sure. This implies that extra duties like night guard had an impact on recruits and servicemen/women's behaviour change Burn (1979) noted that the way youths get involved in the rehabilitation will be very much influenced by their attitude towards themselves and their environment. According to Makinde (1984) discipline refers to self restraints of individuals for the welfare of all. This therefore implies that discipline develops from within an individual person who has the capacity to think and make wise decision when dealing with others. Collins (1988) observed discipline to be a process of education designed by those in authority and aimed at improving and perfecting behaviour.

4.9.4 Corporal Punishment

On whether corporal punishment would help on the behaviour change of both recruits and servicemen/women, 24 paramilitary officers gave their opinions. Those who generally agreed with the statement were 29.2% and 70.9% disagreed with the statement. This implies that corporal punishment like slapping, canning and kicking were not effective to be used in behaviour change of the recruits and servicemen/women. The curriculum of such a programme should establish concepts, attitude, facts and skills which are necessary and relevant to the children and which each individual client would bring to the counselling session (Bor, 2002).

4.9.5 The Role Guidance and Counseling on Behaviour Change

Paramilitary officer respondents who were chosen for the study were required to give their opinions on whether guidance and counselling programme assisted behaviour change of recruits and the servicemen/women. Out of 24 paramilitary officer respondents 83.3% completely agreed while 16.7% disagreed with the statement. This implies that guidance and counselling programme assists in behaviour change of the recruits and servicemen/women. Gachathi Report (1976) noted that guidance and counselling services had been left to teachers who were not well equipped for the job and also had other teaching load to attend to. This made guidance and counselling programme ineffective. The report stated that balanced guidance and counselling is absolutely essential in secondary schools especially in a country like Kenya where the majority of school children don't get opportunity of proceeding with formal education. Mutie and Ndambuki (1999) observed that counselling is a process through which the clients are helped to come to decision, make a choice or find a direction at some point in life such as deciding on a life career and remove obstacles in life such as indiscipline that will affect his/her academic performance. According to Makinde (1984), counselling helps the individual to clear away the challenging obstacle like indiscipline so that the person can be what he really is and contribute more to self and to fellow students.

4.9.6 Referrals to Other Service Providers

The respondents were also asked to give their opinions whether referrals of recruits and servicemen/women clients to other service providers like psychologists assist in behaviour change. Twenty four paramilitary officers gave their opinions. Those who completely agreed

were 80% while those who disagreed were 20.1%. This implies that referral of recruits and servicemen/women to other service providers assisted in behaviour change of the clients. This is in agreement with Wanjohi (1990) who noted that in a school setting, guidance and counselling programme is part of a larger organizational system, which has many other components namely the administration and the teaching component. The functions of these other components are not directly related to guidance and counselling but they perform duties that are essential and facilitative to guidance and counselling (Sisungu, 2002) Mutie and Ndambuki (1999) observed that persons coming from outside the school can have greater effects on the students, because they are able to share their experience in the specialized areas in which case, the students will be more attentive to acquire values and norms unlike to their daily teachers.

4.9.7 Withdrawals of Privileges

Paramilitary officers were asked to give their views on whether withdrawal of privileges such as demotion of the leaders, denial of favorite games and items and assignment of duties even on holidays would assist in behaviour change of recruits and servicemen/women. Out of the 24 paramilitary officers responding to the question statement, 45.7% generally agreed with the statement while 54.7% disagreed with the statement. This implies that withdrawals of culprits' privileges would not assist in recruits behaviour change. This is in agreement with Bandura (1977) who concluded that by planning and anticipating outcomes, a person is actively involved in behaviour development. Human beings have the capacity to plan for activities and obtain the desired goals.

4.9.8 Peer Counseling Programme

On whether peer counselling assists recruits and servicemen/women behaviour change, 24 paramilitary officers were requested to give their opinions. Those who generally agreed were 58.3% while 41.6% disagreed with the statement. This implies that peer counselling assists in behaviours change of the recruits and servicemen/women. In peer counseling, peer models are used to help students cope with personal problems and develop healthy attitudes and behaviors in all spheres of life. Peer counselling includes counselling per se; referral, tutorial, providing information about drugs, sex, and venereal diseases, helping with school problems and assisting all the guidance and counseling functions of school (Reyes and Meyers, 2000). Lotomia and

Sikolia (2002) revealed that peer counselling involves handling individuals who could be of the same age or status. They have the same feeling and can truly confide in each other. In a school or learning institutions peer or group counselling can be carried out on; class basis, club basis, house–dormitory or hostel arrangements and religious movement such as C.U. (Christian Union) and YCS (Young Christian Society) thus a peer group deals with people who have a lot of influence on each other. According to Kochlar (1994) peer counselling refers to counselling which is carried out among equals. In a school setting, it may be counselling between age mates, classmates, or friends. It focuses on someone (counsellor) from whom one student/client can seek help from when faced with a problem. Makinde (1984) noted that peer counsellors should have appealing characteristics such as well behaved friendly, cheerful, humorous, good nurtured. Peer counseling works effectively among students due to the fact that young people listen more carefully to people who are like themselves in age, race, sex and socio-economic status.

4.10 Hypothesis Four

A t-test was carried out to determine whether there was no statistically significant difference between officer counsellors’ and vocational school principals’ perception on the guidance and counselling programme in the NYS College.

Table 12

Vocational School Principals’ and Officer Counselors’ Perception on Guidance and Counselling Programme

Respondents	N	Mean	SD	t-value	Sig
Vocational School Principals	2	22.00	1.41	1.88	.20
Officer Counselors	2	32.50	7.78		

** P > 0.05

The result in table 12 indicates that some mean difference existed between vocational school principals’ and officer counsellors’ perception on guidance and counselling programme. The

mean perception for the vocational school principals was 22.00 while the mean perception for officer counsellor was 32.50. This implies that officer counsellors had more positive perception on guidance and counselling programme than vocational school principals. The obtained t- value ($t=1.88$, $P > 0.05$) is indicative of statistically significant difference in perception between vocational school principals and officer counsellors on guidance and counselling programme. The null hypothesis was rejected implying that the vocational school principals and officer counsellors' perception had significant difference on guidance and counselling programme in the paramilitary establishment. This was due to the fact that the officer counsellors were much exposed in the field of guidance and counselling than vocational school principals. The difference in perception would affect guidance and counselling programme implementation. In her findings, Khaemba, (1986) found out that there was little support given to the counselling department by the administrators. According to Erickson and Smith, (1947), the school administrator must take the leadership in the development of guidance programme and must assume the responsibility for continually improving the programme and hence facilitate academic performance.

4.11 Officer Counsellors' and Vocational School Principals' Perception on Guidance and Counselling Programme

The fourth objective of the study sought to determine whether there is a statistically significant difference between the officer counsellors' and vocational school principals' perception on the guidance and counselling programme in the NYS College. Perception determines officer counsellors' and vocational school principals', attitude on guidance and counselling services. If they have positive attitude towards guidance and counselling programme, they would work hard in the implementation of guidance and counselling programme. Two officer counsellors and vocational principals were purposively selected for the study and they were asked to give their opinions on a five Likert scale. A rating value of five indicated strongly agreed with the statements, 4 indicated agreement, 3 indicated not sure about the statement, 2 indicated disagreements and 1 indicated strong disagreement with the statement. Opinions on strongly agree and agree and strongly disagree and disagree were put together respectively for easier data presentation. The analysis involved getting percentage response scores for each. Two officer counsellors gave their opinion on their perception of guidance and counselling programme in the paramilitary establishment as shown table 13.

Table 13

Officer Counsellors' Perception on Guidance and Counselling Programme

STATEMENTS	SA/A	NS	D/SD
1. Guidance and counselling should be included in the curriculum of the college.	(2)100%	0%	0%
2. Guidance and counselling in the college should Receive adequate support from the college administration.	(2)100%	0%	0%
3. The officer counsellors should work with the commandant and parents regarding the recruits and servicemen/women's academic and behavioural problems.	(1)50%	0%	(1)50%
4. All National Youth Service officers should administer guidance and counselling services.	(1)50%	0%	(1)50%

4.11.1 Guidance and Counselling Programme Infusion into College Curriculum

As indicated in table 13, the officer counsellors gave responses which indicated their perception towards guidance and counselling programme. Officer Counsellors are paramilitary officers who are charged with the responsibility of guidance and counselling. The paramilitary officers were asked to indicate their opinions whether they agreed or disagreed to the fact that guidance and counselling programme should be infused into the college curriculum. Two officer counsellors gave their opinions and 100% agreed to the statement. This implied that guidance and counselling activities should be included in other paramilitary training activities like foot drill and other classroom learning activities. Ondieki (1998) in his work on curriculum development emphasized that Kenya's education curriculum should address the learners' needs, interests, problems and abilities. Hence there is need to establish guidance and counselling programme in secondary school to address the needs of the students so as to enhance their adjustment to the immediate environmental forces that affect their growth and learning.

4.11.2 Support of the School Administration to Guidance and Counselling Programme

The officer Counsellors were also required to give their opinion as to whether guidance and counselling programme should receive adequate support from the college administration. The two officer counsellor respondents (100%) generally agreed to the statement. This implies that administration and management should support guidance and counselling activities with both financial and material resources. The role of the officer counsellor is to seek the support of the college administration as he/she develops the guidance and counselling programme. It is essential that counsellors are able to define their roles and communicate their objectives and functions to the administrators (Wanjohi, 1990). This is important because when the institutional head supports the guidance and counselling programme it succeeds. Leadership and support of school administrations are vital to the success of guidance and counselling programme. The principal should assume responsibility for leadership, support and encouragement to the officer counsellor. He/she should arrange for and give personal support to in-service preparation for colleagues, get contacts with community agencies and resources, ensure the development of proper clients' attitude towards counselling and exercise administrative authority in the interest of developing and implementing the counselling service.

4.11.3 National Youth Service Officers Offering Guidance and Counselling Services

On whether all the National Youth Service officers should administer guidance and counselling services, two officer councilors were required to give their opinions where 100% of the respondents generally agreed to the statement. This implies that all National Youth Service officers should be inducted with guidance and counselling skill and knowledge to be efficient in assisting the recruits and servicemen/women. Recruits and paramilitary officers should have good interpersonal relationships as noted by Whilt, Edison, Pascrell, Terenzini and Nora (2001) on college interpersonal relationships. The impacts on students' inter-personal environment, which include interactions with peers and officers, have the greatest impact on recruits change in their aspirations, values, attitudes, beliefs and actions.

4.11.4 Vocational School Principals' Perception on Guidance and Counselling

Vocational school officers were required to give their opinion on their perception of guidance and counselling. Two vocational school principal respondents gave their opinions on the following statement in the table 14.

Table 14

Vocational School Principals' Perception on Guidance and Counselling Programme

STATEMENTS	SA/A	NS	D/SD
1. Guidance and counselling should be included in the curriculum of the college.	(2)100%	0	0
2 Guidance and counselling should assist the recruits and servicemen/women in dealing with personal and social problems.	(2)100 %	0	0
3. The officer counsellors should work with the commandant and parents regarding the recruits and servicemen/women's academic and behavioral problems.	(2)100%	0	0
4. All National Youth Service officers should administer guidance and counselling services.	(2) 100 5%	0	0

4.12.1 Vocational School Officers' Perception of College Curriculum

From table 14, the vocational school principals gave their opinions towards guidance and counselling programme. Vocational school principals were in charge of schools e.g. Catering, Advanced Building and Early Childhood Education School. Two vocational school principals were required to give their opinions. All the two respondents 100% agreed to the statement. This implied that vocational school principals should work hard to ensure guidance and counselling are infused into college curriculum. The college time table should also reflect guidance and

counselling programme activities. Hopkins (1981) stresses that in order for a school curriculum to be effected as intended, there should be a high degree of commitment and transparency on the part of the teachers; students and parents over the activities that socialized both boy and girls; thus encouraging the students to equally work hard in their academic endeavor in school. It is this line of thought that has prompted the present research and therefore need; for intervention through guidance and counselling programme.

4.12.2 Vocational School Principals' Perception on Guidance and Counselling Programme

The vocational school principals were required to give their opinions on whether guidance and counselling programme in the college should receive adequate support from the college administration. All the respondents 100% generally agreed to the statement. This implies that college administration and management should assist the guidance and counselling activities with finances and materials. Boit (2003) in her study agrees on the challenges facing guidance and counselling programme in secondary schools and pointed out that although schools need teacher counsellors, active cooperation of principles and other teachers must be solicited because one teacher will not be able to achieve much in a multi – faceted guidance and counselling programme. Guidance and counselling should not be imposed on the school rather it should be an integral part of the school programme (Gothard & Goodhew, 1987). Therefore the administration's approval, support and positive perception will determine the success of the guidance and counselling programme.

4.12.3 Vocational School Principal's Perception on the Role of Guidance and Counselling

On whether guidance and counselling should assist the recruits and servicemen/women in dealing with personal and social problems, two vocational school principals gave their opinions. All the respondents 100% generally agreed with the statement. This implies that college administration plays a crucial role by ensuring that recruits and servicemen/women benefit from the guidance and counselling programme. Mutie and Ndambuki (1999) outlines that the significance of guidance and counselling in schools is to help in the total development of the student learning, help the student make adjustments to the situations in schools and at home, minimize the mismatch between education and employment and assist in the efficient use of labour and to help in minimizing the incidence of students indiscipline

4.12.4 The Role of Vocational School Principals on Guidance and Counselling Programme

The vocational school principals were required to indicate whether all National Youth Service officers should administer guidance and counselling services. Both the two vocational school principals respondents 100% agreed with the respondents. This implied that guidance and counselling programme required the responsibility of all National Youth Service officers in the college. Galloway (1986) emphasised that many of the students' problems arises from the organisation of teaching. Therefore if teachers are to continually deal with these problems, they need to be equipped with adequate guidance and counselling skills. Pinsky and Marks (1980) did a study on the importance, quality and knowledge of provisions of guidance and counselling services. They found that students, administrators and faculty deans agreed on the importance of guidance and counselling service.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the main findings of the study and conclusions drawn from the results of the study. Recommendations may be useful to National Youth Service College, Ministry of Youth Affairs, NGOs, and other donor agencies, educators, which if implemented may enhance the guidance and counselling programme implementation. The chapter ends with suggestions for further research.

5.2 Summary of the Findings

The following were major findings of the study:

- i. The recruits and paramilitary officers had a statistically significant perception difference on guidance and counselling programme in paramilitary establishment. Majority of the paramilitary officers were not trained or had not attended workshop or conference on guidance and counselling programme. This made them to be incompetent in guidance and counselling service delivery. Recruits experienced a lot of personal, social and career vocational related problems that needed to be addressed through guidance and counselling programme.
- ii. The servicemen's and servicewomen's had no statistically significant perception difference on guidance and counselling programme in the paramilitary establishment. The company commanders at the barracks had little guidance and counselling skills and knowledge. Servicemen and servicewomen only got advice from them and also from the non commissioned officers (corporals and sergeants). Guidance and counselling programme lacked basic resource materials and person, private counselling room and peer counselling club.
- iii. There was a statistically significant paramilitary officers' perception difference between the effectiveness on guidance and counselling programme and paramilitary training programme of recruits' behavior change. During paramilitary training, recruits were

exposed to courses such as Fire Fighting, National Youth Service Act and First Aid, with little infusion of guidance and counselling activities and services such as career guidance. Paramilitary officers put more emphasis on paramilitary training on behavior change at the expense of guidance and counselling services. The National Youth Service at Gilgil College lacked professionally qualified counsellors although guidance and counselling services were offered by two paramilitary officer counsellors who had a certificate in guidance and counselling.

- iv. The vocational school principals and officer counsellors' perception had significant difference on guidance and counselling programme in the paramilitary establishment. This was due to the fact that the officer counsellors were much exposed in the field of guidance and counselling than vocational school principals. Guidance and counselling programme received little recognition and financial support from National Youth Service college administration.

5.3 Conclusions

The following conclusions from the study were drawn based on the findings of the study hypotheses:

- i. Both Recruits and Paramilitary officers had positive perception of Guidance and Counselling programme in NYS College. Most paramilitary officers had low level of education, with no guidance and counselling training skills and knowledge and this made them unable to offer guidance and counselling services to the recruits and servicemen/women. Recruits were in a great need of guidance and counselling services to enable them adapt to new paramilitary training. Paramilitary officers greatly influenced recruits and servicemen/women perception of guidance and counselling programme. This is because they were not trained in the field of guidance and counselling and only relied on corporal punishment to correct behaviour of recruits and servicemen/women. During paramilitary training, the paramilitary officers only relied on giving advice and corporal punishment to recruits and servicemen/women.

- ii. The servicemen and servicewomen had positive perception on guidance and counselling programme in the paramilitary establishment. They require guidance and counselling services to solve psychosocial and career problems. Servicemen and servicewomen requires vocational and a vocational guidance. Servicemen/women were exposed to challenging psychological, physical and emotional situations during transition stage in the paramilitary and vocational training programme. Failure to address these challenging situations may lead to the youth to opt to drop out.
- iii. Both guidance and counselling programme and paramilitary training programme were used in the recruits' and servicemen/women's behaviour change. However, paramilitary training programme was preferred by the paramilitary officers. There was a great need to provide guidance and counselling services to paramilitary recruits and service men/women. This was because most of the service men /women respondents felt humiliated and their future looked bleak. This was particularly true for those in the paramilitary training programme because they felt rejected and isolated by others in the nation building programme. National Youth Service College failed to provide peer counselling services to recruits and servicemen and women. Due to lack of training and resources for officer counsellors, guidance and counselling services were not offered professionally and hence the programme's goal attainment was questionable.
- iv. The vocational school principals and officer counsellors had positive perception on guidance and counselling programme in the paramilitary establishment. The officer counsellors had more positive perception of guidance and counselling services than vocational school principals. This was due to the fact that the officer counsellors were much exposed in the field of guidance and counselling than vocational school principals. Officer Counsellors failed to implement some vital counselling services such as peer counselling programme required in a guidance and counselling programme. Officer Counsellors could take advantage of the positive attitude of the recruits and servicemen/women to enhance career guidance in the college. Guidance and counselling programme in the NYS college was not fully established and needed be strengthened in

order to improve the well being of the recruits and service men/women. Due to lack of training and resources for officer counsellors, guidance and counselling services were not offered professionally and hence the programme's goal attainment was questionable.

5.4 Recommendations

If guidance and counseling programme is going to bear fruits and play the role which it was intended in the National Youth Service college, then all the stakeholders in the Ministry of Education, Ministry of Youth and National Youth Service should be greatly involved. The researcher makes the following recommendations based on the research findings.

- i. National Youth Service should review the paramilitary training programme by increasing guidance and counselling services and activities in the paramilitary training curriculum. This should be done through allocating guidance and counselling programme more time.
- ii. Ministry of Youth Affairs should introduce in-service training in guidance and counselling for all NYS officers who do not have basic skills training in guidance and counselling programme.
- iii. Ministry of Youth Affairs should introduce incentives for NYS officers with an aim of motivating them to seek professional guidance and counselling training. Such incentives include granting study leave for those who seek further studies and offering scholarships to NYS officers who wish to train in guidance and counselling course.
- iv. Ministry of Youth Affairs should provide fora where officer counsellors can share their experiences, exchange ideas and have professional and intellectual discourses. They should thus be connected to each other to ease communication so as to enable networking, case conferencing, consultation and referral.
- v. Guidance and counselling programme should be intergrated in the instructional paramilitary training activities of NYS College. It would be best to deploy a full-time college counsellor who meets the qualifications of a professional counsellor whose basic

task should be the development of the whole college guidance and counselling programme based upon systematic evidence of recruits and servicemen/women needs.

- vi. Officer Counsellors and paramilitary officers should identify recruits and service men/women's abilities and develop them through counselling and peer-groups. Individual and group dynamics like development of club like Affirmative Action Club which is aimed at capturing recruits and servicemen/women's self identity should be encouraged.
- vii. NYS administration should recruit and retain high qualified paramilitary officers who properly understand the recruits' and servicemen/women's cognitive and learning processes in the paramilitary training programme and vocational courses. NYS administration should occasionally organize workshops to sensitize their paramilitary officers on new ways of enhancing service delivery.
- viii. Recruits, servicemen/women and paramilitary officers' social relationships should be enhanced through provision of stress free working environment such as attending guidance and counselling seminars and workshops.
- ix. The idea of formation of guidance and counselling committee in National Youth Service College should be encouraged. The committee should coordinate guidance and counselling activities and not function as an administrative disciplinary committee.
- x. College guidance counsellors should be trained in academic and career assessment methods; data interpretation and recruits record maintenance; in order to be able to help recruits and servicemen/women develop self concept.

5.5 Suggestions for Further Research

The following are suggestions for further research:

- i. Research should be directed toward the development of psychological and career assessment tests to be used in guidance and counseling programmes in NYS College.
- ii. Assessment of the level of training and resource needs of NYS college guidance and counselling.
- iii. Implementation of peer guidance and counselling programme to curb the challenges facing recruits and servicemen/women in NYS College.
- iv. The importance of guidance and counseling in determining the career choices of the service men/women.

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APPENDICES

APPENDIX A: Questionnaire for Recruits

Dear Respondent,

My name is **BARASA ENOS MUKADI**; I am a postgraduate student at Egerton University, pursuing a Master of Education degree in Guidance and Counselling. I'm in the process of conducting a research on **RECRUITS' AND OFFICERS' PERCEPTION OF THE EFFECTIVENESS OF GUIDANCE AND COUNSELLING PROGRAMME IN THE PARAMILITARY ESTABLISHMENT: A CASE STUDY OF THE NATIONAL YOUTH SERVICE TRAINING COLLEGE, GILGIL**. The study will provide information and recommendations for strategic intervention policies that will be communicated to Ministry of Youth Affairs, Ministry of Education and National Youth Service of Kenya.

Your responses will be treated as **confidential**. Therefore, **DO NOT** write your name on any part of questionnaire.

Thank you

Please complete all items in the questionnaire as directed. Kindly give honest information as required. Tick in the box or write the answer in the spaces provided as appropriate.

1. Gender Male Female

2. State your age 15-20 21- 30 31-40 41-50 +

3. State your religion.

Protestant Catholic Moslem Traditionalist.

4. What is your highest academic level of education?

- Primary school
- Secondary school
- College
- University

5. How did you come to know about guidance and counselling in this college?

- From a friend Read a poster Referral by C.Cs Subject in class

6. Have you ever-sought advice on personal, social and career (course) problems.

- Yes No

7. If yes, specify the problem.

- Personal problem. Social Problem. Career (course) problem.

8. How often have you visited guidance counselor about a problem in question (7)?

- Never Once Twice More than two times.

9. Who helps you to solve personal or social problems at college?

- Company Commander Corporals/ sergeants
 Officer counselors. Peers in college

10. How are your personal and social problems solved where you live (Barracks).

- Advice from company commanders
 Spiritual guidance
 Group guidance
 Peer counselling

11. Have you ever had a friend with psychological, social and academic problems?

- Yes No

12. On average how many friends a week?

- None 1-5 6-10 11-20 21-50

13. What are some of problems the recruits encounter?

Problems	Yes	No
Abusive language		
Fighting		
Absenteeism		
Use of drugs		
Financial problems		
Pregnancies		

14. How do the officer counsellors assist students to explore educational and career (course) information in order to make appropriate educational and career decision and choices?

- Group guidance
- Individual guidance
- No guidance

19. Indicate your response to the following statements about guidance and counselling programme in your college. (Tick your response)

Response Key

Strongly Agree (SA)

Agree (A)

Not Sure (NS)

Disagree (D)

Strongly Disagree (SD)

	State about Guidance and Counselling	SA	A	NS	D	SD
i	Guidance and counselling should be included in the curriculum of the college.					
ii	Guidance and counselling wastes time for the recruits and servicemen/women that could be used for other things.					
iii	Guidance and counselling is an invasion into the recruits and servicemen/women's privacy.					
iv	The recruits and servicemen/women should be aware and utilize guidance and counselling service.					
v	Guidance and counselling in the college should receive adequate support from the college administration.					
vi	Guidance and counselling should assists the recruits and servicemen/women in dealing with personal and social problems.					
vii	The officer counsellors should work with the commandant and parents regarding the recruits and servicemen/women's academic and behavioural problems.					
viii	All NYS officers should administer guidance and counselling services.					
ix	Guidance and counselling activities should include talking with recruits and servicemen/women as a group or individuals on good study habits, self- understanding, how to prepare for examinations, and inter- personal relationships.					

THANK YOU

APPENDIX B: Questionnaire for Servicemen/ women

Dear Respondent,

My name is **BARASA ENOS MUKADI**; I am a postgraduate student at Egerton University, pursuing a Master of Education degree in Guidance and Counselling. I'm in the process of conducting a research on **RECRUITS' AND OFFICERS' PERCEPTION OF THE EFFECTIVENESS OF GUIDANCE AND COUNSELLING PROGRAMME IN THE PARAMILITARY ESTABLISHMENT: A CASE STUDY OF THE NATIONAL YOUTH SERVICE TRAINING COLLEGE, GILGIL**. The study will provide information and recommendations for strategic intervention policies that will be communicated to Ministry of Youth Affairs, Ministry of Education and National Youth Service of Kenya.

Your responses will be treated as **confidential**. Therefore, **DO NOT** write your name on any part of questionnaire.

Thank you.

Please complete all items in the questionnaire as directed. Kindly give honest information as required. Tick in the box or write the answer in the spaces provided as appropriate.

1. Gender Male Female

2. State your age 15-20 21- 30 31-40 41-50 +

3. State your religion.

Protestant Catholic Moslem Traditionalist.

4. What is your highest academic level of education?

- Primary school
- Secondary school
- College
- University

5. How did you come to know about guidance and counselling in this college?

- From a friend Read a poster Referral by C.Cs In class

6. Have you ever-sought advice on personal, social and career- vocational problems.

- Yes No

7. If yes, specify the problem.

- Personal problem. Social Problem. Career (course) problem.

8. How often have you visited guidance counselor about a problem in question (8)?

- Never Once Twice More than two times.

9. Who helps you to solve personal or social problems at college?

- Company Commander Corporals/ sergeants
 Officer counselors. Peers

10. How are your personal and social problems solved where you live (Barracks).

- Advice from company commanders
 Spiritual guidance
 Group guidance
 Peer counselling

11. Have you ever had a friend with psychological, social and academic problems?

- Yes No

12. On average how many friends a week?

- None 1-5 6-10 11-20 21-50 +

13. What are some of the problems servicemen/ women encounter?

Problems	Yes	No
Abusive language		
Fighting		
Absenteeism		
Use of drugs		
Financial problems		
Pregnancies		

14. How do the officer counsellors assist servicemen/women to explore educational and career information in order to make appropriate educational and career decision and choices?

- Group guidance
- Individual guidance
- No guidance

15. As a serviceman/woman, how did you get the course you are doing?

- Not yet started a course
- Applied and got the course of my choice.
- Applied but got the course against my interest.

16. Are you satisfied with the course you are doing?

- Yes
- No

17. Do officer counselors assist students in job placements?

- Yes
- No

18. Do officer counselors provide job search skills?

- Yes
- No

19. Do guidance and counselling solve your psychological, social academic problem?

- Yes
- No

20. Indicate your response to the following statements about guidance and counselling programme in your college. (Tick your response)

Response Key

Strongly Agree (SA)

Agree (A)

Not Sure (NS)

Disagree (D)

Strongly Disagree (SD)

	State about Guidance and Counselling	SA	A	NS	D	SD
i	Guidance and counselling should be included in the curriculum of the college.					
ii	Guidance and counselling wastes time for the recruits and servicemen/women that could be used for other things.					
iii	Guidance and counselling is an invasion into the recruits and servicemen/women's privacy.					
iv	The recruits and servicemen/women should be aware and utilize guidance and counselling service.					
v	Guidance and counselling in the college should receive adequate support from the college administration.					
vi	Guidance and counselling should assists the recruits and servicemen /women in dealing with personal and social problems.					
vii	The officer counsellors should work with the commandant and parents regarding the recruits and servicemen/women's academic and behavioural problems.					
viii	All NYS officers should administer guidance and counselling services.					
ix	Guidance and counselling activities should include talking with recruits and servicemen/women as a group or individuals on good study habits, self- understanding, how to prepare for examinations, and inter- personal relationships.					

THANK YOU

APPENDIX C: Questionnaire for Paramilitary Officers

Dear respondent,

My name is **BARASA ENOS MUKADI**; I am a postgraduate student at Egerton University, pursuing a Master of Education degree in Guidance and Counselling. I'm in the process of conducting a research on **RECRUITS' AND OFFICERS' PERCEPTION OF THE EFFECTIVENESS OF GUIDANCE AND COUNSELLING PROGRAMME IN THE PARAMILITARY ESTABLISHMENT: A CASE STUDY OF THE NATIONAL YOUTH SERVICE TRAINING COLLEGE, GILGIL**. The study will provide information and recommendations for strategic intervention policies that will be communicated to Ministry of Youth Affairs, Ministry of Education and National Youth Service of Kenya.

Your responses will be treated as **confidential**. Therefore, **DO NOT** write your name on any part of questionnaire.

Thank you.

Please complete all items in the questionnaire as directed. Kindly give honest information as required. Tick in the box or write the answer in the spaces provided as appropriate.

1. Gender Male Female
2. State your age 18 -30 35-40 41-50 51-60 +
3. What is your highest academic level of education?
 - Primary school
 - Secondary school
 - College
 - University
4. What student's problems do you encounter in your areas of supervision?

Problems	Yes	No
Abusive language		
Fighting		
Absenteeism		
Use of drugs		
Financial problems		
Pregnancies		

11. Indicate your response to the following statements about guidance and counselling programme in your college. (Tick your response)

Response Key

Strongly Agree (SA)

Agree (A)

Not Sure (NS)

Disagree (D)

Strongly Disagree (SD)

	State about Guidance and Counselling	SA	A	NS	D	SD
i	Guidance and counselling should be included in the curriculum of the college.					
ii	Guidance and counselling wastes time for the recruits and servicemen/women that could be used for other things.					
iii	Guidance and counselling is an invasion into the recruits and servicemen/women' privacy.					
iv	The recruits and servicemen/women should be aware and utilize guidance and counselling service.					
v	Guidance and counselling in the college should receive adequate support from the college administration.					
vi	Guidance and counselling should assists the recruits and servicemen /women in dealing with personal and social problems.					
vii	The officer counsellors should work with the commandant and parents regarding the recruits and servicemen/women's academic and behavioural problems.					
viii	All NYS officers should administer guidance and counselling services.					
ix	Guidance and counselling activities should include talking with recruits and servicemen/women as a group or individuals on good study habits, self-understanding, how to prepare for examinations, and inter- personal relationships.					

THANK YOU

APPENDIX D: Questionnaire for Officer Counsellors

Dear respondent,

My name is **BARASA ENOS MUKADI**; I am a postgraduate student at Egerton University, pursuing a Master of Education degree in Guidance and Counselling. I'm in the process of conducting a research on **RECRUITS' AND OFFICERS' PERCEPTION OF THE EFFECTIVENESS OF GUIDANCE AND COUNSELLING PROGRAMME IN THE PARAMILITARY ESTABLISHMENT: A CASE STUDY OF THE NATIONAL YOUTH SERVICE TRAINING COLLEGE, GILGIL**. The study will provide information and recommendations for strategic intervention policies that will be communicated to Ministry of Youth Affairs, Ministry of Education and National Youth Service of Kenya.

Your responses will be treated as **confidential**. Therefore, **DO NOT** write your name on any part of questionnaire.

Thanks you.

Please complete all items in the questionnaire as directed. Kindly give honest information as required. Tick in the box or write the answer in the spaces provided as appropriate.

1. Gender Male Female

2. State your age 20-30 35-40 41-50 51-60 +

3. What is your highest academic level of education?

- Primary school
- Secondary school
- College
- University

4. State your qualification as officer counselor is?

- Untrained Counsellor Higher National Diploma
- Certificate Degree
- Diploma Masters

5. Did your teacher or counselling training cover the following areas?

Content	Yes	No
Theories of counselling and psychology		
Techniques of counselling		
Psychological assessment		
Child psychology		
Adolescent psychology		
Counselling exceptional children		
Behavioral disorders and their management		
Influence of family and culture on individuals		
Social group psychology		
Consultation and referral in counselling		
Voluntary counselling and Testing		

6. Have you attended any of the following training in Guidance and counselling and how many times have you attended?

In-service	Yes	No
Seminar		
Workshop/symposium		
Conferences		

7. Do you have a private room for counselling?

- Yes No

8. Is your counselling time enough?

- Yes No

9. At what frequencies do your clients seek guidance and counselling services on average?

- Daily Fortnight
 Weekly Monthly

10. What suggestions would you give on the enhancement of competence of officer counselors?

- Provision of more guidance and counselling resource materials
- Establish or strengthen peer-counselling programme.
- Employ more trained counselors.
- Improve on guidance and counselling programme awareness.

11. What support do college administration offer to counselling programme?

- Financial support of guidance and counselling programme
- Inclusion of guidance and counselling activities in curriculum
- Provide guidance and counselling resource materials

- Funding the in-service training counselling courses for officers
- Creating time for recruits or servicemen/women to attend guidance and counselling sessions

12. Do Guidance and counselling programme receive external financial support?

- Yes No

13. Does your college have career resource center?

- Yes No

14. Indicate your response to the following statements about guidance and counselling programme in your college. (Tick your response)

Response Key

Strongly Agree (SA)

Agree (A)

Not Sure (NS)

Disagree (D)

Strongly Disagree (SD)

	State about Guidance and Counselling	SA	A	NS	D	SD
i	Guidance and counselling should be included in the curriculum of the college.					
ii	Guidance and counselling wastes time for the recruits and servicemen/women that could be used for other things.					
iii	Guidance and counselling is an invasion into the recruits and servicemen/women' privacy.					
iv	The recruits and servicemen/women should be aware and utilize guidance and counselling service.					
v	Guidance and counselling in the college should receive adequate support from the college administration.					
vi	Guidance and counselling should assists the recruits and servicemen /women in dealing with personal and social problems.					
vii	The officer counsellors should work with the commandant and parents regarding the recruits and servicemen/women's academic and behavioural problems.					
viii	All NYS officers should administer guidance and counselling services.					
ix	Guidance and counselling activities should include talking with recruits and servicemen/women as a group or individuals on good study habits, self- understanding, how to prepare for examinations, and inter- personal relationships.					

THANK YOU

APPENDIX E: Questionnaire for Vocational School Principals

Dear respondent,

My name is **BARASA ENOS MUKADI**; I am a postgraduate student at Egerton University, pursuing a Master of Education degree in Guidance and Counselling. I'm in the process of conducting a research on **RECRUITS' AND OFFICERS' PERCEPTION OF THE EFFECTIVENESS OF GUIDANCE AND COUNSELLING PROGRAMME IN THE PARAMILITARY ESTABLISHMENT: A CASE STUDY OF THE NATIONAL YOUTH SERVICE TRAINING COLLEGE, GILGIL**. The study will provide information and recommendations for strategic intervention policies that will be communicated to Ministry of Youth Affairs, Ministry of Education and National Youth Service of Kenya.

Your responses will be treated as **confidential**. Therefore, **DO NOT** write your name on any part of questionnaire.

Thank you

Please complete all items in the questionnaire as directed. Kindly give honest information as required. Tick in the box or write the answer in the spaces provided as appropriate.

1. Gender Male Female

2. State your age 20-30 35-40 41-50 51-60+

3. State your highest academic qualification as school/college principal.

<input type="checkbox"/> Untrained	<input type="checkbox"/> Higher National Diploma
<input type="checkbox"/> Certificate	<input type="checkbox"/> Degree
<input type="checkbox"/> Diploma	<input type="checkbox"/> Masters

4. Are you uniformed or un uniformed

5. If uniformed what is your rank?

<input type="checkbox"/> Section officer 1	<input type="checkbox"/> Senior training officer
<input type="checkbox"/> Section officer 2	<input type="checkbox"/> Commandant
<input type="checkbox"/> Training officer	<input type="checkbox"/> Senior commandant

6. Did your teacher or counselling training cover the following areas?

Content	Yes	No
Theories of counselling and psychology		
Techniques of counselling		
Psychological assessment		
Child psychology		
Adolescent psychology		
Counselling exceptional children		
Behavioral disorders and their management		
Influence of family and culture on individuals		
Social group psychology		
Consultation and referral in counselling		
Voluntary counselling and Testing		

7. Have you attended any of the following training in guidance and counselling and how many times have you attended?

In-service	Yes	No
Seminar		
Workshop/symposium		
Conferences		

8. What suggestions would you give on the enhancement of competence of officer counselors?

Suggestions	Yes	No
Officer Counsellors to have only guidance and counselling role.		
Provision of more guidance and counselling resource materials		
Establish or strengthen peer-counselling programme.		
Employ more trained counselors.		
Improve on guidance and counselling programme awareness.		

9. Is the number of officer counselors in your school/College enough?

Yes No

10. What support do college administrations offer to guidance counselling programme?

Suggestions	Yes	No
Financial support of guidance and counselling programme		
Inclusion of guidance and counselling activities in curriculum		
Provide guidance and counselling resource materials		
Funding the in-service training counselling courses for officers		
Creating time for recruits or servicemen/women to attend guidance and counselling sessions		

11. Do guidance and counselling programme receive external financial support?

- Yes No

12. Do your college have career resource center with career and educational information materials and facilities.

- Yes No

13. Indicate your response to the following statements about guidance and counselling programme in your college. (Tick your response)

Response Key

Strongly Agree (SA)

Agree (A)

Not Sure (NS)

Disagree (D)

Strongly Disagree (SD)

	State about Guidance and Counselling	SA	A	NS	D	SD
i	Guidance and counselling should be included in the curriculum of the college.					
ii	Guidance and counselling wastes time for the recruits and servicemen/women that could be used for other things.					
iii	Guidance and counselling is an invasion into the recruits and servicemen/women's privacy.					
iv	The recruits and servicemen/women should be aware and utilize guidance and counselling service.					
v	Guidance and counselling in the college should receive adequate support from the college administration.					
vi	Guidance and counselling should assists the recruits and servicemen /women in dealing with personal and social problems.					
vii	The officer counsellors should work with the commandant and parents regarding the recruits and servicemen/women's academic and behavioural problems.					
viii	All NYS officers should administer guidance and counselling services.					
ix	Guidance and counselling activities should include talking with recruits and servicemen/women as a group or individuals on good study habits, self- understanding, how to prepare for examinations, and inter- personal relationships.					

THANK YOU