

**THE INFLUENCE OF GUIDANCE AND COUNSELING IN ADDRESSING SELECTED  
HOME CHALLENGES OF STUDENTS IN PUBLIC DAY SECONDARY SCHOOLS IN  
TRANS-NZOIA COUNTY, KENYA**

**ANN KAJUJU MUKINDIA**

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

**EGERTON UNIVERSITY**

**NOVEMBER 2017**

## DECLARATION AND RECOMMENDATION

### DECLARATION

I declare that this Thesis is my original work and has not been presented for the award of a degree in any other University.

---

**Ann Kajuju Mukindia, B.Ed (Sc)**

---

**Date**

**Reg No. EM16//00001/10**

### Recommendation

This Thesis has been submitted for examination with our approval as the university supervisors.

---

**Dr. Owen Ngumi, PhD**  
**Department of Psychology, Counseling**  
**and Educational Foundations**  
**Egerton Univesity**

---

**Date**

---

**Dr. Kimani Chege, PhD**  
**Department of Psychology**  
**Moi Univesity**

---

**Date**

## **COPYRIGHT**

**© 2017 Ann Kajuju Mukindia**

All rights reserved. No part of this thesis may be reproduced, stored in a retrieval system or transmitted in any form or by any means: electronic, mechanical, photocopying and recorded or otherwise without prior written permission from the author or Egerton University on that behalf.

## **DEDICATION**

I dedicate this Thesis to my husband Evans for his unconditional love and support through the study. To my children Joy, Rita and Neema for their understanding, cheer and presence, to my late father Jeremiah for taking me to school and showing me the importance of hard work and my mother Ruth for her support and prayers.

## **ACKNOWLEDGEMENT**

I thank God for guiding me and giving me grace and energy to come this far, without Him this work would not have been possible. I also thank Egerton university for allowing me to pursue a masters degree I the institution, am very grateful. I would like to thank my supervisors, Dr Owen Ngumi and Dr Kimani Chege, for their guidance and support throughout the study, for the many hours they spent reading the drafts of this Thesis and offering valuable insights and corrections on how to improve this study. They have greatly contributed to my professional development and for being good mentors. I would also like to thank my lecturers and friends for their thoughtful contributions to this study. I would like to thank my family for their support financially, morally and for every prayer they made for me. May God bless them all.

## TABLE OF CONTENTS

<b>DECLARATION AND RECOMMENDATION .....</b>	<b>ii</b>
<b>COPYRIGHT .....</b>	<b>iii</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>v</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS .....</b>	<b>xi</b>
<b>ABSTRACT.....</b>	<b>xii</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the Study .....	4
1.4 Objectives of the Study.....	4
1.5 Research Questions.....	4
1.6 Significance of the Study .....	5
1.7 Scope of the Study .....	5
1.8 Limitation of the Study .....	5
1.9 Assumption of the Study.....	5
1.10 Definition of Terms .....	6
<b>CHAPTER TWO .....</b>	<b>7</b>
<b>LITERATURE REVIEW .....</b>	<b>7</b>
2.1 Introduction.....	7
2.2 Nature and Concept of Guidance and Counseling.....	7
2.3 Conceptualisation of Guidance and Counselling.....	8
2.4 Development Guidance and Counseling in Kenya .....	11
2.5 Role of Guidance and Counseling in Secondary Schools.....	12
2.6 Importance of Guidance and Counseling.....	13
2.7 Personal and Social Counseling.....	14
2.8 Counseling Goals .....	16
2.9 Challenges Facing Guidance and Counseling Programs .....	16

2.10 Home Related Challenges.....	17
2.11 Theoretical Framework.....	18
2.11.1 Psychoanalytic Theory by Sigmund Freud.....	18
2.11.2 Rational- Emotive Theory by Albert Ellis.....	19
2.12 Conceptual Framework.....	20
<b>CHAPTER THREE.....</b>	<b>23</b>
<b>RESEARCH METHODOLOGY.....</b>	<b>23</b>
3.1 Introduction.....	23
3.2. Research Design.....	23
3.3 Location of Study.....	23
3.4 Population of the Study.....	23
3.5 Sampling Procedure and Sample Size.....	24
3.6 Instrumentation.....	25
3.7 Validity.....	25
3.8 Reliability.....	25
3.9 Data Collection Procedure.....	26
3.10 Data Analysis.....	26
<b>CHAPTER FOUR.....</b>	<b>27</b>
<b>RESULTS AND DISCUSSION.....</b>	<b>27</b>
4.1 Introduction.....	27
4.2 Respondents Demographic Data.....	27
4.3 The Status of Guidance and Counseling in Public Day Secondary Schools in Tran-Nzoia County.....	27
4.4 Home Related Challenges of Students.....	32
4.4.1 Interference from Members of the Family.....	33
4.4.2 Poor Lighting Systems.....	34
4.4.3 Lack of Reading Materials.....	35
4.4.4 Noisy Environment.....	36
4.4.6 Interference from Friends in the Neighborhood.....	40
4.4.7 Numerous Duties at Home.....	41
4.4.8 Lack of Good Study Room.....	42
4.4.9 Lack of School Fees.....	42
4.5 Prevalence of Home Related Challenges across Gender and Class.....	44
4.5.1 Selected Challenges across Gender.....	44
4.6 The Influences of Guidance and Counseling in addressing Home Related Challenges.....	48

<b>CHAPTER FIVE .....</b>	<b>51</b>
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>51</b>
5.1 Summary.....	51
5.2 Conclusions.....	51
5.3 Recommendations.....	52
5.4 Suggestions for Further Research .....	53
<b>REFERENCES.....</b>	<b>54</b>
<b>APPENDIX A : STUDENT QUESTIONNAIRE.....</b>	<b>61</b>
<b>APPENDIX B : TEACHER QUESTIONNAIRE .....</b>	<b>65</b>
<b>APPENDIX C : INTERVIEW SCHEDULE FOR TEACHER COUNSELOR .....</b>	<b>67</b>
<b>APPENDIX D : RESEARCH PERMIT .....</b>	<b>68</b>
<b>APPENDIX E: RESEARCH AUTHORIZATION.....</b>	<b>69</b>



## **LIST OF FIGURES**

Figure 2.1: Interaction Of Independent, Intervening And Dependent Variable .....	22
Figure 4. 1: Mode Of Transport To School .....	38
Figure 4.2: Distance Travelled By Students To Schools .....	39
Figure 4. 3: The Period Students Stay Home After Being Sent Home For School Fee .....	43

## LIST OF TABLES

Table 1: Distribution of Teachers and Students across Day Schools in Trans-Nzoia County .....	23
Table 2: Distribution of Sample of Day Schools in Trans-Nzoia County .....	25
Table 3: Frequency of Guidance and Counseling Programs Offered in Schools .....	28
Table 4: Areas of Guidance and Counseling Addressed in Schools.....	29
Table 5: Level of Guidance and Counseling Training.....	30
Table 6: Counselors in Day Secondary Schools .....	32
Table 7: Interference from Member of the Family .....	33
Table 8: Poor Lighting System .....	34
Table 9: Lack of Reading Materials.....	35
Table 10: Students who lived in Noisy Environments.....	36
Table 11: Distance Travelled to School.....	37
Table 12: Interference from Friends in the Neighborhood .....	40
Table 13: Numerous Duties at Home.....	41
Table 14: Lack of a Good Study Room .....	42
Table 15: Students with Challenges in Payment of School Fees.....	43
Table 16: Selected Home Challenges across Gender .....	45
Table 17: Distance between School and Home for Day School Students .....	45
Table 18: Mode of Transport to School.....	46
Table 19: Selected Home Challenges across Classes .....	47
Table 20: How Guidance and Counseling Addressed the Selected Home Related Challenges ...	48

## LIST OF ABBREVIATIONS AND ACRONYMS

<b>A.I.D.S</b>	Acquired Immune Deficiency Syndrome
<b>BEEP</b>	Bicycle Educational Empowerment Program
<b>FSE</b>	Free Secondary Education
<b>G.O.K</b>	Government of Kenya
<b>H.I.V</b>	Human Immunodeficiency Virus
<b>H.O.D</b>	Head of Department
<b>KCSE</b>	Kenya Certificate of Secondary Examination
<b>KESSP</b>	Kenya Education Sector Support Project
<b>KIHBS</b>	Kenya Integrated Household Budget Survey
<b>KNBS</b>	Kenya National Bureau of Statistics
<b>M.O.E</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education, Science and Technology
<b>N.C.S.T</b>	National Council of Science and Technology
<b>REBT</b>	Rational Emotive Behavior Theory
<b>SPSS</b>	Statistical Package for Social Sciences
<b>T.S.C</b>	Teachers Service Commission
<b>U.S.A</b>	United State of America
<b>UN-HABITAT</b>	United Nations Human Settlements Programme

## **ABSTRACT**

Guidance and counseling aims at assisting individuals in various aspects of life. In Kenya, the Ministry of Education established guidance and counseling services to deal with formal areas of counseling which include educational counseling and psychological counseling in which home challenges of students in both day and boarding secondary schools can be addressed. The purpose of this study was to find out the influence of guidance and counseling in addressing home challenges faced by students who are day scholars in Trans-Nzoia County. Majority of the schools in the county are day secondary schools and students face various challenges at home which include travelling long distances to and from school, accommodation, interference by friends, a lot of home chores assigned to them after school among others. The study adopted a descriptive research design. The target population was 720 teachers and 11290 students from 132 day secondary schools in Trans Nzoia County. Purposive sampling method was used to select a sample of eight day secondary schools from which 386 students and 34 teachers were randomly selected from the selected schools. Out of the 34 teachers, a teacher counselor from the sampled schools was included in the sample of teachers. The data was collected using two questionnaires, one for the student and the other for the teachers. Interview schedule for teacher counselors was carried out. A Pilot study was conducted in West-Pokot County in Kapenguria involving 10 teachers and 40 students from two day Secondary schools and a reliability of 0.72 was established and accepted. The data collected was analysed using Statistical Package for Social Sciences (SPSS) computer program. Descriptive statistics (averages, percentages, frequencies) was used to analyse the data. The study found out that guidance and counseling is offered in the day secondary schools but counselors are not trained and the students face home related challenges. It was concluded that guiding and counseling is offered in the schools but most teachers have no training in counseling and that students face home challenges which cut across gender and classes equally. The study recommended that education stakeholders offer more support to the department of guiding and counseling by training more counselors and creating more awareness of the home related challenges so that the students can be helped.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

The guidance and counseling movement began in Europe and USA in the 19<sup>th</sup> century and did not gather momentum until the beginning of 20<sup>th</sup> century. Technological changes made major impact upon people's lives and work. Industrialization resulted in social and vocational mobility (Rao, 2003). It affected children rearing practices and one way of coping with the rapidly changing world was to start guidance movement. The guidance movement later led to the growth of counseling psychology (Rao, 2003). Although the principles of guidance have remained the same, the method and focus have evolved over time (Mutie & Ndambuki, 1999). At the beginning of the guidance movement the focus was on provision of occupational information, later there was more need of accessing individuals for different jobs (Mutie & Ndambuki, 1999). Modern counseling is a product of educational system which has deep roots in concern for an individual's freedom, rights, dignity and worth of as a human being (Rao, 2003).

Formal guidance and counseling started in the United States of America and it was founded by people who were social workers and reformers. The primary concern of the movement was hardships and problems with child labour and transition of the youth from school to the world of work. This resulted to vocational guidance and counseling. Systematic vocational and guidance program was developed in California school of Mechanical Arts in San Francisco in 1877, Jesse B. David, a principal in Central High School Detroit took upon himself to counsel 500 students. Several people initiated efforts designed to assist young people with vocational concerns. Among the pioneers are Frank Parsons, David S. Wheeler, Anne Reed, Eli Weaver, Daniel S. Hill and William A. Wheaty. In Hongkong, school guidance and counseling services were introduced in 1950s because of increased variations in children background, increased developments, interpersonal and social problems (Rao, 2003). The school guidance and counseling services helped students overcome the above problems that led to better adjustment and improved academic performance.

The development of counseling in Botswana after independence resulted from changes associated with transition into a modern society which brought about social challenges such

as unemployment, crime, teenage pregnancy, substance abuse among others. The positive changes associated with the transition of Botswana into a modern society also brought with them a number of serious social challenges that are more common in modern societies, including increased rates of unemployment, crime, teenage pregnancy, and substance abuse, among others. Additionally, in many other parts of Africa, the increased urbanization of the society has slowly resulted in a breakdown of the extended family system of support and a need for an organized support system to meet the needs traditionally met through the extended family (Okasha, 2002). Initial effort to provide career guidance information to students in secondary schools in Botswana date back to 1963, when a workshop was held to train a selected group of secondary school teachers in career guidance. Following the workshop, a system of provision in this service was implemented to provide career information. Later, efforts were gradually undertaken to develop a more comprehensive program for guidance and counseling in schools, a crucial factor in the development of counseling. In 1985, a policy direction seminar recommended that a career guidance services should be expanded to include social, educational and personal needs of the learners.

In Kenya guidance and counseling can be traced back in 1960s (Rao, 1999). At the end of 1962, the Ministry of Education came up with a plan to offer vocational guidance with the help of career masters in schools. In 1965, the Ministry of Labour produced a booklet called *Choosing Career*; the book gave information on career selection for secondary students. There was vocational guidance which was geared towards preparing the young people to the world of work. Though very essential, vocational guidance was not adequate in character building of the youth. The Ministry of Education established guidance and counseling program in July 1971 with the aim to deal with three major areas of formal guidance namely vocational guidance, educational guidance and psychological counseling.

National committee of education emphasised that guidance and counseling is expected to play an increasing important role in education system. This is because the totality growth and development of the youth depends on guidance and counseling. The committee stressed that guidance and counseling services must be concerned with overall development and not careers only. Further progress in establishing guidance and counseling in school was made. The plan recommended that guidance and counseling be incorporated in teacher training curriculum at both college and university levels. The recommendations were implemented though the content of the course was inadequate (Rao, 1999).

Numerous problems which affect students in overall development as they pursue education require effective counseling to be delivered to them (Gladding, 2003). Guidance and counseling is a necessary service in all education and training institutions. Schools counseling has substantial impacts on students' emotional and personal development (Mutie & Ndambuki, 1999). School counselors with a comprehensive guiding and counseling services help children and adolescents adjust to many challenges that they face both at home and at school. There is need to examine how effective guidance and counseling services is in helping day secondary schools in dealing with their home challenges. Rao (2003) emphasises that a school guidance program may initiate steps to overcome difficulties in learning and help student gain insight into himself or herself and understand his or her own problems in proper perspectives, thus addressing home challenges faced by day students in secondary schools.

It is well established belief that children of higher and middle level can achieve higher than children from poor backgrounds. The environment the students grow in, their past educational experiences and the way teachers perceive these students can go a long way to influence their achievements. Schools can play an important role in the success and academic achievement of children considering them as capable of achieving instead of failures and setting them up to achieve to the utmost (Kovalic & Olsen, 1998). To take the children away from poverty, they must receive a good education. This in turn leads into more future opportunities for them. Cultural relevance and superior content quality is of great importance. Knowledge of students' culture can help teachers prepare lessons that are effective and challenging. Additionally, instructional and classroom management techniques that work well with poor children can be put in place. The perspective and experiences of the children need to be considered (Goodwin, 2000).

## **1.2 Statement of the Problem**

A number of secondary schools in Trans-Nzoia County are day schools, meaning that the students spend a lot of time at home. It has been observed that these students face several challenges at home which directly affect their personal development and behavior, their self esteem which in turn affect their academic performance. Some of the challenges are cultural issues for example preference of gender as pertaining education, some students are orphans who live on their own or with relatives, the living condition of homes of many students are

not conducive for learning. It has been observed that many students also travel long distances to and from school with many having problems with meals and payment of school fees among others. The study intended to investigate the influence of guidance and counseling in addressing these challenges.

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

The purpose of the study was to investigate the influence of guidance and counseling in addressing selected home-related challenges of students in Trans-Nzoia County.

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

The study aimed at achieving the following objectives:

- i) To find out the status of guidance and counseling in public day secondary schools in Trans-Nzoia county
- ii) To establish selected home challenges of students in public day secondary schools in Trans-Nzoia County.
- iii) To establish the prevalence of selected home related challenges across gender and class.
- iv) To determine the influence of guidance and counseling in addressing the selected home challenges in public day in day secondary schools in Trans-Nzoia county.

### **1.5 Research Questions**

The study aimed at answering the following questions:

- i) What is the status of guidance and counseling offered in public day secondary schools in Trans-Nzoia County?
- ii) What are some of the home related challenges faced by students in public day secondary schools in Trans-Nzoia County?
- iii) What is the prevalence of selected home related challenges across gender and class of students in public day Trans-Nzoia County?
- iv) Does guidance and counseling offered in public day secondary in Trans-Nzoia county address selected home related challenges of students?



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

The results of this study may serve to highlight the status of guidance and counseling in secondary schools in Trans-Nzoia County. The findings may also be used by principals and teachers to evaluate whether students in day secondary schools face similar challenges and how effective the guidance and counseling offered in these schools is. The students may use the findings of this study to understand some of the challenges they face at homes and how they can be addressed. The ministry of education may also use the results to come up with guidance and counseling programs that address the areas highlighted by this study and also counselor training programs for adequate skills.

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

The study was conducted in Trans-Nzoia County and was focusing on public day secondary schools. Most of the day schools in the county are mixed schools and the form two, three and four classes were chosen because they were mature and could explain the challenges they faced as day scholars better.

### **1.8 Limitation of the Study**

The limitation of the study was that the results could not be generalised to the whole country since it has focused on only one county.

### **1.9 Assumption of the Study**

The researcher assumed that the sample schools would be a representative of all the day schools in Trans-Nzoia County.

### **1.10 Definition of Terms**

The following terms assumed the following operational definitions in this study:

**County:** A unit of local government and one of subdivision of a state. Kenya has 47 counties.

**Day Secondary Schools:** A set of learning institutions where students commute to school every day from their place of residence.

**Home Related Challenges:** Issues from learners place of residence that may hinder their Personal development and academic excellence.

**Influence:** The efficiency with which guidance and counseling achieves its goals

**Matatu:** Public mode of Transport used in Kenya

**Prevalence:** The number of students facing selected home challenges in the population of study.

**Public Schools:** A secondary school which is maintained through government funding.

**Role:** Part played or contribution made. The part that guidance and counseling programs is expected to play in a Secondary School.

**Student:** A learner in secondary school level.

**Teacher Counselor:** A teacher in secondary school charged with the responsibility of offering guidance and counseling services to the students.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter focused on review of literature on guidance and counseling. It included nature and concept of guidance and counseling, guidance movements in Kenya, role of guidance and counseling, areas of guidance offered in secondary school, some challenges faced by day scholars in secondary schools, theoretical and conceptual frame work of the study.

#### **2.2 Nature and Concept of Guidance and Counseling**

If one assumes that counseling is advising then counselors have existed since people have appeared on earth. Mothers, fathers, friends, lovers, clergy and social workers, teachers, relatives and other leaders all provided such help or services whether sought after or not. The idea of a professionally trained counselor is relatively new which emerged due to the recognition of a deep need within human development (Rao, 1991). There has been and there still is the deeply embedded conviction that under proper conditions some people can help others manage the distressing problems of life (Mutie & Ndambuki, 1999). Some people can help others find ways of dealing with, solving or transcending problematic situations.

Guidance and counseling concepts have existed as long as humanity. People have through the ages sought to understand themselves, offer counsel and aid to develop their potential. Humans have strived to make themselves aware of upcoming opportunities in life and assist themselves generally in ways that are today associated with formal guidance practice. Mutie and Ndambuki (1999) alluded that the economic and social change over the years has altered the ways young people manage their lives. Consequently, not all the wisdom transmitted from the traditional cultures of the past can effectively challenge the modern problems. Effective guidance and counseling services in learning institutions have thus become extremely important. Boys and girls, young men and women need to be fully guided regarding the relationship between health and the environment, life-earning skills, the knowledge and attitudes that lead to success or failure in life.

Guidance and counseling should assist in improving the self-image of the youth which consequently will facilitate better achievement on life tasks. It should also to a large extent

empower girls and boys to fully participate in and benefit from the economic and social development of the nation (Makinde, 1984). There is therefore the need to understand the nature and concept of guidance and counseling and how it is implemented with respect to students' developmental needs.

### **2.3 Conceptualisation of Guidance and Counselling**

The term 'guidance' has been defined in various ways by different scholars. Guidance is defined as the processes of helping an individual understand himself and his world. Thus, guidance as a process is not a single event but that it involves a series of actions or steps progressively moving towards a goal. Guidance as helping involves aiding, assisting or availing with the main purpose being the prevention and a melioration of human difficulties by the provision of specialised help. Individual according to them refers to the student or clients in school or other setting, while to understand himself and his or her world means the individual comes to know who he is as an individual, aware of his personal identity, the nature of his personality is clearly perceived as it is, the aggregate of his surroundings and the people with whom he/she comes into contact with is experienced more deeply and completely.

According to Mutie and Ndambuki (1999) guidance involves personal help and advice given by someone. This help is designed to assist people in deciding where they want to go, what they want to do, how to get to their destination and how to solve problems arising in their lives. Thus guidance helps people to solve their problems. It does not solve problems. Guidance also promotes self direction and self-growth (Lutomia & Sikolia, 2002). Guidance as a term referring to a broad area of educational activities and services aimed at assisting individuals in making and carrying out adequate plans and achieving satisfactory adjustments in life. This means that guidance in the school setting is a process that is aimed at leading the individual to the achievement of desired life goals. It is meant to equip the individual with knowledge and techniques that will enable him or her to identify and find ways of anticipating and solving problems. Guidance can be both formal and informal. The Ministry of Education, Science and Technology (MOEST, 2001) defines guidance as a continuing process concerned with determining and providing for the developmental needs of learners. Guidance therefore is considered a lifelong process that involves helping individuals both as part of a group and at the personal level. Guidance is expected to lead to self understanding,

development of talents, knowledge of reproductive health, effective self-management, disaster preparedness, ability to solve conflicts and be able to make life decisions. Counseling on the hand has been defined as the skilled and principled use of relationship which develops self-knowledge, emotional acceptance and growth and personal resources (Mutie & Ndambuki, 1999). The overall aim of counseling is to make life more satisfying. They add that counseling may be concerned with addressing and resolving specific problems, making decisions, coping with crisis, working through feelings and inner conflicts or improving relationships with others. The counselor's role is to enhance work values, personal resources and capacity for self-determination of the person being counseled. Counseling is the process by which a person who has a problem or need to make a decision is helped to identify, explore and examine alternative courses of action and their possible consequences. Such people are, also helped to come up with solutions to their problems. Counseling therefore is aimed at enabling the client to achieve better personal adjustments, growth and maturity by learning to use his or her resources and by developing and exploiting his or her potential fully.

Lutomia and Sikolia (2002) defined counseling as the purposeful understanding of a person so as to promote self-understanding in that person. It also involves listening to people, giving directions, and attention to their problems as well as offering suggestions that can bring about solutions to their problems. In African society, teachers, church ministers, physicians, lawyers and elders are regarded as counselors because of their training and age. MOEST (2003) defined counseling as a helping process that uses the safety of a special relationship between the counselor and the counselee. The counselor and the counselee together explore the thoughts, feelings and attitudes of the counselee with the main of using resources within himself or herself to effect healing and change. In other words counseling aims at assisting the client to find solutions to the issues and problems he or she is facing, manage, and cope with these problems.

Makinde (1984) defined counseling as a service designed to help an individual analyse himself/herself by relating his/her capabilities, achievements, interests and mode of adjustment to what new decision he/she has made or has to make. While other aspects of guidance may be concerned with the provision and interpretation of information, counseling is concerned with the feelings, attitudes and emotional dispositions of an individual about himself and the situation facing him or her. In other words, counseling is designed to provide

an interactive relationship where the counselor is attempting to help a student to better understand himself or herself to his or her present and future decisions or problems.

Rogers (1969) refers to counseling as a series of direct contacts with the individual, which aims to offer assistance in changing attitudes and behavior. In addition Rogers writes that effective counseling consists of definitely structured, permissive relationships which enable him to take proactive steps in the light of new orientation. The broad objective of counseling is to help the individual to clear away the entangling and hampering tentacles so that he or she can be what he or she really is and contribute more to self and to others. Counseling is an interactive process between the counselor and counselee in a professional setting a means of facilitating the understanding of self and results in changes of behavior of the individual. The counselor tries to understand the abilities inherent in an individual to solve his or her problem.

Counseling is an interactive process co-joining the counselee who is vulnerable and who needs assistance and the counselor who is trained and educated to give this assistance, the goal of which is to help the counselee learn to deal more effectively with himself and the reality of his or her environment. Rao (1991) defined counseling as a helping relationship. The commonly observed relationships such as those between the teacher and pupil, husband and wife, mother and child, counselor and counselee could all be considered helping relationships. A helping relationship is characterised by certain essential features. According to (Shertzer & Stone, 1968) the features are:

- i) Is meaningful because it is personal and intimate.
- ii) Involves the integrity of the helper and the helped which is sustained by voluntariness.
- iii) Involves mutual consent of the counselor and counselee either explicitly stated or implicitly to be inferred.
- iv) Takes place because the individual in need of help is aware of his or her limitations and inadequacies.
- v) Involves confidence.
- vi) Is achieved and maintained through communication and interaction and also involves give and take that it is not a one way process.
- vii) Involves a certain amount of structure. The situation is either vaguely or clearly defined.

- viii) Is marked by the desire for change in the existing conditions of the client hence is concerned with the improvement of the client.

Counseling aims at helping the clients understand and accept themselves and work towards realising their potential (Rao, 1991). Often this requires modification of attitudes, outlook and behaviour. The counselor accepts his or her clients and has unconditional regard for their personality. Mutie and Ndambuki (1999) contend that the objectives of counseling are broad and vary with the situation, environment and to training. This study defines guidance and counseling as program intended to benefit individual students based on their needs.

The basic objectives according to them include the following;

- i) Counseling helps students gain insight into the origins and the development of emotional difficulties leading to an increased capacity to take rational control over their feelings and actions.
- ii) Alter maladaptive behavior.
- iii) Assist students move towards fulfilling their potential or to achieve an integration of previously conflicting parts of themselves (wholeness).
- iv) Provide students with skills, awareness and knowledge which enable them to confront social inadequacies. Guidance and counseling in this study was defined as a whole learning oriented process which occurs in an interactive relationship with the aim of helping the students learn more about themselves and their needs.

#### **2.4 Development Guidance and Counseling in Kenya**

Guidance and counseling in Kenya dates back to the days immediately after independence. The Ministry of Education created guidance and counseling unit in 1970 which provide services to secondary schools and tertiary institutions. The implementation of guidance and counseling by the government of Kenya is based on a number of recommendations and guidelines contained in various Education Commission reports, National Development Plans and session papers. The Ominde report of 1964 stressed the need for enhancing Vocational guidance in schools in order to prepare Kenyans to take over skilled jobs from expatriates. The vocational needs of guidance and counseling were therefore emphasised more than other needs then. Development plan recommended teachers and head teachers to provide space in the school timetable for teachers to assist pupils resolve their psychological problems at school by providing guidance and counseling services.

The G.O.K (1988) recommended that many teachers in secondary schools be trained in guidance and counseling. The Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond of 1988 recommended the decentralisation of guidance and counseling to districts levels. Teachers Service Commission was tasked with appointing heads of departments to run guidance and counseling while Kenya Institute of Education was to develop suitable curriculum and guidance and counseling handbook. The G.O.K (2001) also noted that guidance and counseling services in schools were no longer as effective as it used to be and it recommended the revamping of guidance and counseling programs in schools so as to address students challenges such as the rise of anti social behaviors and HIV/AIDS. The Children's Act of 2001 emphasised the protection of children from physical and psychological abuse where guidance and counseling was expected to assume a greater role in light of this (G.O.K, 2001). G.O.K (2001) recognised the use of guidance and counseling as a tool for managing discipline in schools.

The Kenya Education Sector Support Program (KESSP) recommended the strengthening of the guidance and counseling programs in school to address students' needs. It recommended the most comprehensive policy on guidance and counseling in Kenya which envisaged quantifiable outcome of the program. The government of Kenya through the ministry of education supports the provision of Guidance and counseling services in schools though the policy framework regarding this vital service is still weak. There are no comprehensive guidance and counseling policies in place at the moment. Guidance and counseling continues to play a critical role now and in the future in learning institutions in Kenya due to the many social psychological, technological and behavioral challenges that learners experienced as they grow and as they go through the educational systems and finally the world of work (Rao, 1991).

## **2.5 Role of Guidance and Counseling in Secondary Schools**

There is an urgent need to introduce and strengthen guidance services in schools to meet the various needs of students, administration and the whole of education system. Some of the reasons are;



**a) To help student make adjustments to the situations at school and home**

Students face situations both at home and school and if not tackled properly could lead to problems of adjustments (Mutie & Ndambuki, 1999). Problem solving skills if cultivated early will enable the individuals to tackle the problems when they arise later in life.

**b) To supplement the efforts at home**

Many students come from families that are not able to provide for their needs adequately. There is also a gap in the range of sympathetic adults who could be turned to in times of need. This gap was formerly filled by adults, brothers, sisters, aunts, friends and grandparents, within traditional set-up. Families are not equipped to provide job related information and parents are not trained to help their children develop study techniques etc. A comprehensive guidance program in school would be useful in supplementing the efforts made by parents in guiding their children (Mutie & Ndambuki, 1999).

**c) To help in total development of the students**

Mutie and Ndambuki (1999) alluded that the emphasis on intellectual development through teaching alone cannot help in the development of the students. Therefore there is a need for a method to enable the students understand themselves. Guidance for students will enable them harmonise their abilities, interest, values and therefore enable them to develop fully. Self knowledge enables one to formulate life goals and plans that are realistic (Rao, 1991). Total development of student is important because individual differences are expected, accepted, understood and planned for. All types of experiences are organised to contribute to their total development.

**d) To identify and motivate the disadvantaged students from the disadvantaged sections of the society who have their own problems and needs.**

They sometimes experience adjustment with their peers, teachers and environment. They also find it difficult to communicate, make friends and benefit from the classroom and other extra-curricular facilities available. Guidance is needed for such students so that they may adjust and utilise the available facilities fully (Mutie & Ndambuki, 1999).

## **2.6 Importance of Guidance and Counseling**

Mutie and Ndambuki (1999) in support of importance of guidance and counseling in school states that guidance and counseling programs can also help the youth to prepare for adult life.

This would help them to acquire the right values and attitude that would make them productive and useful citizens, it would help them acquire self-esteem, a sense of identity, values and beliefs that can guide the behavior and form their character. In traditional African society, character formation was achieved through intense formal and informal programs of guidance and counseling; the extended family played a key role in the guidance and counseling process. Makinde (1984) supports this by noting that guidance and counseling has been essential part in every society had its own sources of receiving wisdom which controlled and regulated social interactions.

The G.O.K (1988), Report of the Presidential working party on Education and Manpower Training for the Next Decade and Beyond, emphasised the importance of guidance and counseling by stating that the guidance and counseling of students in secondary schools is essential in helping students in identification of their individual interests and the correction and assistance to enable them face the realities of life. Students are expected to have been properly socialised as well as possessing relevant knowledge, skills, attitudes and values that would enable them to participate fully in nation building. Since the 1985 seminar, the call for the expansion of counseling services beyond the career has been reflected in many other government planning documents, including the revised national policy on education in 1994.

## **2.7 Personal and Social Counseling**

Young people are growing up in a complex and fast-changing society where they often don't understand what is happening and what to do about it. They face peer pressure, Aids epidemic, alcohol and drug abuse, and a myriad of other problems in the homes, schools and society at large (Rao, 2003). The demand of such a world creates problems for the young people because they have no adaptive mechanisms and strategies. Personal and social guidance is the process of helping an individual to know how to behave with consideration to other people so as to improve the quality of life in the society. In the course of their development, individuals encounter a lot of problems, anxiety, frustrations, fears, poor self concept, alcohol and drug abuse, inability to set goals among others. Among underlying causes of these problems includes is stress and anxiety, which may be caused by family problems, not feeling in control, peer pressure, drug and alcohol abuse, future, boredom, sexuality etc (Mutie & Ndambuki, 1999). Students in secondary schools face many difficult situations in today's life. Some of the areas they need guidance includes:

### **(a) Education**

School curriculum is fairly comprehensive. The co-curricular activities have also increased manifold. To be able to make correct choice and proper adjustment to the school programs, the students need guidance, for example guidance to develop good study habits, to prepare to sit and write examinations, guidance in choosing of certain subjects that may be leading to poor grades, career guidance. Those with financial problems should be guided regarding bursaries, fees concessions, scholarship among others (Mutie & Ndambuki, 1999).

### **(b) Personal problems**

Students have problems relating to themselves, their parents and families, their friends and teachers. Some students may have disappointing memories related to family or home (Mutie & Ndambuki, 1999). Parents could leave their children with a feeling of incompetence and insecurity, when they fail to live up to their expectation. Some parents nag their children and create an unfavorable atmosphere at home. At times, the strained and unhappy relationships at home hamper progress in study. There may be sibling rivalry, domination of elder, maltreatment of children and the lack of a sense of belonging which could disturb the mental equilibrium of the young students resulting in poor achievement. In such cases, expert guidance has to be provided. Some students are faced with problems such as lack of friends, loneliness, failure, and feeling of inadequacy and at time inferiority. This can sometimes create emotional conflicts in them. They help while undergoing through these psychological problems. It is important to realise that while textual learning is important, the learning of self-confidence, cooperation, curiosity, persistence inferiority alienation, etc is important in order to develop a wholesome personality (Rao, 1991).

### **(c) Social and moral life**

Mutie and Ndambuki (1999) alludes that students needs to be guided in social behavior and relationships, making new friends and becoming leaders in relationship, making new friends and becoming leaders in their own groups. Students face awkward situations at home, in school and with peers. Sometimes they find it difficult to rise above them. Many tell lies, try to dodge and engage in anti-social acts. Guidance is then to be provided to keep them morally upright.

## **2.8 Counseling Goals**

The counselor has the goal of understanding the behavior, motivation and feelings of the counselee (Rao, 1991). The counselors' goals are not limited to understanding his clients; he has different goals at different levels of functioning. The immediate goals, however is to obtain relief for the clients and the long range goal is to make him a fully "Functional Person". The goal of counseling is to overcome their immediate problems and to equip them to meet future problems. Rapid changes brought about by industrialisation and urbanisation has led to several perplexing problems.

Specific counseling goals are unique to each client and involve a consideration of the client's expectation as well as environmental aspects. The immediate goals refer to the problems which make the counselee to seek solutions here and now (Rao, 1991). The long-range goals are those that reflect the counselor's philosophy of life and could be stated as to help the counselee become self-actualised attain self-realisation and become a fully functioning person. According to Rogers (1942) an important outcome of counseling is that a client feels less anxious about the possibility of achieving his goals. Rogers (1969) further holds that counseling produces a change in personality organisation and behavior, both which are relatively permanent.

## **2.9 Challenges Facing Guidance and Counseling Programs**

Guidance and counseling services has been implemented since the time the country gained independence though it has faced a number of challenges and problems. MOEST (2004) noted that the guidance programs have not been given adequate financial resources to commission variety of modules that satisfy the enormous needs. In addition, it also singled out inadequate trained personnel, work overload for teacher counselors, lack of national policies on guidance services and the absence of the official time for counseling in the school time table.

Makinde (1984) cited the lack of support from school administration, non-commitment of counselors to the profession, in adequate planning due to busy schedules in the schools and conflicting roles as some of the challenges. Hiring of trained counselors by the teachers service commission is a challenge due to understaffing problems in schools. Also, the lack of government support to run the programs effectively, Makinde (1984) and Rao (1991) means

that perceptions and attitudes towards the guidance and counseling programs among secondary schools students remain a challenge due to some traditionally held beliefs.

### **2.10 Home Related Challenges**

It is difficult to develop positive relationships with parents who live in poverty and entice them to get involved in their children's education. This is possible however, by first understanding what is involved in parenting in low socioeconomic conditions. Parents' ability is weakened by living in poverty conditions and by the emotional and psychological stress associated with living in poverty (Kaiser & Delaney, 1996). A child's first exposure to the world is facilitated by parents. Therefore, children model what they get from their parents behaviorally, cognitively and socially so that any negative effects that parents encounter due to factors related to poverty will have a spill over and negatively affect the child's development. Children rely on their parents to mediate their environment, respond to their needs and provide emotional stimulation and support. If, as a result of poverty related stresses the parent does not do this, the child's development could be delayed or otherwise negatively affected (Kaiser & Delaney, 1996). Poor environments usually lack those conditions that foster growth and success. These include a strong shared belief system, security, access to basic needs and a positive time together. Thus family relationships suffer when individuals live in poverty. Parents exhibit less capacity to be supportive and consistent in their parenting, provide less vocal and emotional stimulation are less responsive to their children's needs and model less sophisticated language. Parenting style is more punitive and coercive and less consistent (Kaiser & Delaney, 1996). Overall, parental support and involvement in school activities is lower among poor parents. This does not necessarily indicate a lack of interest, but it reflects issues related to poverty such as time, availability and affordability of child care and transportation as well as possible negative personal experiences between the parents and his or her school when growing up (Kaiser & Delaney, 1996).

Poverty as a multidimensional phenomenon is perhaps best exemplified in urban areas. Not only is urban poverty characterised by inadequate income (and hence inadequate consumption of basic necessities) but also by inadequate asset base, shelter and provision of public infrastructure (for example, piped water, sanitation, drainage, and so forth), as well as inadequate access to services such as health care, schools, vocational training, and protection of poorer groups' rights. Compounding this are limited or non-existent social safety nets, voicelessness, and powerlessness within political systems, judicial institutions and

bureaucratic structures (UNHABITAT, 2003). Even those who are not poor in income or expenditure terms but live in the slums can be considered qualitatively poor by virtue of living in poor quality housing lacking infrastructure.( World Bank, 2006 )

At – risk children are those children that stand the likelihood of failing in school because of their socio-economic conditions. It can be wrong to single out any one factor as being paramount in making a child a failure in school. The likelihood for risk is prominent when a bunch of factors come together. According to Leloy and Symes (2001), poverty is considered a major risk factor. Known factors are related to poverty and likely to make a child fail academically include: unemployment, homelessness, mobility, exposure to inadequate educational experiences, substance abuse, dangerous neighborhoods, malnutrition, poor health exposure to environmental toxins, inadequate child care, lead poisoning, television watching, and birth weight.

Cultural sensitivity plays a great role in helping children from low socioeconomic backgrounds. With the increase in the population of children from poor households, the work of teachers remains ever challenging. One way to ease this problem is for teachers to know the needs of their poor student. Social context remains vital in the development of children. It is therefore of importance to understand the world the poor children live in. Teachers should do all they can to bridge school values and students cultural values, considering that so many different cultures are represented in our society. We often encounter students who belong to more than one cultural group (Marlowe & Page, 1999).

## **2.11 Theoretical Framework**

This study was based on two theories, the Psychoanalytic Theory by Sigmund Freud and Rational Emotive Behavior Therapy by Albert Ellis.

### **2.11.1 Psychoanalytic Theory by Sigmund Freud**

Theory by Sigmund Freud Psychoanalytic system is a model of personality development, a philosophy of human nature and a method of psychotherapy. He called attention to psychodynamic factors that motivate behavior, focused on roles of the understanding and modifying the structure of one's basic structure. Freud view human nature as deterministic. According to Freud, behavior of people is determined by irrational forces, unconscious

motivations, biological and instinctual drives and certain psychosexual events during the first six years. According to Freud personality consists of Id, Ego and Super Ego. He also talks of the consciousness, unconsciousness and anxiety. Freud also talks of the ego defense mechanism which the ego uses to shield oneself from anxieties of life. A significant contribution of this model is the psychosexual stages of development from birth to adulthood. This theory provides a counselor with conceptual tools for understanding development and key tasks in various stages of development. This theory can be used in learning situation for the counselor to understand early development of human being from birth to six years, parenting of children at this stage and how the learners may be affected. It offers tools to the counselor on how to deal with anxiety, past experiences in the unconscious mind and how guidance and counseling can be used to address home related challenges faced by learners. This theory will enable the guidance and counseling teachers in day secondary schools to relate to learners, since behavior according to Sigmund Freud on psychosexual stages, human behavior is modeled in the first six years of birth, where the parents and homes they are brought up is key to this development. The counselor will be able to address other issues of behavior like Ego defense mechanisms of students, which according to Sigmund Freud are used to shield one from anxieties of life and which may be traced from ones background hence the homes. These issues on behavior are basically traced on the learners' home environment where they live or where they are brought up and therefore a counselor may be able to address them and hence equipping the students with skills to cope or manage the challenges in their life's and even for future. It may also help the counselors come up with programs for guidance and counseling that can address these issues.

### **2.11.2 Rational- Emotive Theory by Albert Ellis**

Rational- Emotive Behavior Theory (REBT) is based on assumptions that human beings are born with potential for both rational, straight thinking, irrational and crooked thinking. People have predispositions for self preservation, happiness, thinking and verbalisation, loving, communion with others, growth and self actualisation. They also have potentialities for self destruction, avoidance of thought, Procrastination, endless repetition of mistake, intolerance, perfectionism, self blame etc. REBT attempts to help people accept themselves as creatures who will continue to do mistakes yet at the same time learn to live at peace with themselves. Ellis (1979) listed some key assumptions of REBT

- (i) People condition themselves to feel disturbed rather than being conditioned by external forces.
- (ii) People have the biological and cultural tendency to think crookedly and to needlessly disturb themselves.
- (iii) Human are unique in that they invent disturbing beliefs and keep themselves disturbed about their disturbances.
- (iv) People have the capacity to change their cognitive, emotive and behavioral processes.

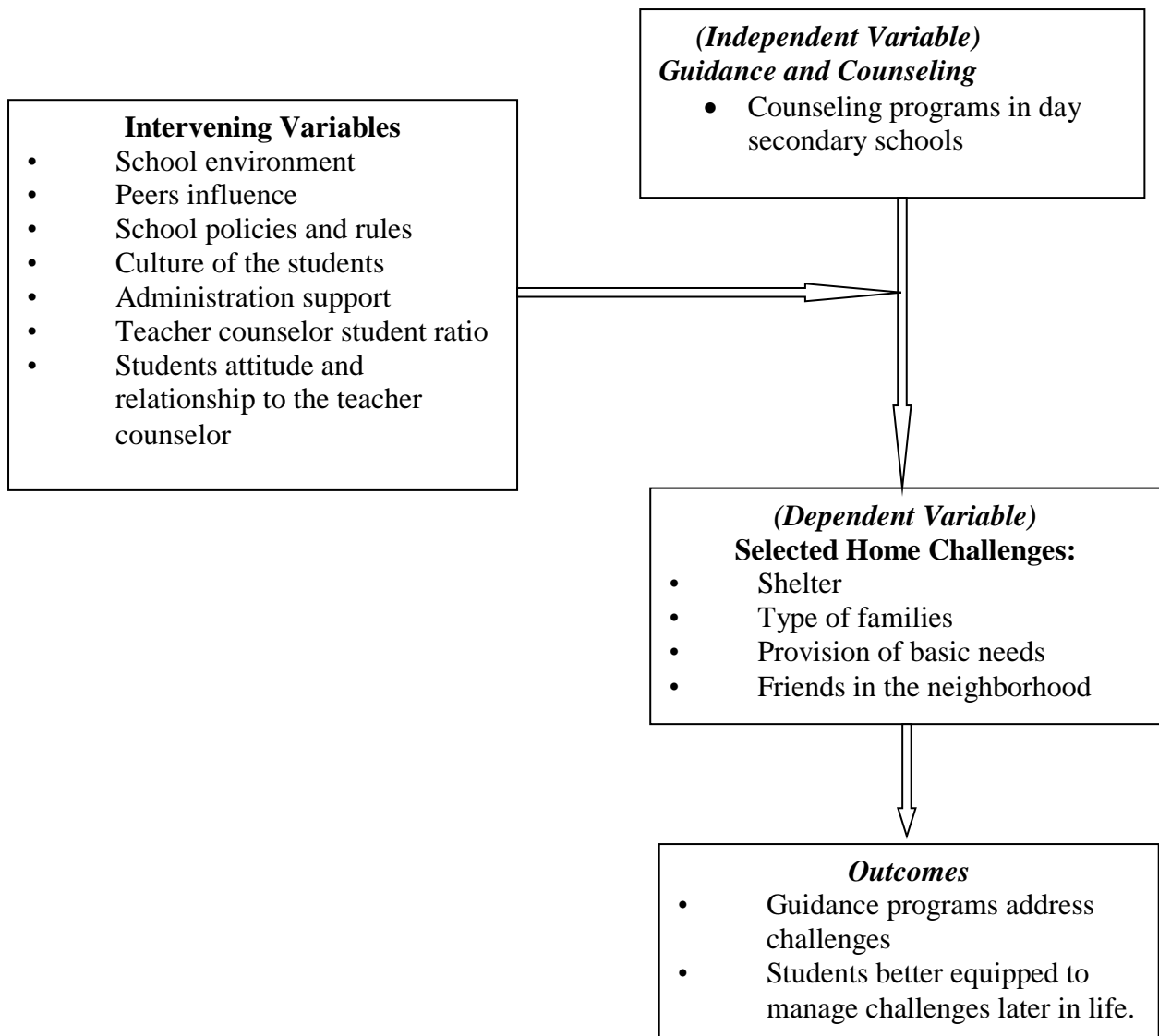
Ellis (1984)) has concluded that humans are self taking, self evaluating and self sustaining. They develop emotional and behavioral difficulties why they take simple preferences (desire for love, approval and success). This theory will be used to show that guidance and counseling has a role in helping learners face home related challenges and hence improvement in their academic performance This theory suggest that human character is by choice, that is how a person thinks or what they believe leads to their character or personality they portray. Therefore this theory can be used by a counselor to help a student understand that character is not based on their family background, upbringing, where they live or generally their own circumstances. This theory can be used to help a counselor have the ability to cause a change on how students think and condition themselves to be disturbed yet the external factors like home have no contribution when the beliefs are disputed; it enables the learner to have a new way of thinking. Therefore a counselor can offer counseling to students on such issues which could lead to change in character and behavior. These two theories will be used to show that guidance and counseling has a role in helping learners facing home related challenges that if applied by the counselors could lead to change in students' character, personality development, academics and also in addressing such issues in future.

## **2.12 Conceptual Framework**

Guidance and counseling directly influences how students overcome home related challenges that face them. Guidance and counseling is a program in Kenya secondary schools which aims at assisting students in various aspects of life. Rao (1991) says that schools guidance programs may initiate steps to overcome difficulties and gain insight and understanding of his problems hence guidance and counseling can be used to address the challenges faced by students in day secondary schools. According to Sigmund Freud psychoanalytic theory, human personality is developed in the first six years of life and during this period, the parents



and home environment are the main determinants. Freud explains that human personality consists of the Id, Ego and superego, and the three determines human character. This knowledge will enable the counseling teacher in identifying such areas as anxieties of learners and relate them to home environment and how they can be addressed. The Rational-Emotive Behavior Therapy by Albert Ellis is based on the assumption that thinking shapes behavior and character. This includes how students view their homes, their upbringing, their parents, and issues they relate to and their background. The counseling teachers can help learners refute these beliefs and therefore lead to change in behavior. However there are some intervening variables that affect both the independent and dependent variables. The model below summarises this relationship.



**Figure 2.1: Interaction of Independent, Intervening and Dependent Variable**

The Figure 2.1 shows how guidance and counseling is likely to affect selected home related challenges faced by students in day secondary schools. However the intervening variables which have not been investigated in this study may affect the dependent variables. The intervening variables may on the other hand affect the efficiency with which the guidance and counseling services are offered by the Teacher counselor; hence the three sets of variables are interrelated. Therefore the presence of the Independent and Intervening variables affect the dependent variables. On the other hand the influence of guidance and counseling is reflected by the level which the Selected home challenges are addressed.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter outlined research area, research design, target population, sample and sampling procedures. It also showed how data was collected and analysed. This chapter also states the validity and reliability of research instruments.

#### 3.2. Research Design

Descriptive research design is a valid method for researching specific subjects and as a precursor to more quantitative studies. Descriptive studies can yield data that can lead to important recommendations. The researcher used descriptive survey design because it was an effective method of collecting descriptive data of population that would not be possible to observe directly.

#### 3.3 Location of Study

This research was conducted in Trans Nzoia County which occupies 2,495.5 km<sup>2</sup>. This county was selected because the researcher lives in that county so it was easy to collect the data. The County has three constituencies, namely Cherangany, Kwanza and Saboti. The main economic activity includes farming and tourism.

#### 3.4 Population of the Study

The population was students and teachers in public day secondary school in Trans-Nzoia County of Kenya. There are 132 public day secondary schools, 11290 students and 720 teachers. Table 1 shows the distribution of students and teachers in public day secondary school in the county.

**Table 1: Distribution of Teachers and Students across Day Schools in Trans-Nzoia County**

Type of Day School	No. of Schools	No. of Teachers	No. of Students	
			Girls	Boys
Girls	1	8	130	--
Mixed	131	612	5010	6150
<b>Total</b>	<b>132</b>	<b>720</b>	<b>5140</b>	<b>6150</b>

### 3.5 Sampling Procedure and Sample Size

The size to be studied was determined by the use of Nassiuma (2000). This formula was used to obtain samples from population whose underlying probability is unknown. The Coefficient of Variation was less than or equal to 30%

The formula is as follows;

$$n = \frac{NC^2}{C^2 + (N-1)e^2}$$

Where;

N- Population

n- Sample size

C- Coefficient of variation

e- Error margin

**(i) Number of Students**

(Error margin was set at 1.5% since the population was large)

$$\begin{aligned}n &= \frac{11290 \times (0.3)^2}{(0.3)^2 + (11289 \times 0.015^2)} \\ &= 386\end{aligned}$$

**(ii) Number of Teachers**

(The error margin was set at 5% since the population was smaller)

$$\begin{aligned}n &= \frac{720 \times (0.3)^2}{(0.3)^2 + (719 \times 0.05^2)} \\ &= 34\end{aligned}$$

**(iii) Number of Schools**

(The error margin was set at 10% since the population was very small)

$$\begin{aligned}n &= \frac{132 \times (0.3)^2}{(0.3)^2 + (131 \times 0.1^2)} \\ &= 8\end{aligned}$$

Purposive sampling was done to select the eight public day secondary schools in Trans-Nzoia County, some located around towns and others in the village so as to have data that comprised both town and rural set up. The public day secondary schools were selected because it was only the day school students could offer the required information for that is

where they spend most of their time when not in school at homes. The 34 teachers and 386 students were picked by random sampling by putting pieces of papers in a bag and drawing without replacing. Finally one teacher counselor was purposively selected from each school in the sample. The sample comprised of 8 schools, 34 teachers and 386 students.

**Table 2: Distribution of Sample of Day Schools in Trans-Nzoia County**

Type of Day School	No. of Schools	No. of Teachers	No. of Students	
			Girls	Boys
Girls	1	4	20	--
Mixed	7	30	173	193
<b>Total</b>	<b>8</b>	<b>34</b>	<b>193</b>	<b>193</b>

### 3.6 Instrumentation

Data was collected using two research instruments, that is questionnaire and interview schedules. The questionnaire, given in Appendix A was administered to students to obtain information about selected home related challenges they experience, prevalence of these challenge across gender as well as establishing the status of guidance and counseling in their schools. The questionnaire, given in Appendix B was administered to teachers to obtain the status of guidance and counseling in their schools, home challenges students and find out whether guidance and counseling addresses these challenges. These questionnaires contained both closed ended and open ended questions. The second instrument used was interview schedule (Appendix C) to the guidance and counseling teachers to find out the state of guidance and counseling in schools as well as establish home challenges faced by students.

### 3.7 Validity

Pilot study was conducted in West Pokot County in Kapenguria before the main study. For this purpose two schools were selected, ten teachers of which two were guidance teachers and forty students from both schools were selected to test the validity of the instruments.

### 3.8 Reliability

Reliability of the instruments was established using Crombach alpha ( $\alpha$ ) and coefficient of 0.72 was established from the questionnaires.

### **3.9 Data Collection Procedure**

The researcher sought for research permit from the National Council of Science and Technology and was allowed to collect the data. The researcher proceeded to the County Director of Education then to the principals of the selected schools to collect data from both the teachers and students. Upon the agreed dates, the researcher gave out the questionnaires to the teachers and students and conducted the interviews with teacher counselors.

### **3.10 Data Analysis**

The data collected was coded, organised and processed by use of Statistical Package for Social sciences (SPSS). Descriptive statistics was used to analyse the data.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This study sought to investigate the influence of guidance and counseling in addressing selected home challenges in public day secondary schools in Trans-Nzoia County. This chapter presents the results of the study. The data was analysed using descriptive statistics which includes frequencies, percentages and mean. The analysis of data and discussions followed the four research questions formulated from the objectives to guide this study. The research instruments used were questionnaires and interviews schedules, 420 questionnaires were fully completed and returned and 8 interview schedules conducted with the teacher counselors.

#### **4.2 Respondents Demographic Data**

The study involved 420 respondents of whom 386 were students and 34 were teachers. These respondents were from the eight selected schools, seven were mixed schools and one was a girl's school. This was because most of the day schools were mixed schools. Out of 386 students, 203 (52.6%) were girls and 183 (47.4%) were boys. In terms of classes 134 (34.4%) were in Form 2, 135 (35.0%) were in Form 3 and 117 (30.3%) were in Form 4. Out of the 34 teachers, 16 (7.1%) were female and 18 (52.9) were male.

#### **4.3 The Status of Guidance and Counseling in Public Day Secondary Schools in Trans-Nzoia County**

The first objective of the study was to determine the status of guidance and counseling in public day secondary schools in Trans-Nzoia County. To achieve this, both teachers and students gave their views on the questions given, and the analysis of their responses was used to describe the status of guidance and counseling in their schools. 41 (10.6%) of the students indicated that their schools did not offer any guidance and counseling in their schools while 345(89.4%) felt that their schools offered guidance and counseling. 361 (93.5%) of the students said they were aware that their schools had a guidance and counseling teacher, while 24 (6.2%) were not aware of a guidance and counseling teacher. This is in agreement with Maiyo and Owiye (2009), that Kenya as a country has continued to embrace Guidance and Counseling in schools with the Ministry of Education (MoE) strengthening its use in schools by deploying Guidance & Counseling career masters/mistresses as heads of departments. The main guidance and counseling programs in schools are mainly educational, followed by

personal/social aspects, and this is in agreement with Maiyo and Owiye (2009). Yet, according to Owino (2013), guidance and counseling should not only be concerned with the improvement of educational but also with personal, social, civic and vocational adjustment of the learners. According to Ramakrishnan and Jalajakumari (2013), these two aspects – guidance and counseling – are important areas. They list some of the most important areas of guidance as: educational, vocational, social, moral, and health guidance. While the major areas of counseling, they state, are: crisis, preventive, and facilitative counseling. Wango’s (2006) definitions simply summarise guidance as a process that builds up a human character rather than a single event and counseling as a voluntary and confidential helping relationship of not merely giving advice but an exploration of issue of difficulty. Consequently, Wango (2006) argues that guidance is much more concerned with provision and interpretation of information while counseling is concerned with feelings of the heart; it is more to do with helping as a process. From these authors, it is suggestive that a more holistic approach is needed to ensure that all the aspects in a student’s life (i.e. personal, emotional, social, psychological needs) are covered by guidance and counseling, especially for day school learners.

The study also sought to establish how frequent the programs of guidance and counseling are in the schools. It was clear that the frequency of guidance and counseling programs in the schools varied as shown in Table 3.

**Table 3: Frequency of Guidance and Counseling Programs Offered in Schools**

<b>Counseling Sessions</b>	<b>Frequency</b>	<b>Percentage</b>
Once a week	180	46.6
Twice a week	28	7.3
Monthly	91	23.6
No specific or planned time	37	9.6
Daily	6	1.6
One per term	18	4.7
None	26	6.7
<b>Total</b>	<b>386</b>	<b>100.0</b>

From Table 3, 180 (46.6%) of the students had counseling once in a week, 91 (23.6%) had one guiding and counseling session monthly, 37(9.6%) students felt counseling offered in



their schools was not planned for, but was offered when a need arose. There were some students 26 (6.7%) that felt that guiding and counseling was not offered at all in their schools.

The above mirrors the findings of Wambui (2015), who noted that guidance and counseling was not frequently offered in the public boarding secondary schools. Wambui (2015) noted further that “the most appropriate time for counseling was considered to be when both teachers and students were ‘free’, free meaning there was no formal lesson allocated in the official time table, usually during the lunch break 1.00 - 2.00 pm and after school, 4.00 - 5.00 pm.” However, this time was both inappropriate for both the teachers and the students. Wango (2006) also noted that guidance and counseling is not necessarily timetabled with the same emphasis as the teaching subjects. In comparison to Wambuis’ (2015) findings, this study which sought to establish the frequency of guidance and counseling in public day schools is a pointer to the inherent challenges in day schools which thereby reduces even further the frequency of guidance and counseling. As argued by Maiyo and Owiye (2009), institutional challenges (i.e. barriers or challenges arising due to schedules in institutions of learning) make it impossible to fully utilise guidance & counseling services in schools. For example, too wide curriculum of the Kenyan 8.4.4 system of education which has many subjects that the students are expected to cover not only puts strain, anxiety and stress on the mind of the students but reduces time for guidance and counseling. Also, Mutie and Ndambuki (1999) note that anxiety and stress prevent concentration and effective work. Across the board, lessons start at 8.00 a.m and end at 4.00 p.m with the rest of the time before supper such a busy schedule, both the student and the counselor are left with very little time for any effective counseling to take place.

**Table 4: Areas of Guidance and Counseling Addressed in Schools**

Counseling Aspects	Yes		No	
	Frequency	Percentage	Frequency	Percentage
	285	73.8	101	26.2
Personal or social	195	50.5	191	49.5
Health	110	28.5	276	71.5
Career or vocational	117	30.3	269	69.7
Conflict resolution	94	24.4	292	75.6
<b>Average</b>	<b>160.2</b>	<b>41.5</b>	<b>225.8</b>	<b>58.5</b>

Table 4 shows an average of 41.5% of students indicated that guidance and counseling is offered in their schools in the areas of education, personal/social issues, health, career/vocation and conflict resolution. Other studies have also shown that an overwhelming majority of learners' guidance and counseling-seeking issues were mainly educational, followed by personal and vocational issues (Owino, 2013; 2015), with no major differences noted whether the learners were in day, boarding, mixed, public or private schools.

When asked to rate the counseling programs offered, 260 (67.4%) indicated that the programs were very important, 103 (26.7%) thought that they were important but 23 (6.0%) felt that those programs were not important. 252 (65.3%) of the students felt that their school takes guidance and counseling seriously while 134 (34.7%) of the students did not think so.

Though the above data shows that an overwhelming majority (94.1%) considered guidance and counseling important, it is imperative to note that the predisposition to seek out counseling services depends on the type of problem a person has (Ketra, 2011) because most students prefer to discuss with the counselor matters related to vocational and educational concerns with a decline in discussing personal matters.

**Table 5: Level of Guidance and Counseling Training**

<b>Level</b>	<b>Frequency</b>	<b>Percentage</b>
Not trained	23	67.6
Workshop or seminar	4	11.8
Certificate	1	2.9
Diploma	4	11.8
Degree	1	2.9
Masters	1	2.9
<b>Total</b>	<b>34</b>	<b>100</b>

From Table 5, the majority (i.e. 67.6%) of guidance and counseling teachers have no formal guidance and counseling training, which is similar to the results of other studies, yet in any learning institution, counselors form an essential part of the organisation since they serve as key persons to whom students can turn to for help on matters related to general challenges facing a teenager both in school and out of school, however, they are faced with a challenge of sometimes not having the right skills and approach in helping the clients (Maiyo & Owiye, 2009).

It is imperative to note that training of counselors is a key factor in the provision of guidance and counseling services implementation in schools. Consequently, the counselors who are not well prepared to offer guidance and counseling services are always not ready to provide effective school guidance and counseling (Bitu, 2015). Maiyo and Owiye (2009) further contend that guidance and counseling units in schools are faced with several challenges in an attempt to meet the requirements of the MoE. Attitudinal, situational, institutional and cultural problems including conflict of interest, human rights approach to issues, excess workload, rampant devil worship in schools, HIV/AIDS, widespread poverty, absent parents are among other challenges that have continued to undermine the role of guidance and counseling in secondary schools.

Kamote (2010) also showed that 75% of the teachers have no training in guidance and counseling. It is imperative to note that guidance and counseling teachers need additional training apart from the limited exposure to workshops as revealed by the findings of this study. As noted by Owino (2013): “Teachers should have a postgraduate diploma or degree training in the field of guidance and counseling with some exposure to research in this field if they have to be effective. Research is inevitable if the teacher counselor is to constantly evaluate the performance of the guidance and counseling program, which concurrently should be able to meet the need of the learners in line with the objectives of guidance and counselling as set out by Ministry of education, Science and Technology (MOEST).”

The results of this study are in tandem with findings of other studies (Bitu, 2015; Owino, 2013; 2015; Owino & Odera, 2014; Ruttoh, 2014) which showed that most teachers were untrained in guidance and counseling, and training majorly centered on attending guidance and counseling workshops/seminars facilitated by the Ministry of Education with a concomitant effect that inadequate formal training affected teachers’ attitudes towards practicing guidance and counselling. Wango (2006), noted that there is no teacher as such trained specifically for guidance and counseling and necessarily posted to the school for that purpose as is the case with the teaching subjects. It is therefore agreed by researchers that training of school counselors has positive effects on guidance and counseling services since the training enhances their organizational and counseling skills while lack of training has been reported to negatively affect guidance and counseling services (Owino & Odera, 2014).

**Table 6: Counselors in Day Secondary Schools**

<b>Counselors</b>	<b>Frequency</b>	<b>Percentage</b>
Class teachers	13	38.2
Teacher counselors	9	26.9
Deputy head teacher	2	5.9
Professional Counselors	3	8.8
Head of department	7	20.6
<b>Total</b>	<b>34</b>	<b>100.0</b>

Table 6 shows that most of the counselors in the schools were mainly class teachers 13 (38.2%), followed by teacher counselors, 9 (26.9%) and Head of counseling department 7 (20.6%). This is in agreement with Maiyo and Owiye (2009) who noted that lack of personnel is another challenge; some schools have guidance and counseling heads of department appointed by Teachers Service Commission (T.S.C), the body that is mandated with the appointment of teachers, whereas others are internally appointed. The H.O.D is expected to develop and coordinate counseling services in schools. While the teacher struggles with marking of students work and preparation of lessons, the student has assignments and extra work to do therefore may keep off consultation even if they had a problem. The teacher also has lesson notes to make and record of work to keep, there is no time specifically allocated for Guidance & Counseling, overburdened and pushed to the wall, the teacher may find no time for the child and even when they find, it may not be sufficient to adequately pay attention to the students. The ever increasing number of secondary school students is almost becoming a barrier to effective counseling in schools. The problems remain as varied as the total number of students against the allowed head of department for different categories of schools

#### **4.4 Home Related Challenges of Students**

The second objective of this study was to establish some home related challenges faced by students in public day secondary schools in Trans-Nzoia County. As noted by Mwaura (2014), home environments vary in many aspects such as the parents' level of education, economic status, occupational status, religious background, values, interests, parental expectation for their children, and family size etc. which variously affects the students' performance. The findings of the study revealed that many students faced several home challenges. Some of the home challenges are discussed below.

#### 4.4.1 Interference from Members of the Family

The first challenge that the researcher identified was interference from a member of the family. Day scholars, they spend a lot of time at home. The teachers felt that many of the students came from broken families; others had parents who are drunkards and so on. The researcher asked the respondents to tick against strongly agree, agree, undecided, disagree and strongly disagree. The data was analysed in the Table 7.

**Table 7: Interference from Member of the Family**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	89	23.1
Agree	98	25.4
Undecided	27	7.0
Disagree	83	21.5
Strongly Disagree	89	23.1
<b>TOTAL</b>	<b>386</b>	<b>100.0</b>

Table 7 shows that 89 (23.1%) of the students strongly agreed and 98 (25.4%) agreed that they experienced interference from a family member. This comprised 48.5% of the total students which is a big proportion considering the fact that home is where they spend a lot of time after school. Teachers felt this was also true because some of the students were from broken families or families that had parent(s) who drinks and therefore this was a big challenge to the students. Other challenges the teachers felt affected students included having alcoholic parents, constant family quarrels or domestic violence, orphaned students who either lived with relatives or alone in rented shacks. In a research by Hayes and Morgan (2011) in Ireland, the findings revealed that without question, family issues were the majority (i.e. 64%) of counseling issues among learners in post-primary schools. These family issues included breakdown and separation, conflict with parents, [absent] father returning, family illness and alcoholism. They further note that these issues can at times get quite complicated. This is in agreement with Shapiro (2014) who says that principals and teachers agree that what is going on at home will impact a student's propensity to learn. Divorce, single parents, poverty, violence and many other issues are all challenges a student brings to school every day. While some teachers and administrators try to work with children in less than ideal family environments, they can only do so much – especially when parents are often not willing to partner with the schools to provide for the children.

#### 4.4.2 Poor Lighting Systems

The other challenge that the researcher wanted to find if it affected the students was poor lighting system. The respondents were asked to tick against strongly agree, agree, undecided, disagree and strongly disagree. This was important because the respondents need light to enable them do their assignments and extra work while at home. The results under this question are shown in the Table 8.

**Table 8: Poor Lighting System**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	113	29.3
Agree	104	26.9
Undecided	13	3.4
Disagree	95	24.6
Strongly Disagree	61	15.8
<b>TOTAL</b>	<b>386</b>	<b>100.0</b>

From Table 8, 113 (29.3%) strongly agreed and 104 (26.9%) agreed that the lighting system at home was poor. This gives a total of 216 (56.2%) of students felt that lighting systems at home was a challenge. This could be true because most homes where the students came from did not have electricity and the only source of lighting is tin lamps. This required paraffin which many parents are not able to afford for every day. This could be true from the fact that many students are not able to do homework as reported by the teachers. Banta (2003), in his study found out that 57.9% of the students had suffered from poverty, 81.5% had a challenge of acquiring school uniforms, showing that their basic needs were not met by their parents or guardians, thus implying that a need like lighting to facilitate their learning at night could also be a challenge. There is a considerable amount of literature relating to lighting in the classroom (Higgins, 2005) and studies show that poor or inappropriate lighting in schools can adversely affect children's health and their ability to learn (Healthy Schools Network, 2005).

Though no specific studies on how home lighting affects learning, it is obvious that learners cannot study unless there is adequate lighting and the researcher believes the same effects of lighting is true for learners, irrespective of whether they study at home or in school and therefore results can be extrapolated. For instance, the Healthy Schools Network, (2005) document a two-year study done in six schools in North Carolina, USA, which compared children attending schools with full-spectrum light with children attending similar schools with conventional lighting conditions. The study found that children who were exposed to

full-spectrum lighting became healthier over time. Schneider (2002) also reviewed several studies on optimal lighting levels which had the consensus that appropriate lighting improves test scores, reduces off-task behavior, and plays a significant role in students' achievement. Higgins et al. (2005) also note the most common complaints of inappropriate lighting are headaches, eyestrain and fatigue. According to Dahlan and Eissa (2015), daylight in classrooms has an essential effect on the learning environment. They state that careful introduction of daylight into educational buildings reduced operating costs, improve students' vision and perception, and contribute to students' health, comfort, and productivity. What is instructive from all these examples is the importance of lighting, with a greater emphasis on using natural lighting as opposed to artificial lighting. From the study, it is noteworthy that the poor lighting at home considerably affects the day school students' academic performance and health, which in tandem affects their psychological well being.

#### 4.4.3 Lack of Reading Materials

The researcher wanted to find out if the students had access of reading materials while at home. This was because they had books which were availed by the school and because these books were not enough for each student, teachers reported that the students were not able to do the assignments given to them. The respondents were asked to tick against strongly agree, agree, undecided, disagree and strongly disagree and the results are shown in the Table 9.

**Table 9: Lack of Reading Materials**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	100	25.9
Agree	107	27.7
Undecided	25	6.5
Disagree	96	24.9
Strongly Disagree	58	15.0
<b>Total</b>	<b>386</b>	<b>100.0</b>

The Table 9 shows 100 (25.9%) strongly agreed and 107 (27.7%) agreed that they did not have the relevant materials for learning at home, giving a total of 207 (53.6%) had problems accessing reading materials because they were day scholars. This could be true because the reading materials are availed only at school and these materials are not enough for each student to carry home. Banta (2003), in his study that some needs of the students were not met, for example, school uniform 81.6%, school fees 81.5%, implying that the parents and

guardians probably were not able to purchase reading materials for the students. He also found out that 57.9% suffered from family neglect which would amount to lack of provision of needs like reading materials. Another study revealed that most students fail to study at home simply because their parents do not care about buying the necessary materials such as paraffin, reading materials and others (Ogur, 2014).

#### 4.4.4 Noisy Environment

The researcher wanted to find out how conducive the home environment was to students in terms of noise. This was because many of the teachers felt that some students lived in rented houses with many occupants, others were living in slums and so on. The respondents were asked to tick against strongly agree, agree, undecided, disagree and strongly disagree and the results are shown in the Table 10.

**Table 10: Students who lived in Noisy Environments**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	110	28.5
Agree	95	24.6
Undecided	12	3.1
Disagree	99	25.6
Strongly Disagree	70	18.1
<b>Total</b>	<b>386</b>	<b>100.0</b>

Table 10 shows that 110 (28.5%) strongly agreed and 95 (24.6%) agreed that they lived in noisy environments accounting for more than half (i.e. 53.1%) of the students living in noisy environments. This could be because some students lived in slums or town outskirts which were noisy, but this was not probed in the study. In a review of research issues relating to the effects of noise on children at school, Shield and Dockrell (2003) argue that it is generally accepted that noise has a detrimental effect upon the learning and attainments of primary school children. They state further:

“General effects of chronic noise exposure on children are deficits in sustained attention and visual attention; poorer auditory discrimination and speech perception; poorer memory for tasks that require high processing demands of semantic material; and poorer reading ability and school performance on national standardised tests.”

From Shield and Dockrell’s (2003) review, it is imperative to note that studies reveal that both chronic and acute exposure to environmental noise may adversely affect children’s



academic performance. Though this review focused on effects of noise in classrooms, the same results can be applied to the situations at home because noise, whether at home or at school, is a big impediment to learning. Findings from another study also showed that noise from neighbors was negatively influencing the participation of students in public day secondary school education (Ogur, 2014). In fact, noise at home may lead students going to places like video places, and others get exposed to alcohol and such at a stage where they need to read and concentrate in studies.

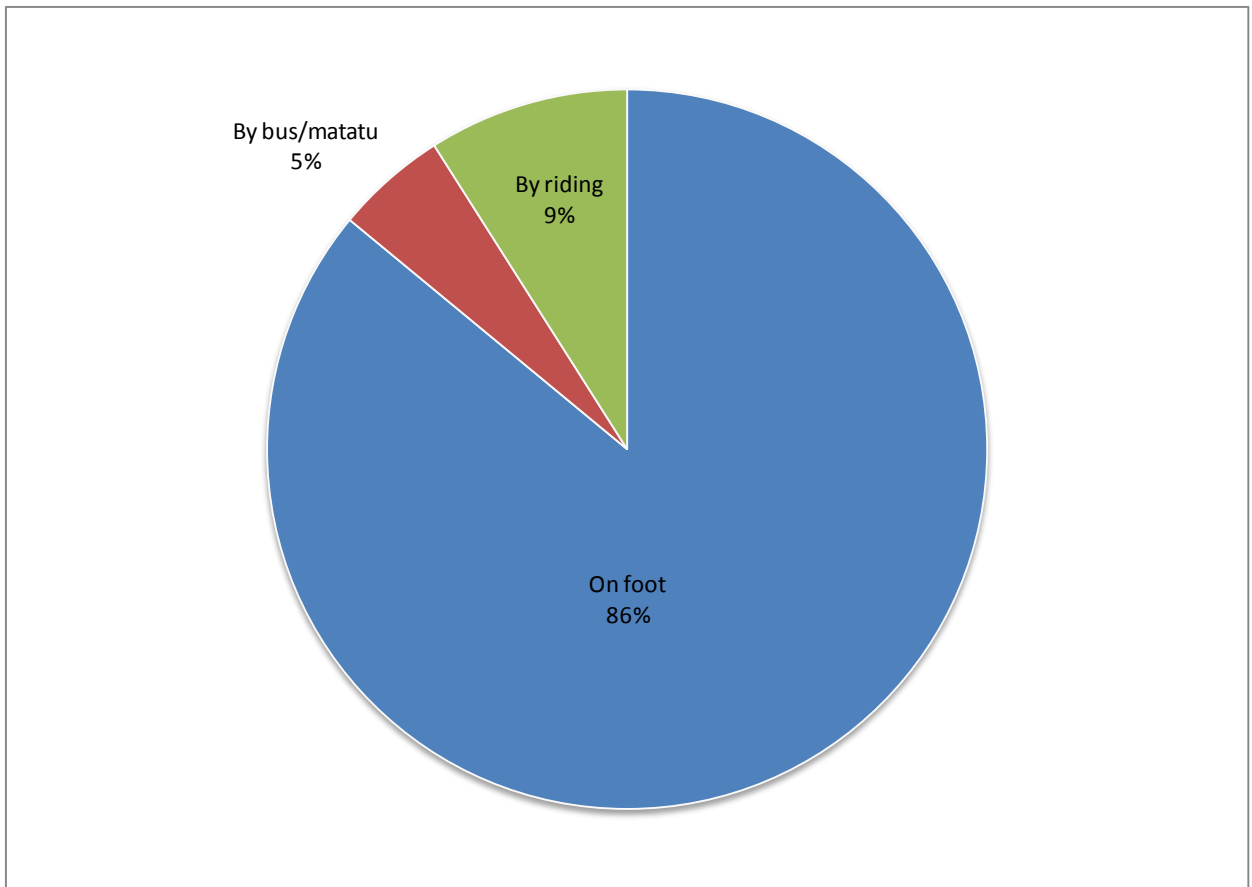
#### 4.4.5 Long Distance Travelled to School

For students having been day scholars, it means that the students commute daily from their places of residence to school and back. The researcher wanted to find out whether this was a challenge, how far were they commuting daily and what was the mode of transport. The respondents were asked to tick against strongly agree, agree, undecided, disagree and strongly disagree and the results are shown in the Table 11.

**Table 11: Distance Travelled to School**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	135	35.0
Agree	108	28.0
Undecided	18	4.7
Disagree	71	18.4
Strongly Disagree	54	14.0
<b>Total</b>	<b>386</b>	<b>100.0</b>

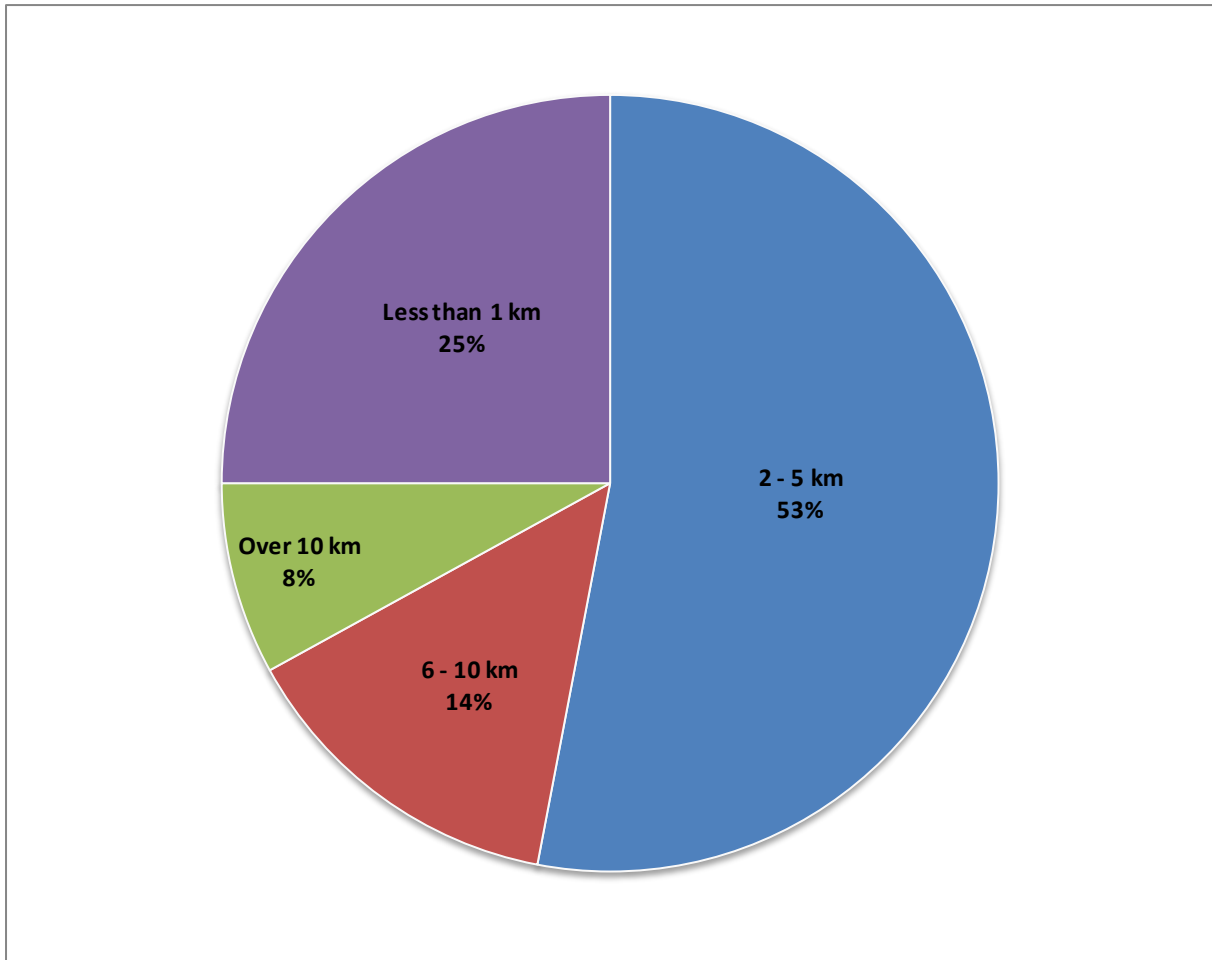
Table 11 shows that 135 (35%) strongly agreed and 108 (28.0) agreed that they travelled long distance to school. This comprises of 243 (63.0%) of the students indicated that they travelled long distances to get to school. The teacher felt that this was a major challenge because many students would get to school late and tired and also get back to their homes very late. The teachers felt that these students could not concentrate in school because of tiredness due to walking and especially during the rainy season. The students also indicated that the major mode of transport to and from school was by foot as shown in the Figure 1.



**Figure 4. 1: Mode of Transport to School**

Figure 1 shows that 333 (86.3%) walk to school. 34 (8.8%) ride a bicycle and 19 (4.9%) used public transport (bus or matatu). Walking was a major challenge according to teachers especially when the maize is grown to above waist level, considering that in Trans-Nzoia maize is the major crop grown in the county. This resulted to girls' rape cases and boys being beaten on their way home.

The researcher also wanted to find out the distances between the school and homes for the students. The figure 2 shows the distances travelled by students to school.



**Figure 4. 2: Distance Travelled by Students to Schools**

The Figure 2 shows that more than half (i.e. 53%) of the students travelled 2 – 5km implying a return journey of 4km – 10 km daily. One in every four students travelled less than a kilometer, while 14% journeyed 6 – 10 km and the rest (i.e. 8%) of the students travelled over 10 kilometers. These are very long distances travelled daily by the students, considering almost nine out of ten (i.e. 86%) reach school on foot. This is in agreement with Banta (2003) in his study identifying challenges students in public day schools showed that 54.2% of the students in day school would get to school late, implying that it is true that many students travel long distances to school and the mode of transport is on foot.

Previous research has shown that distance is an impediment to school enrollment, with some researchers arguing that female schooling may be more sensitive to physical distance to school due to safety concerns (Alderman & King, 1998). In Zambia, the World Vision initiated a Bicycle Educational Empowerment Program (BEEP), whose aim was to improve educational access and performance of children attending primary and secondary schools with the lowest enrollment rates and the highest dropout rates through the provision of

bicycles for learners travelling long distances to school on foot and in need of quicker, safer transportation to school. When the program was evaluated, findings revealed an increase from 65% to 82% of in learners' regular school attendance; distance was no longer a factor in students' absenteeism; 88% of caregivers indicated their children took less than an hour to get to school; and on average learners improved on performance from 35.5% to 59.5% before and after BEEP respectively (World Bicycle Relief, 2014). From the findings, it can be deduced that it is important for education stakeholders' to find ways to help learners' find affordable means of transport to school if the performance of day school students is to improve and ensure they are protected against abuse.

#### 4.4.6 Interference from Friends in the Neighborhood

Day scholars usually interact with friends in their places of residence, who are not necessarily students. The researcher wanted to find out if these friends interfere with the respondents considering that some of their friends may not be students and therefore their goals and aspirations are different especially if their friends were school dropout within the slums, towns, or villages. Table 12 shows the results of the findings.

**Table 12: Interference from Friends in the Neighborhood**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
SA	65	16.8
A	103	26.7
U	39	10.1
D	104	26.9
SD	75	19.4
<b>Total</b>	<b>386</b>	<b>100.0</b>

The Table 12 shows that 65 (16.8%) of the students strongly agreed and 103 (26.7%) agreed that they had friends at home who were not necessarily students and probably of some influence to them, thus 168 (43.5%) students in total felt that their friends in the neighborhood were a source of interference to them. This is because these students were interacting with many of their friends who dropped out of school, and for those living in slums these friends led them to other activities not geared to school work, which is in agreement with what Chada, (2007), that natural learning determines a person's character, identity, values and morals, personality, thinking skills, and overall perspective and development as a human being. Natural learning is the learning people do voluntarily to satisfy their curiosity to increase their awareness and understanding and to develop their

scales and abilities. Coon, (2009), says that there is a fascinating interplay between our own behavior and that of the people around us. Also Banta (2003) in identifying challenges of students in public day secondary schools found out that 73.6% of the students would miss school to attend funeral and ceremonies, 68% agreed that the friends in the neighborhood had a great influence on them. This shows that many students in public day students suffer a great influence from the friends in the neighborhood.

#### 4.4.7 Numerous Duties at Home

The students in day schools are usually assigned some duties to do at home by the parents or guardians some before and after school. To some students, these duties were many that they took a lot of time and energy to accomplish them. The researcher wanted to find out how challenging this was; the results are shown in the Table 13.

**Table 13: Numerous Duties at Home**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	99	25.6
Agree	108	27.6
Undecided	36	9.3
Disagree	92	23.8
Strongly Disagree	51	13.2
<b>Total</b>	<b>386</b>	<b>100.0</b>

Table 13 shows that 99 (25.6%) of the strongly agreed and 108 (27.6%) agreed that they had a lot of duties to attend to while at home. This constitutes to slightly over half (i.e. 53.2%) of students who felt that the home duties assigned to them was so much thereby interfering with their studies. The teachers felt that many students were not able to finish their assignment and do personal reading because of the many duties assigned to them thereby precluding the students from having quality time for studies because of fatigue. This is similar to findings by Mwaura (2014) whose study on home-based factors influencing performance of public day secondary school students in Lari District, Kiambu, revealed that 57% of the teachers agreed that home chores deters students from concentrating on their school work thereby negatively affecting their education. Mwaura (2014) and Ogur's (2014) studies further revealed that a high proportion of day school learners' time was spent on home chores in comparison to academics. This, according to Ogur (2014), could partly be attributed to the poverty level at home, which could be a factor influencing the participation of students in day secondary education because most of students are engaged in domestic activities to supplement family

income. This is reinforced by Murage (2010) in her study showed that the majority (i.e. 80%) of students lived with their parents, 13.8% with the relative and 6.25% with friends or alone. She also argues that many who live with relatives do so mainly to help them with household chores.

#### 4.4.8 Lack of Good Study Room

The researcher wanted to find out if the students had a good study room in terms of space and furniture. The teachers had indicated that many students lived in rented houses, others in their own houses which were small such that they did not have good space to study from. The respondents were asked to tick against strongly agree, agree, undecided, disagree and strongly disagree and the results are shown in the Table 14.

**Table 14: Lack of a Good Study Room**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	118	30.6
Agree	94	24.4
Undecided	13	3.4
Disagree	99	25.6
Strongly Disagree	62	16.1
<b>Total</b>	<b>386</b>	<b>100.0</b>

Table 14 shows that 118 (30.6%) of students strongly agreed and 94 (24.4%) agreed that they did not have good study rooms; this translates to 212 (55.9%) students who did not have good study rooms. This was so probably because some students lived in small rented houses, others their parents live in small houses which even lacked good furniture for studying.

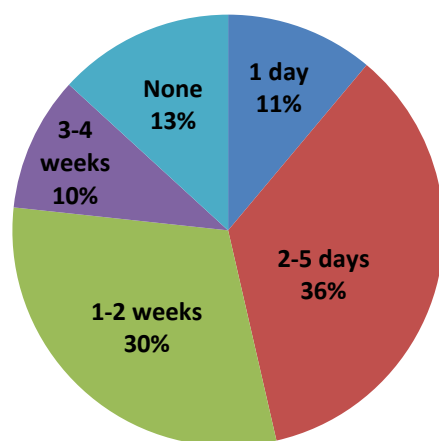
#### 4.4.9 Lack of School Fees

The students in day secondary school do not pay a lot of money compared to boarding schools yet the teachers felt that fees payment was a big challenge to the students. The teachers felt this was the case because once some students were sent home for lack of fees they would stay long before returning to school. This implied that some students came from humble background, where even basic needs were not properly met. The researcher wanted to find out if this was so, by asking this question. Do you encounter any problem in fees payment? The respondents were asked to tick Yes or No. The respondents were also asked to state how long they stayed at home once sent home for school fees; the Table 15 shows the results.

**Table 15: Students with Challenges in Payment of School Fees**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
No challenge in payment of school fees	64	16.6
Challenge in payment of school fees	322	83.4
<b>Total</b>	<b>386</b>	<b>100.0</b>

Table 15 shows that 321 (83.2%) of the students faced challenges in fees payment. The teachers felt that many of the students came from poor back ground and so they had challenge in fees payment. The research shows that the students stayed at home long after being sent for fees, teachers felt that when some students were sent home, they would do odd jobs to raise some fees and get back as shown in Figure 3.



**Figure 4. 3: The Period Students Stay Home After being Sent Home for School Fee**

Figure 3 shows the period the students spend at home after sent for school fees. The pie chart shows that only 43 (11.1%) of the students once sent home would return to school after a day, with the majority (i.e. 76%) taking over two weeks at home (i.e. 36% for 2-5 days and 30% for 1-2 weeks). This means that three out of every four public day school students will stay home for extended periods out of school if they are sent home for school fees. This result is in agreement with Banta's (2003) study that showed that 85% of the students in public day secondary schools had challenges with payment of school fees. Ogur's (2014) study showed that poor payment of school fees by public day secondary school learners affected the academic achievement of many students. To show that students come from families that are not able financially, he also found out that 81.7% of the students had problem with acquiring of school uniform. This is also collaborated by information from the 2005 Kenya Integrated

Household Budget Survey (KIHBS), a survey conducted every 10 years, which showed that approximately 20% of Kenyan children have never attended school due to lack of money for school expenses while the gross secondary school attendance rate was estimated at 40% (Kenya National Bureau of Statistics [KNBS], 2005). Challenges of paying fees in public secondary schools are still eminent despite the introduction of Free Secondary Education (FSE) by the Government of Kenya (GoK) in 2008. In launching Free Secondary Education in Kenya, the Ministry of Education appreciated the fact that fees' paying was responsible for the low transition rate from primary to secondary schools. However, the allocation by the government was only Kshs 10, 265 per learner per annum but, according to Khamati and Nyongesa (2013), one of the key factors influencing implementation of free secondary education is the lack of parental support. They contend that the government funding did not include key areas, such as infrastructure development, buying of school uniforms and provision of meals, which would ensure smooth running of schools. This gap is compounded by the unwillingness of parents to make any payments because of the feeling that secondary education had become "free." This reluctance to pay fees after the introduction of FSE could be attributed partly to the fact that secondary household expenditures (such as paying school fees) account for approximately 55% of annual per capita household expenditures (KNBS, 2005), which is a huge burden to parents.

#### **4.5 Prevalence of Home Related Challenges across Gender and Class**

The third objective of the study was to find the prevalence of the selected home related challenges across gender and class. The researcher wanted to find out if these challenges affect the girls and boys in the same way and compare the challenges across the classes. The findings are shown in Table 16.

##### **4.5.1 Selected Challenges across Gender.**

Table 16 shows selected home challenges and how they affect girls and boys.



**Table 16: Selected Home Challenges across Gender**

Home Challenge.	Gender	Responses				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Interference from Member of the family	M	35	42	8	35	28
	F	42	45	1	40	44
Lack of reading materials	M	46	60	16	34	27
	F	54	47	9	62	31
A lot of duties at home	M	44	57	20	38	24
	F	55	50	16	54	27
Friends in the neighbourhood	M	31	64	20	37	31
	F	34	39	19	67	44
Long distance travelled	M	63	52	10	34	24
	F	72	56	8	37	30
Lack of good study room	M	52	51	7	47	26
	F	66	43	6	52	36
Noisy Environment	M	44	42	6	54	37
	F	66	53	6	45	33
Poor lighting system	M	37	42	4	39	26
	F	60	44	7	43	31
Mean	M	51.5	51.2	13.5	37.5	26.7
	F	56.1	46.9	8.7	52.0	35.3

Table 16 shows selected home challenges and how they affect girls and boys almost equally. almost equally. On average 106 (57.9 %) of the boys are affected by these home challenge and 112 (55.0%) of the girls are affected by those selected home challenges. Table 16 also shows that 155 (84.7%) of boys and 166 (81.8%) had a problem with payment of school fees, 95 (51.9%) and 73(35.9%) boys and girls respectively face a challenge on friends in the neighborhood affect boys more than the girls. Another major challenge is the distances travelled by the students, the analysis shows that 115 (62.8%) of the boys and 128 (63.1%) of the girls walk long distances to and from school. Table 17 compares the distances travelled by girls and boys to their schools.

**Table 17: Distance between School and Home for Day School Students**

Distance	Boys		Girls	
	Frequency	Percentage	Frequency	Percentage
Less than 1km	23	12.6	73	35.9
2 – 5 km	106	57.9	99	48.8
6 – 10km	36	19.7	19	9.4
Over 10km	18	9.8	12	5.9
<b>Total</b>	<b>183</b>	<b>100</b>	<b>203</b>	<b>100</b>

Table 17 shows that there is no major difference between the distances travelled by both girls and boys, majority of both girls and boys travelled 2 – 5 km to school , that is 106 (57.9%) of the boys and 99 (48.8%) of the girls. However, more boys 19.7% of the boys travel 6 - 10km to school compared to 9.4% of the girls for the same distance. It is also clear that both boys and girls travel over 10km, at 9.8% and 5.9% respectively. The researcher also compared the mode of transport for boys and girls to school. Table 18 shows the result of the findings.

**Table 18: Mode of Transport to School**

Distance	Girls		Boys	
	Frequency	Percentage	Frequency	Percentage
On foot	185	91.1	148	80.9
By riding a bicycle	8	4.0	26	14.2
By Bus/ <i>Matatu</i> (public transport)	10	4.9	9	4.9
Driven to school	0	0	0	0
<b>Total</b>	<b>203</b>	<b>100</b>	<b>183</b>	<b>100</b>

This shows that 185 (91.1%) of the girls and 148 (80.9%) of the boys walk to and from school on foot, apart from 26 (14.2%) of boys and 8 (4%) of the girls who use a bicycle. 4.9% of both girls and boys use bus or matatu and no student in day secondary school is driven to school. This explains why some teachers felt that students arrive to school tired and also the fact that many of the students belonged to families which were in need financially. The study also showed that both boys and girls had challenges with fees payment with 155 (85%) of the boys and 166(82%) of girls indicating that they had problem with fees payment. The study also intended to find if these challenges affected the students the same way on basis of their classes. Table 4.17 shows the findings. Coon, (2009), says that there is a fascinating interplay between our own behavior and that of the people around us. This would affect the students in the same way whether boys or girls.

**Table 19: Selected Home Challenges across Classes**

Selected Home Challenges	Responses					
	Class	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Interference from member of the family	F2	28	32	8	28	38
	F3	42	33	11	25	24
	F4	19	33	8	30	27
Poor lighting system	F2	51	25	4	34	20
	F3	38	41	3	36	17
	F4	24	38	6	25	24
Lack of reading materials	F2	37	35	10	34	18
	F3	39	40	6	29	21
	F4	24	32	9	33	19
A lot of duties at home	F2	42	33	12	31	15
	F3	29	44	10	32	21
	F4	28	30	15	29	15
Interference from friends in the Neighbourhood	F2	19	35	13	40	27
	F3	22	41	15	25	22
	F4	24	27	11	29	26
Long distance travelled to school	F2	51	44	5	20	14
	F3	44	47	4	22	18
	F4	60	17	9	29	22
Lack of a good study room	F2	46	29	5	28	26
	F3	42	42	4	38	12
	F4	23	23	4	33	24
Noisy environment	F2	32	29	4	38	33
	F3	41	34	3	35	22
	F4	37	32	5	28	15
<b>Mean</b>	<b>F2</b>	<b>38.3</b>	<b>32.8</b>	<b>7.6</b>	<b>31.6</b>	<b>23.9</b>
	<b>F3</b>	<b>37.1</b>	<b>40.3</b>	<b>7.0</b>	<b>31.5</b>	<b>19.6</b>
	<b>F4</b>	<b>27.4</b>	<b>29.0</b>	<b>8.4</b>	<b>29.5</b>	<b>20.3</b>

The Table 19 shows that all these challenges cuts equally across all the classes with a mean of 76 (56.6%) of form twos, 81(60.0%) of form threes and 62(52.0%) of the students experiencing these challenges. School fees payment was a major challenge with 115 (85.8%) form twos, 110 (82.1%) form threes and 96 (82.1%) form fours accepting to having a problem with fees payment. This shows that many of the students belonged to poor background and therefore their parents not able to support them well financially. Another challenge that affected them greatly is the distances travelled daily to and from school with 91 (70.4%) form twos, 57, (48.9%) form threes and 75 (56.0%) form fours walking long distances. This also shows that this challenge affected Form two students most. The other major challenges from the study across all the classes are poor lighting system and lack of good study room. Some of these challenges is as a result of interaction of the learners with the environment, which is in agreement with what Chada, (2007), that natural learning determines a person's character, identity, values and morals, personality, thinking skills, and overall perspective and development as a human being. Natural learning is the learning

people do voluntarily to satisfy their curiosity to increase their awareness and understanding and to develop their scales and abilities. Coon, (2009), says that there is a fascinating interplay between our own behavior and that of the people around us. This shows that students are affected by home challenges regardless of the class or gender.

#### 4.6 The Influences of Guidance and Counseling in addressing Home Related Challenges

The fourth objective was to find out whether the guidance and counseling offered in public day secondary school addressed some selected home challenges. Both categories of respondents – teachers and students – felt that guidance and counseling did not address many of the home challenges. Table 20 shows students’ view on whether guidance and counseling offered in their schools addressed selected home related challenges; F is the frequency of students on various responses.

**Table 20: How Guidance and Counseling Addressed the Selected Home Related Challenges**

Some Home Related Challenges	Responses				
	SA	A	U	D	SD
	F	F	F	F	F
My family background and my up bringing					
Type of family I come from	66	123	32	92	73
The kind of house I live	33	98	53	121	80
Provision of basic needs	41	88	49	126	82
My fears and anxieties	60	111	46	119	50
My relationship with parents or guardians	72	142	31	92	49
Understanding my change in behaviour	81	162	19	80	42
<b>Mean</b>	<b>58.8</b>	<b>120.7</b>	<b>38.3</b>	<b>105.0</b>	<b>62.7</b>

From the Table 20, considering the mean, 58.8 (15.3%) of the students strongly agreed, 120.7 (31.3%) agreed, 38.3 (9.8%) were undecided, 105.0 (27.2) disagreed and 62.5 (16.3%) strongly disagreed. This shows that 46.6% of the students agreed that the Guidance and Counseling programs address problems they face at home while 39.5% of the students did not agree. A very big percentage that is 27.2% was undecided showing that many students probably may not even be aware and so these challenges are not properly catered for. Kamra and Hum (2008) stated that family being the first and major agency of socialisation has great influence and bearing on the development of the child. It has been shown that most of the children who are successful or great achievers and well adjusted come from the families where sustaining wholesome relationships exist. The home environment sets the pattern for the Childs’ attitude towards people and society, aids intellectual growth in the child and

supports his aspirations and achievements. Also Kamote (2010), found that 58.2% of the teachers felt that there was no time in the school time table allocated for counseling and this could be a major reason why counseling does not address the home challenges. Rao (1991), says that teacher counselors cannot work effectively in situations where guidance and counseling services has not been allocated enough time in the school time table.

The teachers felt that many teachers were not trained in guidance and counseling and therefore lacked the skills necessary for counseling. The teacher counselors, tasked with the main duty of guidance and counselling, felt that they had a lot of work to do at school, e.g. they had innumerable lessons which spared them very little time for guidance and counselling. This is similar to research findings by Nyamwange, Nyakan and Ondima, (2012), who observed that the teacher counselors had the normal teaching load besides providing the guidance and counseling services, which precluded teacher counselors from having sufficient time to devote to the provision of the guidance and counseling service. Other teachers felt that the students did not want to open up on their issues and thus it was very difficult to reach out to them. As noted by Hayes and Morgan (2011), family issues can get quite complicated which complicates the provision of services. This probably accounts for one of the reasons why students bottle up. However, other possible reasons for the silence as postulated by Wambui (2015) include: the dual role of teacher counselors being in disciplinary committees, teacher counselors publicising the affected students' issues thereby disillusioning them, and students' dissatisfaction with lack of an immediate solution to their issues.

Some teachers also felt that there was very little time at school from the fact that the students were day scholars hence very little time to talk and this explains why the counseling offered was mainly educational and social guidance. But as Maiyo and Owiye (2009) note, apart from intellectual development and academic excellence, there is need to ensure total development of the child enabling him/her to easily adapt to the ever changing environment within the school and outside school. This integrated development, they further contend, is important because it prepares students for the tough life choices they have to make in order to harmoniously relate as social beings.

Wango (2006) in his study on policy and practice in guidance and counseling in secondary schools in Kenya revealed a myriad of issues about the state of guidance and counseling in

Kenya. He states that counseling as a profession has a formal context and it can be argued that formal counseling in Kenya is a foreign ideology, which was formally introduced in Kenyan schools in 1971. Arguing from the Prismatic Model, Wango (2006) states that Kenya is society in which both traditional and modern values are in co-existence as a mixture between the two, with overlaps resulting from the mixture of both values. This subsequently creates forces for and against counseling in the school and because of this; the researcher opines there is likely to be tension which may preclude learners from opening up to their home-related challenges because the social structure such as the role of religion and the way the school is organised influences guidance and counseling.

Furthermore, Wango (2006) also outlines eight ways in which counseling in schools differs potentially from other forms of counseling. One of these differences is that whereas in formal counseling the client in a pre-arranged session seeks help often organised for the purpose, the setting in the school is slightly different, especially in aspects that it is not always voluntary as the student may be referred and consequently it may and most probably will affect the way students perceive counseling. In addition, counseling in schools has limited time and can range from several sessions to very brief counseling conducted spontaneously to meet the needs of a student or group of students. In schools too, teachers have to deal with several issues including career choices, family and domestic issues, disciplinary problems and others, which are often handled by unqualified counselors who have little or no training in counseling. And even when there is a trained counselor, most students prefer to consult the teacher of their choice whom they know well and can open up to. Arguably, an analysis of these factors outlined by Wango (2006) clearly conspire to make it difficult for guidance and counseling to be effective in day schools, let alone equip the teacher counselors with skills to handle the myriad of home-related challenges these students are encumbered with. This is exacerbated, as Wango (2006) argues, by the fact that guidance and counseling in schools has been majorly confined to career and vocational guidance and it is usually dependent on voluntary efforts by some teachers who feel motivated to do it.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary

This study sought to determine the influence of guidance and counseling in addressing selected home challenges of students in public day secondary schools in Trans-Nzoia County. It sought to find the status of guidance and counseling in public day secondary schools, establish selected home challenges and the prevalence of these challenges across gender and class. The study also sought to establish the influence of guidance and counseling in addressing the home related challenges. This contains research findings based on the four objectives of the study, general conclusions, recommendations drawn from the findings, and suggestions for future researches based on this study.

From the analysis of this study, the researcher found out that:

- i) In Trans-Nzoia County, day public secondary schools have guidance and counseling departments conducting guidance and counseling.
- ii) Students in public day secondary schools in Trans-Nzoia County experience several home related challenges.
- iii) The home related challenges cut across equally to both girls and boys and also across all the classes showing that all the students regardless of gender and class experienced these challenges with the same magnitude.
- iv) The guidance and counseling offered in these public day secondary schools in Trans-Nzoia County does not address the selected home challenges experienced by the students.

#### 5.2 Conclusions

This study aimed at finding the influence of guidance and counseling in addressing some selected home challenges for students in day secondary schools in Trans-Nzoia county. On the basis of this study the following conclusions were made:

- i) Guidance and counseling is offered in all day public secondary schools in Trans-Nzoia County. The programs offered are mainly educational and are conducted mostly by class teachers. The teacher counselors are the teachers in charge of

guiding and counseling department. Most teachers offering guidance and counseling have no training in guidance and counseling. The frequency of guidance and counseling programs varies from school to school.

- ii) Students in public day secondary schools in Trans-Nzoia county face these home challenges, which includes interference from a member of the family, poor lighting system, lack of reading materials, a lot of work at home after school, interference from friends in the neighborhood, many travel long distances to and from school, challenge in payment of school fees showing that many students in public day schools belong to poor families or families which are not financially stable.
- iii) Home challenges affect both boys and girls equally in day secondary schools in Trans-Nzoia County. These challenges also affect students at all levels in form 2, from 3 and from 4 students equally.
- iv) Guidance and counseling offered does not address the home challenges of students in public day secondary schools in Trans-Nzoia County. The teachers have no training in guidance and counseling. The teacher counselors also felt that they have a lot of work for apart from being counselors they also are classroom teachers and have other responsibilities. The time also they have with students is little because there are other programs running in school, and by evening they are on their way home.

### **5.3 Recommendations**

In view of the above conclusion, the study makes the following recommendations in addressing home challenges for day secondary school students,

- i) The M.O.E should train all teachers in guidance and counseling so that all teachers in the school can help in counseling, the training could be in form of seminars or certificate courses. The ministry should also employ at least one teacher whose duty is guiding and counseling students and not give them the teaching responsibility. To make Guidance and Counselling units in schools more effective, continuous evaluation is required for further improvement.
- ii) The M.O.E should allocate more funds to day secondary schools as bursaries to support these needy students financially. The school stakeholders should also support the needy students in the school, meaning that the guidance and counseling



department should be strengthened for them to identify these cases, and also the parents will need to be involved in a great way.

- iii) The administration in the public day secondary schools should set time apart for guidance and counseling and should not only be educational or social, but should address challenges the students face for being day scholars.
- iv) The parents should be invited frequently to school on class levels and have the guiding and counseling teachers allowed talking to them on issues which are not academic. This way they will be able to find solutions to some of the challenges their children face.

#### **5.4 Suggestions for Further Research**

This study was limited to Trans-Nzoia County and was focusing on selected home challenges of students in public day secondary school and made the following recommendations:

- i) A study should be done which also involves parents because this study involved only teachers and students.
- ii) A similar study should be carried out in more counties to establish the results of this study.
- iii) This study focused on public day secondary schools only, a similar study should be done on all secondary schools to find if the students there have similar challenges.

## REFERENCES

- Alderman, H. & King, E. (1998). "Gender Differences in Parental Investment in Education." *Structural Change and Economic Dynamics*. 9 (4) Pp 453 – 468.
- Banta, E. M (2003).. Factors Influencing Students Absenteeism in Public Day mixed Secondary Schools in Eldoret Municipality, Uasin Gishu District, Kenya. Unpublished Masters Thesis, Egerton University.
- Bitu, A. O. (2015). Factors Influencing Provision of Guidance and Counselling in Mixed Day Secondary Schools, Nyakach District, Kisumu County, Kenya. Unpublished Thesis: University of Nairobi
- Cardwell, M. Clark, L. & Meldrin, C (2000). *Psychology for as Level*. London: Happer Collins Publishers.
- Chanda, A. (2009). *Child Psychology*. New Delhi: A.P.H Publishing Corporation.
- College, R. (2000). *Mastering Counseling Theory*. New York: Palgrave Memillan.
- Coleman, J., Coser, L. A & Powel, W. W (1996). *Equality of Education Opportunity*, Washington D.C Government Press.
- Coon, D. (2004). *Introduction to Psychology*. U.S.A, Belmont: Thomson Learning Academic Center.
- Dahlan, A. S. & Eissa, M. A. (2015). "The Impact of Day Lighting in Classrooms on Students' Performance." *International Journal of Soft Computing and Engineering (IJSCE)*. 4(6) ISSN: 2231 – 2307
- Eysenck, M. W. (2000). *Psychology for AS level*. New York: Psychology Press Ltd.
- Faust, V. (1968). History of Elementary School Counseling. Overview and Critique. Boston: Houghton Miffling.

- Gladding, S, T (2003). *Group work: A Counseling Specialty (4<sup>th</sup> Edition)*. Upper Saddle River: N Prentice Hall.
- Goodwin, B. (2000). Raising the Achievement of Low-performing Students, Policy Brief. Retrieved from [www.mcre.org](http://www.mcre.org).
- Government of Kenya. (2001). Report of the Task Force on Students Discipline and Unrest in Secondary Schools. Nairobi: Jomo Kenyatta Foundation.
- Government of Kenya. (1988). Report of the Presidential Working Party On Education and Manpower Training for the Next Decade and Beyond. (Kamunge Report on Education). Nairobi. Government Printer.
- Hayes, C. & Morgan, M. (2011). *Research on the Practice of Counseling by Guidance Counselors in Post Primary Schools*. National Centre for Guidance in Education (NCGE).
- Healthy Schools Network. (2012). Daylighting. Downloaded from <http://www.healthyschools.org/downloads/daylighting.pdf> Retrieved on 15/9/2015
- Higgins, S. , Hall, E. , Wall, K.; Woolner, P. & McCaughey, C. (2005). *The Impact of School Environments: A Literature Review*. The Design Council: University of Newcastle Downloaded from <http://www.ncl.ac.uk/cflat/news/DCreport.pdf> Retrieved on 15/9/2015
- Kamla, R & Hum, J. (2008). *Impact of Home Environment on Scholaristic Achievement of Children*. Krishi Vigyan Kendra, Ujha, Panipat 132 103, Haryana, India.
- Kamote, A. M. (2010). Selected Factors that Affect Efficiency of Guidance and Counseling in Public schools: A Case Study of Mombasa Municipality. Unpublished Masters Thesis, Egerton University.

- Kasomo, D. (2006). *Research Methods in Humanities and Education*. Zapf Chancery Research Consultants and Publishers, Eldoret ,Kenya.
- Kathuri, N. J & Pals, D.A. (1993). *Introduction to Education Research*. Egerton University, Kenya: Education Media Centre.
- Kaiser, A & Delaney, E. (1996). The Effects of Poverty on a Parenting Coung Children. *Peabody Journal of Education*, 71,4, 65-85.
- Ketra, A. (2011). Fear of Negative Evaluation on Counseling-help Seeking Behaviors among Public Secondary School Students in Nairobi province, Kenya. Unpublished Masters Thesis: Kenyatta University.
- Kenya National Bureau of Statistics. (2005). *Kenya Integrated Household Budgetary Survey (2005/06 Revised Edition)*. KNBS: Nairobi.
- Khamati, M. J. & Nyongesa, W. J. (2013). “Factors Influencing the Implementation of Free Secondary Education in Mumias District, Kenya.” *Journal of Social Science for Policy Implications. Vol 1 (1) Pp 32 – 47*.
- Kiritha, E. N (2006). Evaluation of Counseling Programs in Public Universities: A case of Moi University, Unpublished Masters Thesis, Eldoret Kenya.
- Kothari , C. R. (1999). *Research Methodology ( 2<sup>nd</sup> Edition)*. New Delhi, International Publishers.
- Kovalik, S. & Olsen, K. (1998). How Emotions Run us, our Students and our Classrooms. *NASSP BULLETIN*, 82,598, 29-37.
- Leroy, C and Symes, B. (2001). “Teachers’ Perspective on Family Background of Children at Risk” *Mcgrill Journal of Education. Vol 4 (pg 45-60)*.
- Lutomia, G. A. & Sokolia, W. (2002). *Guiding and Counseling in Schools and Colleges*. Nairobi: Uzima Press.

- Maiyo, J. K. & Owiye, J. (2009). "Role of Guidance and Counseling in Secondary Schools in Kenya: Prospects and Challenges". *Problems of Education in the 21<sup>st</sup> Century. Vol 15*
- Makinde, O. (1984). *Fundamentals of Guidance and Counseling*. London: Macmillan Edition limited.
- Marlowe, B. & Page, M. (1999). Making Most of the Classroom Mosaic: A *Constructivist Perspective. Multicultural Education* 6, 4, 19-21.
- Morgan, T. M. (1993). *Introduction to Psychology*. New Delhi: McGraw-Hill.
- Mokogi, M. H (2008). Factors Influencing Guidance and Counseling Services in Secondary Schools of Gucha District. Kenya. Unpublished Masters Thesis, Egerton University.
- Mugenda, O. M. & Mugenda, A. G. (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi. Act Press.
- Murage, B. C. (2010). Influence of Type of Parenthood on Academic Performance in Public Day Secondary Schools in Nakuru Municipality, Kenya. Unpublished Masters Thesis, Egerton University.
- Mutie, E. K. & Ndambuki, P. (1999). *Guidance and Counseling for Schools and College*. Nairobi: Oxford University Press.
- Mwaura, P. G. (2014) Home-based Factors Influencing Students' Performance in KCSE in Public Day Secondary Schools in Lari District, Kiambu County. Unpublished Masters Thesis: University of Nairobi.
- Nasiuma, D. K. (2000). *Survey Sampling*. Nairobi: University of Nairobi press.
- Nelson-Jones, R. (1982). *Theory and Practices of Counseling Psychotherapy*. New York: Holt, Renschart and Winston Ltd.

- Nyamwange, C. B., Nyakan, P. O. & Ondima, P. C. (2012). "Assessment of Challenges Facing Secondary School Guidance and Counselling Teachers in Nyamira District, Kenya." *Journal of Education and Practice*. Vol 3(16) ISSN: 2222 – 1735 (paper) ISSN: 2222 – 288X (online).
- Ogula, P (1998). *A Hand Book on Education Research*. New Kemit publishers, Nairobi.
- Ogur, B. (2014). Home and School Based Factors Influencing Students' Participation in Public Day secondary schools in Nyatike Sub County, Kenya. Unpublished Masters Thesis: University of Nairobi.
- Okasha, A. (2002). Mental Health in Africa: The Role of the WPA. *World Psychiatry*, 1,32, 35.
- Oketch, E & Ngumba, G(1991). *Principal of Guidance and Counseling*. Nairobi: The College of Education and External Studies.
- Orotho, J. A. (2004). *Techniques of Writing Research Proposal and Reports in Education and Social Sciences*. Nairobi, Masola Publishers.
- Owino, E. A. (2013). "An exploration of Nature of Guidance and Counseling Services in Selected Secondary Schools in Eldoret Municipality, Kenya." *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*. Vol 5 (1) Pps 65 – 72.
- Owino E. A. (2015). "An Assessment of Service Delivery in Guidance and Counseling Units in Selected Secondary Schools in Eldoret Municipality, Kenya." *Journal of Education a Practice Vol 6 (19)*.
- Owino, J. & Odera, F. Y. (2014). "Constraints Affecting Attitude of Teachers Towards Practicing Guidance and Counseling in Primary Schools in Kisumu West Sub County." *European Journal of Research and Reflection in Educational Sciences*. Vol 2 (3).
- Pandy, V. C. (2008). *Educational Guidance and Counseling*. New Delhi, India: Isha Books.

- Ramakrishnan, V. K. & Jalajakumari, V. T. (2013). "Significance of Imparting Guidance and Counselling Programmes for Adolescent Students." *Asia Pacific Journal of Research*. Vol 2 (9) ISSN 2320-5504
- Rao, S. N. (2003). *Counseling and Guidance (3<sup>rd</sup> edition)*. New Delhi, Tata Mc Graw Hill Publishers
- Rao, S. N. (1991). *Counseling and Guidance (2<sup>nd</sup> edition)*. New Delhi: Tata Mc Graw Hill Publishers.
- Rodgers, D. (1969). *Issue in Child Psychology*. Belmont California: Wordsworth Publishing Company.
- Rogers, C. D. (1942). *Counseling and Psychotherapy: New Concepts in Practice*. Boston, Houghton, Miffling.
- Rukaria, M. (1996). *Fundamentals of Guidance and Counseling*. New York, Houghton Press.
- Ruttoh, M..J. K. (2014). "The Level of Training of Teacher Counselors in Secondary Schools in Kamariny Division of Keiyo District, Kenya." *International Journal of Education, Learning and Development*. Vol 2(5) Pp 53 – 57.
- Santrocc, L. (2002). *Psychology (3<sup>rd</sup> edition)*. Newyork, Mcgraw, Hill. Inc.
- Schneider, M. (2002). *Do School Facilities Affect Academic Outcomes?* National Clearing House for Educational Facilities. Downloaded from <http://www.ncef.org/pubs/outcomes.pdf>  
Retrieved on 1/10 2015
- Sdorow, L. (2002). *Psychology*. London: Brown and Benchmark Publishers.
- Shapiro, T. R. (2014). "Fairfax Schools Chief for \$96 Million in Budget Cuts; Proposal Increases Class Sizes." *The Washington Post*, 10 Jan. 2014. Available at <http://www.washingtonpost.com/local/education/fairfax-schools-chief-calls-for-96->

million-in-budget-cuts-proposal-increases-class-sizes/2014/01/09/8447ac78-796a11e3-b1c5-739e63e9c9a7\_story.html Retrieved on 22/6/2015.

Sharf, R. S. (2004). *Theories of Psychotherapy and Counseling*. U.S.A: Pacific Groove.

Shield, B. M.. & Dockrell, J. E. (2003). “The Effects of Noise on Children at School: A Review.” *J. Building Acoustics*. Vol. 10(2) Pp 97 – 106.

Tumuti, C. (2001). *Introduction to Counseling and Psychotherapy*. Nairobi: Kenyatta University.

United Nations Human Settlements Programme (UN-HABITAT) (2003). *The Challenge of Slums, Global Report on Human Settlements*, Earthscan Publications Ltd: London, U.K.

Wade, C. (2010). *Psychology*. U.S.A, New Jersey: Prentice Hall, Upper Sandle River.

Wambui, A. (2015) “Effectiveness of Guidance and Counselling Services in Secondary Schools in Kenya: A case study of Githunguri Sub county in Kiambu County.” *American Journal of Educational Science*. Vol 1(4) Pp 204 – 209.

Wango, G. M. (2006). *Policy and Practice in Guidance and Counselling in Secondary Schools in Kenya*. Birmingham: University of Birmingham.

World Bank. (2004). Inside informality: *Poverty, Jobs, Housing and Services in Nairobi Slums*. Report No.36347-KE.

World Bicycle Relief. (2014). “Bicycles for Educational Empowerment Program (BEEP).” *World Bicycle Relief 2012 Report*. World Bicycle Relief. Available at <http://www.education.com/reference/article/why> Retrieved on 2/4/2012.



**APPENDIX A**  
**STUDENT QUESTIONNAIRE**

Dear Respondent,

My name is Ann k. Mukindia and I am a student at Egerton University currently undertaking a research focusing on guidance and counseling in day secondary schools in Trans-Nzoia county. I have chosen you to participate in this study for you being a student in a public day secondary school. I assure you the information you shall give will be treated confidentially, and it shall not be used for any other purpose other the academic purpose for which it is intended. Please give honest information as required. Thank you very much for your co-operation.

Yours sincerely  
Ann K. Mukindia.

**Section One – Demographic Information**

Please put a tick to give your honest response to the questions below.

1. What is your gender ?

Male ( )      Female ( )

2. What is the category of your school?

Boys ( )    Girls ( )    Mixed ( )

3. Which class are you?

Form 3 ( )      Form 4 ( )

**Section Two: Status of Guidance and Counseling**

Please give honest opinion by ticking appropriately to the questions below.

4. Are you aware that there is guidance and counseling teacher in your school?

Yes ( )      No ( )

5. Do you have guidance and counseling programs in your school?

Yes ( )      No ( )

(b) If yes, please tick the guidance and counseling programs in your school from the list below

Educational ( )

Personal/social ( )

Health ( )

Career/ vocational ( )

Conflict resolution ( )

Others (specify) \_\_\_\_\_

6. How often are the guidance and counseling programs in your school?

Once a week ( )

Twice a week ( )

Monthly ( )

Any other (specify) \_\_\_\_\_

7. How do you rate guidance and counseling programs in your school?

Very important ( )

Important ( )

Not important ( )

8. Do you think your school takes guidance and counseling programs seriously?

Yes ( )      No ( )

**Section Three: Influence of Guidance and Counselling in addressing selected home related Challenges**

Please give your honest response to the questions below by ticking appropriately to answer question 9 below.

Strongly Agree (SA)

Agree (A)

Undecided (U)

Disagree (D)

Strongly Disagree (SD)

9. Guidance and Counseling addresses offered in our schools addresses these issues

		SA	A	U	D	SD
a)	My family Background and my upbringing i.e					
	(i) Types of family home from					
	(ii) Kind of house lived					
	(iii) Provision of basic needs					
b)	My fears and anxieties					
c)	My relationship with parents or guardians					
d)	Understanding my change in behavior					
e)	Any other Home Challenge I experience as a day scholar					

**Section Four: Some Home Related Challenges**

Please give your honest opinion by ticking below.

10. Indicate the type of family you belong to or you are living with by ticking appropriately.

Father and Mother ( )

Father only ( )

Mother only ( )

- Relatives ( )
- Alone ( )
- Others (Please indicate) \_\_\_\_\_

11. Who is supporting you in your secondary education?

- Parent(s) ( )
- Relative ( )
- Church/sponsor ( )
- Yourself ( )
- Others ( )

12. How far is your place of residence from school?

- Less than 1km ( )
- 2 - 5 km ( )
- 6 - 10 km ( )
- Over 10 km ( )

13. What is your mode of transport to school?

- On foot ( )
- By riding a bicycle ( )
- By bus/matatu ( )
- Driven to school ( )

14. Please give your responses to the questions below by ticking appropriately.

- Strongly agree (SA)
- Agree (A)
- Undecided (U)
- Disagree (D)
- Strongly disagree (SD)

The following are sources of interference to me while at home.

Source of interference	Perception				
	SA	A	U	D	SD
Member of the family					
Lighting system					
Lack of reading materials					
A lot of work at home					
Friends in the neighborhood					
Long distance travelled to school					
Lack of a good study room					
A noisy environment					

15. Do you encounter any problem in payment of fees?

Yes ( )      No ( )

If yes indicate how long you miss school when sent home for school fees in a term.

1 day ( )

2 – 5 days ( )

1 – 2 weeks ( )

3 – 4 weeks ( )

Others (specify the period of time) -----

Thank you.

**APPENDIX B**  
**TEACHER QUESTIONNAIRE**

Dear Respondent,

My name is Ann k. Mukindia and I am a student at Egerton University currently undertaking a research focusing on guidance and counseling in day secondary schools in Trans-Nzoia county. I have chosen you to participate in this study for you being a teacher in a public day secondary school. I assure you the information you shall give will be treated confidentially, and it shall not be used for any other purpose other the academic purpose for which it is intended. Please give honest information as required. Thank you very much for your co-operation.

Yours Sincerelly

Ann K. Mukindia

**Section one: Demographic Information**

Please give your honest response to the questions below.

1. Indicate your gender

Male ( ) Female ( )

2. What category is your school?

Boys ( ) Girls ( ) mixed ( )

3.State number of years you have taught in your present school. \_\_\_\_\_

**Section Two: Status of Guidance and Counseling**

4. Do you have any training in guiding and counseling?

Yes  No

If yes, state which level:

Masters ( ) Degree ( ) Diploma ( ) Workshop or Seminar ( ) Not trained ( )

5. Who conducts guiding and counseling in your school?

Class teacher ( )

Teacher counselors ( )

Deputy Headteacher ( )

Professional counselors ( )

Any other (specify)

6. How often are the guidance and counseling programs in your school?

Once a week ( )

Twice a week ( )

Monthly ( )

Any other (specify) \_\_\_\_\_

7. Do you think the administration is committed to guidance and counseling program?

Yes ( ) No ( )

**Section Three: Home related Challenges**

8. Do you think your students face some challenges at home for being day scholars?

Yes ( ) No ( )

If yes, please state some of the home challenges that you think they face.

---

---

---

---

---

---

---

---

9. Do you think the guidance and counseling offered in you school address these challenges?

Yes ( ) No ( )

10. In your opinion, what should be done to make guidance and counseling programmes effective in addressing home related challenges faced by the students?

---

---

---

Thank you.

## **APPENDIX C**

### **INTERVIEW SCHEDULE FOR TEACHER COUNSELOR**

1. What kind of guidance and counseling programs are offered in your school?
2. Who invites professional speakers from outside?
3. Do you think the students in your school face some challenges at home?  
If yes state some.
4. According to you, is counseling effective in addressing these challenges?
5. What do you think can be done to improve guidance counseling in the school?
6. What are some of the challenges your department experience in the course of implementation of the guidance and counseling programs?
7. What recommendation would you make that would help improve guidance and counseling in addressing the home challenges?

Thank you.


**APPENDIX D**  
**RESEARCH PERMIT**

**PAGE 2** **PAGE 3**

**THIS IS TO CERTIFY THAT:** **Research Permit No. NCST/RCD/14/013/10**  
**Prof./Dr./Mr./Mrs./Miss/Institution** **Date of issue** **13<sup>th</sup> June, 2013**  
**Ann Kajuju Mukindia** **Fee received** **KSH 1,000**  
**of (Address) Egerton University**  
**P.O.Box 536, Egerton**  
**has been permitted to conduct research in**

**Location**  
**District**  
**Trans-Nzoia** **County**

**on the topic: The influence of guidance and**  
**counseling in addressing selected home challenges**  
**of students in public day secondary schools in**  
**Trans-Nzoia County, Kenya.**

  
**Applicant's** **for Secretary**  
**Signature** **National Council for**  
**Science & Technology**

**for a period ending: 31<sup>st</sup> October, 2013.**



**APPENDIX E**  
**RESEARCH AUTHORIZATION**

REPUBLIC OF KENYA



**NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

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

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

Our Ref:

**NCST/RCD/14/013/1064**

Date:

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

Ann Kajuju Mukindia  
Egerton University  
P.O.Box 536  
Egerton.

**RE: RESEARCH AUTHORIZATION**

Following your application dated *11<sup>th</sup> June, 2013* for authority to carry out research on *"The influence of guidance and counseling in addressing selected home challenges of students in public day secondary schools in Trans Nzoia County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Trans-Nzoia County** for a period ending **31<sup>st</sup> October, 2013**.

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

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

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

Copy to:

The County Commissioner  
The County Director of Education  
Trans-Nzoia County.

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