

**PERCEPTIONS ON THE EFFECTIVENESS OF GUIDANCE AND COUNSELLING
PROGRAMME IN ENHANCING STUDENTS' ACADEMIC, CAREER AND
PERSONAL COMPETENCIES: A CASE OF SECONDARY SCHOOLS IN KOIBATEK
DISTRICT, KENYA**

BY

KABUTIEL, JOSPHAT KIBII

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

EGERTON UNIVERSITY

OCTOBER, 2007

DECLARATION

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

Signature_____ Date_____

Kabutiei, Josphat Kibii
EM16/1053/03

RECOMMENDATION

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

Signature_____ Date_____

Dr.Chepchieng, M. C.

Signature_____ Date_____

Dr.Omulema, B.E.E.

COPYRIGHT

© 2007

JOSPHAT KIBII KABUTIEI

All rights reserved. No part of this thesis may be reproduced or transmitted in any form by means of mechanical, including photocopying, recording, or any information storage or retrieval system without written permission from the author or Egerton University on that behalf.

DEDICATION

I dedicate this work to my mother Sote with whose intervention and advocacy I was able to go to school.

ACKNOWLEDGEMENT

I most sincerely thank my supervisors Dr. Chepchieng, M.C. and Dr. Omulema, B.E.E. for their dedication; scholarly counsel and guidance that enabled me to complete this thesis. I convey more thanks to Dr. Tanui of Curriculum, Instruction and Educational Management Department, Egerton University, for the scholarly contribution to this work. More thanks go to my employer, the Teachers Service Commission (TSC), who gave me a study leave to enable me to complete this work. I express my gratitude to Mr.P.A. Maliatso for his encouragement and support. I am grateful to Ms. Phoeby Nduta and Ms. Joyce Chepkemoi who took time and patience to type this work. Further, I express appreciation to Mr. J.E. Nkanatha of Egerton University Press for polishing the syntax and grammatical errors. I express more gratitude to the principals of the schools used in the study and the Koibatek District Education Office for their cooperation during the collection of data for this study. I express my thanks to Mr. Leo B. Ogola for his assistance in data analysis. I thank the principal and my colleagues at Athinai Secondary School for their understanding and moral support. More thanks go to the many people whose names I am unable to mention in this page yet they made great contributions in the production of this thesis directly or indirectly

ABSTRACT

Guidance and counselling programme was first implemented in Kenyan secondary schools in 1971. It was emphasized in Koibatek district secondary schools after the banning of the cane in 2001. However, there are indications that students in the district still lack academic, career and personal competencies. Persistent poor academic performance, school disturbances and students dropping from school among others are the common problems in the district. This may be due to ineffective school guidance and counselling programme among other factors. Thus, the purpose of this study was to determine the perceptions of on the effectiveness of the guidance and counselling programme in enhancing student's academic, career and personal competencies as perceived by secondary school head teachers, teacher counsellors and students. This study utilized an *ex-post facto* causal comparative design. The respondents of the study were 18 head teachers, 18 teacher counsellors and 302 students drawn from 18 public secondary schools in Koibatek district. The samples were drawn from a population of 1366 form three students, 25 head teachers and 25 teacher counsellors. Random sampling method was used to select respondents. Purposive sampling method was used to select the head teachers, teacher counsellors and the District Education Officers who were interviewed. Data for the study were collected using open and close ended questions and interview schedules. Descriptive and inferential statistics were used to analyze the data. Means, frequencies and percentages were the descriptive statistics while one-way analysis of variance (ANOVA) was the inferential statistic. The Statistical Package for Social Sciences (SPSS) version 11.5 was used to aid data analysis. Cronbach's alpha coefficient was used to estimate the reliability. Reliability coefficients of 0.87, 0.92 and 0.60 for Students' Questionnaire (SQ), Teacher Counsellors' Questionnaire (TCQ) and Head Teachers' Questionnaire (HTQ) were obtained respectively and were considered acceptable for this study. All the respondents who participated in the study perceived school guidance and counselling programme as effective in enhancing students' academic, career and personal competencies. Education stakeholders and policy makers in education that include parents, teacher counsellors, school managers, T.S.C personnel, Ministry of Education officials and NGOs interested in education matters may use the results of this study to strengthen, improve and maintain the programme services. It is recommended that guidance and counselling programme be implemented on a school wide basis as a matter of priority in all secondary schools to equip all students with necessary academic, career and personal competencies.

TABLE OF CONTENTS

DECLARATION	ii
RECOMMENDATION.....	ii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xi
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS AND ACRONYMS	xiv
CHAPTER ONE: INTRODUCTION	1
1.1 Background Information.....	1
1.2 Statement of the Problem	4
1.3 The Purpose of the Study.....	4
1.4 Objectives of the Study	5
1.5 Research Questions	5
1.6 Significance of the Study.....	6
1.7 Scope and Limitation of the Study.....	7
1.8 Assumptions of the Study.....	7
1.9 Definition of Terms	8
CHAPTER TWO: LITERATURE REVIEW.....	10
2.1 Introduction.....	10
2.2 Historical Development of Guidance and Counselling in the World.....	10
2.3 Development of Guidance and Counselling Programme in Kenya	10
2.4 The Rationale for offering Guidance and Counselling in Secondary Schools	12
2.5 Main Competency areas of School Guidance and Counselling Programme	15
2.5.1 Academic Competencies.....	15
2.5.2 Career Competencies	17
2.5.3 Personal Competencies	20
2.6 Theoretical Framework	23
2.6.1 Carl Roger’s Person- Centred Theory	23

2.6.2 Theory of Psychosocial Development	24
2.6.3 Career Development Theory	24
CHAPTER THREE: RESEARCH METHODOLOGY	27
3.1 Introduction.....	27
3.2 Research Design.....	27
3.3 The Location of the Study	27
3.4 Population of Study.....	28
3.5 Sampling Procedures and Sample Size	28
3.6 Instrumentation	29
3.6.1 Development of the Instrument.....	29
3.6.2 Validation of the Instrument	30
3.6.3 Reliability of the Instrument	30
3.7 Data Collection Procedures	31
3.8 Data Analysis	32
CHAPTER FOUR: RESULTS AND DISCUSSIONS	33
4.1 Introduction.....	33
4.2. Students’ Perceptions on the Effectiveness of Guidance and Counselling Programme in Enhancing their Academic, Career and Personal Competencies	33
4.2.1 Students’ Perceptions on Effectiveness of Guidance and Counselling Programme in enhancing their Academic competencies.....	34
4.2.2. Students’ Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing their Career Competencies.....	36
4.2.3. Students’ Perceptions on Effectiveness of Guidance and Counselling	39
4.3 Teacher counsellors’ Perceptions on the Effectiveness of Guidance and Counselling Programme in Enhancing Students’ Academic, Career and Personal Competencies.....	41
4.3.1 Teacher Counsellors’ Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students’ Academic Competencies.....	43
4.3.2 Teacher Counsellors’ Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students’ Career Competencies	45
4.3.3 Teacher Counsellors’ Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students’ Personal Competencies	47

4.4 Head Teachers’ Perceptions on the Effectiveness of Guidance and Counselling Programme in Enhancing Students’ Academic, Career and Personal Competencies.....	50
4.4.1 Head teachers’ Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students’ Academic Competencies	52
4.4.2 Head teachers’ Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students’ Career Competencies	53
4.4.3 Head teachers’ Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students’ Personal Competencies	55
4.5 Analysis of Personal Interviews.....	58
4.5.1: Teacher Counsellors’ Views on Guidance and Counselling Programme’s Effectiveness in Enhancing Their Students’ academic, career and personal Competencies	58
4.5.2: Head Teachers’ Views on Guidance and Counselling Programme’s Effectiveness in Enhancing Their Students’ academic, career and personal Competencies	59
4.5.3: Education Officers’ Views on Guidance and Counselling Programme’s Effectiveness in Enhancing Students’ academic, career and personal Competencies	60
4.6 Comparison of Mean Differences of Students’, Teacher Counsellors’ and Head Teachers’ Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students’ Academic, Career and Personal Competencies.....	62
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	66
5.1 Introduction.....	66
5.2 Summary.....	66
5.3 Conclusions.....	68
5.4 Recommendations	69
5.5 Suggestions for Further Research	71
REFERENCES	72
APPENDIX A: HEAD TEACHER QUESTIONNAIRE (HTQ).....	82
APPENDIX B: TEACHER COUNSELLOR QUESTIONNAIRE (TCQ).....	85
APPENDIX C : STUDENT QUESTIONNAIRE (SQ)	88
APPENDIX D: INTERVIEW SCHEDULE FOR TEACHER COUNSELLORS, HEADTEACHERS AND DISTRICT EDUCATION OFFICERS IN KOIBATEK DISTRICT .	91
APPENDIX E: TABLE FOR DETERMINING REQUIRED SIZE FOR RANDOMLY	

CHOSEN SAMPLE	92
APPENDIX F: RESEARCH AUTHORIZATION.....	93
APPENDIX G: RESEARCH PERMIT.....	94

LIST OF TABLES

Table 1: University Students Revising and Not Revising Degree Choices in 2003 to 2005	2
Table 2: K.C.S.E Performance Index in Koibatek District from 1995 to 2004.....	3
Table 3: School, Student, Head Teachers and Teacher Counsellor Populations	28
Table 4: School Category, Student, Head Teacher and Teacher Counsellor Samples	29
Table 5: Students’ Perceptions Mean Scores and Standard deviation on the Effectiveness of Guidance and Counselling Programme in Enhancing their Academic, Career and Personal Competencies	34
Table 6: Students’ Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing their Academic Competencies	35
Table 7: Students’ Perceptions on Persons they Prefer for Academic Help	36
Table 8: Students’ Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing their Career Competencies.....	37
Table 9: Students’ Perceptions on Persons they Prefer for Career Help.....	38
Table 10: Students’ Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Their Personal Competencies	39
Table 11: Students’ Perceptions on Persons they Prefer for Personal Help.....	40
Table 12: Teacher counsellors’ Perceptions Mean Scores and Standard Deviation of the Effectiveness of Guidance and Counselling Programme in Enhancing Students’ Academic, Career and Personal Competencies.....	42
Table 13: Teacher Counsellors’ Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing the Students’ Academic Competencies	43
Table 14: Teacher Counsellors’ Perceptions on persons students Prefer for Academic Help	44
Table 15: Teacher Counsellors’ Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students’ Career Competencies	45
Table 16: Teacher Counsellors’ Perceptions on Persons Students Prefer for Career Help.....	46
Table 17: Teacher counsellor’s Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students’ Personal Competencies	48
Table 18: Teacher Counsellors’ Perceptions on persons students Prefer for Personal Help	49
Table 19: Perceptions of Problem Areas the Teacher Counsellors are Competent to Handle.	50
Table 20: Head Teachers’ Perceptions Mean Scores and standard Deviation on the Effectiveness	

of Guidance and Counselling Programme in Enhancing Students' Academic, Career and Personal Competencies	51
Table 21: Head Teacher's Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Academic Competencies	52
Table 22: Head Teachers' Perceptions on persons students Prefer for Academic Help	53
Table 23: Head Teachers' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Career Competencies	54
Table 24: Head Teachers' Perceptions on persons students Prefer for Career Help	55
Table 25: Head Teachers' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Personal Competencies	56
Table 26: Head Teachers' Perceptions on persons students Prefer for Personal Help	56
Table 27: Perceptions on Problem Areas the Head Teachers are Competent to Handle.	57
Table 28: Comparison of Mean Differences of Students', Teacher Counsellors' and Head Teachers' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Academic, Career and Personal Competencies	63
Table 29: Analysis of Variance (ANOVA) of Students', Teacher counsellors' and Head Teachers' Perceptions on the Effectiveness of Guidance and Counselling Programme in Enhancing Students' Academic, Career and Personal Competencies.	64

LIST OF FIGURES

Figure 1: Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Academic, Career and Personal Competencies	25
--	----

LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	-	Acquired Immune Deficiency Syndrome
ANOVA	-	Analysis of Variance
CATs	-	Continuous Assessment Tests
G.O.K	-	Government of Kenya
HIV	-	Human Immuno Virus
K.C.S.E	-	Kenya Certificate of Secondary Examination
K.N.E.C	-	Kenya National Examination Council
M.O.E.	-	Ministry of Education
NGOs	-	Non-Governmental Organizations
SPSS	-	Statistical Package for Social Sciences
T.S.C	-	Teachers Service Commission
UNESCO	-	United Nations Educational Scientific and Cultural Organization

CHAPTER ONE: INTRODUCTION

1.1 Background Information

Guidance and counselling is becoming an increasingly important programme in Kenyan secondary schools as it assists students to handle day-to-day psychological and social problems arising from their transition from childhood to adulthood and from modern challenges afflicting the Kenyan society. According to Corsini (1987), the guidance and counselling profession started in United States of America during the Great Depression. It began as a means of matching workers and jobs due to increased diversity of occupations and lack of jobs, a situation similar to what is happening in Kenya today. Later in mid 1950's it was applied to all areas of human life including academic, career, personal growth and progress. McDaniel (1956), Makinde (1984), Tumuti (1985), Sindabi (1992), Biswalo (1996), Mutie and Ndambuki (1999) and Kiragu (2002) pointed out that students' problems, which require guidance and counselling interventions, are mainly in academic, career, and personal domains. The guidance and counselling programme in secondary schools is thus expected to assist students to develop competencies necessary to overcome academic, career and personal problems. The Kenya government has long recognized the need for school guidance and counselling. For instance, in 1971 guidance and counselling programme was implemented according to the recommendations of the Kenya Education Report (G.O.K, 1964). The objective of the programme was to provide academic, career and personal advice to the students.

Subsequent education reports have recommended the strengthening and improvement of the programme to make it more effective. For example, the Report of the National Committee of Education Objectives and Policies recommended the provision of resources needed for the expansion of the guidance and counselling programme services (G.O.K, 1976). The Presidential Working Party on the Establishment of a Second University recommended that the career guidance be given greater priority and be developed in a manner consistent with national needs (G.O.K, 1981). The Report of the Working Party on Education and Manpower Training for the Next Decade and Beyond recommended the decentralization of the programme to district level, and the establishment of the course in schools and senior teachers to be in charge (G.O.K, 1988). The Commission of Inquiry into the Education System of Kenya recommended establishment of peer counselling services in all education and training institutions in the country and that the

guidance and counselling services be offered by professionally trained and mature teachers (G.O.K, 1999). The Report of the Task Force on Student Discipline and Unrest in Secondary Schools recommended initiation and training of peer counsellors and teacher counsellors in every school, few lessons for teacher counsellors, involvement of parents in counselling in schools and creation of a division in the Ministry of Education to coordinate guidance and counselling activities among other recommendations (G.O.K, 2001).

Despite the programme implementation and subsequent improvements, there are indications that it may not have achieved its goals and it remains unclear to students, teacher counsellors, teachers and head teachers (Sindabi, 1992). This was supported by a study by Okama (2003) on the implementation of guidance and counselling programme in some selected secondary schools in Butere-Mumias district, Kenya. The study revealed that little guidance and counselling was going on in the selected secondary schools. There are also indications that students may be lacking the competencies required to maximize their academic, career and personal potentials (Owiro, 1996 & Mutie and Ndambuki, 1999). The observation that students are recalled to fill university application forms after Kenya Certificate of Secondary Education(K.C.S.E) results have been released and upon realization that they qualified for university admission attests to lack of career competencies. A large proportion of students who qualify for admission to the public universities each year are often recalled by the Joint Admission Board (J.A.B) to revise their degree choices as indicated in Table 1.

Table 1
University Students Revising and Not Revising Degree Choices in 2003 to 2005

Year	Intake	No. Revising	% Revising	No. not Revising	%not Revising
2003	10232	6037	69.0	4195	41.0
2004	9430	5597	59.4	3833	40.6
2005	10218	6731	65.9	4487	34.1
Totals	29880	19365	64.8	10515	35.2

Source: Joint Admission Board (2006)

Table 1 show that a clear majority of the students who were admitted to the public universities between 2003 and 2005 revised their degree choices. After joining the public universities more

students may further revise their degree choices, an indication that students lack career competencies required to enable them make wise career choices while they are in school.

In 2001 alone, Kenya Certificate of Secondary Education (K.C.S.E) results of 2880 students in Kenyan secondary schools was cancelled in 100 examination centres by Kenya National Examination Council (K.N.E.C) because of examination dishonesty (Siringi, 2001). In 2004 one school in Koibatek district had its K.C.S.E results cancelled by K.N.E.C due to examination malpractice. Cheating in Kenya Certificate of Secondary Education (K.C.S.E) examination can be a sign of lack of adequate study skills, habits and attitudes required to plan for and write examinations among secondary school students. Despite emphasis on academic work by teachers in Kenyan secondary schools, students still perform poorly in national examinations (Eshiwani, 1993). This is an indication that they may be lacking the academic competencies found in school guidance and counseling programme. For instance, Students in Koibatek district secondary schools have performed poorly over the last 10 years in K.C.S.E as indicated in Table 2.

Table 2
K.C.S.E Performance Index in Koibatek District from 1995 to 2004

Year	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Performance Index	4.35	4.39	4.95	4.87	4.56	4.96	4.99	4.88	4.86	5.32

Source: Koibatek District Education Office (2005)

Dismal academic performance may be an impediment to students' future academic, career and personal development. Though many factors may contribute to poor academic performance, lack of guidance and counselling could be another cause that may have led to the poor academic performance. According to Opoku (1975), persistent dismal examination results with no improvement may be an attitudinal problem that needs guidance and counselling. He noted that particular groups of students may need a special mode of teaching to help them pick up academically and that a guidance specialist may be used to discover such students so that their special needs can be met. In addition, Okwach (1997) in a study of education in Kenya noted that since guidance and counselling is a service to education, it can be a possible tool for addressing

some, if not all, of the problems experienced in the education sector that include low performance in school examination.

Moreover, the Task Force on Student Discipline and Unrest in Secondary Schools established that student unrest, anti-social behaviours such as strikes, lesbianism, drug and substance abuse, sexual perversion, devil worship and HIV/AIDS infection are widespread among secondary school students (G.O.K, 2001). The Task Force observed that students have personal problems which include inability to disclose their problems, poor interpersonal relations, hopelessness after completing form four, and difficulties balancing time for extra-curricular activities and time for academic activities. This is an indication of inadequate personal competencies among Kenyan secondary school students including those in Koibatek district secondary schools since the findings of the Task Force are representative of all schools in Kenya. It implies the inadequate academic, career and personal competencies experienced by other secondary school students in Kenya also afflict students in Koibatek district secondary schools.

1.2 Statement of the Problem

Although guidance and counselling programme in Kenya was established to assist students develop competencies needed to overcome academic, career and personal challenges, there are indications students in Koibatek district secondary schools lack academic, career and personal competencies found in guidance and counselling programme. Cases of student disturbances and destructive behaviours continue unabated, students cheat in National Examinations, academic performance remain dismal; students are recalled to fill career forms long after K.C.S.E results have been released by K.N.E.C are common among the students. Also, skepticism and doubts plague the guidance and counselling programme in secondary schools. The question is: has school guidance and counselling programme been effective in enhancing students' academic, career and personal competencies? This study is therefore set to investigate whether the guidance and counselling programme in Koibatek district, Kenya, differentially enhance students' academic, career and personal competencies.

1.3 The Purpose of the Study

The purpose of this study was to determine the perceptions on the effectiveness of guidance and

counselling programme in enhancing academic, career and personal competencies among secondary school students in Koibatek district, Kenya.

1.4 Objectives of the Study

The objectives of the study were to:

- (i) Determine students' perceptions on the effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies in Koibatek district public secondary schools;
- (ii) Determine the teacher counsellors' perceptions on the effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies in Koibatek district public secondary schools;
- (iii) Determine the head teachers' perceptions on the effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies in Koibatek district public secondary schools;
- (iv) Determine if there are any significant differences between, students', teacher counsellors', and head teachers' perceptions on the effectiveness of guidance and counseling programme in enhancing students' academic, career, and personal competencies in Koibatek district public secondary schools.

1.5 Research Questions

The study sought to answer the following questions:

- (i) What are students' perceptions on the effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies in Koibatek district public secondary schools?
- (ii) What are teacher counsellors' perceptions on the effectiveness of the guidance and counselling programme in enhancing students' academic, career and personal competencies in Koibatek district public secondary schools?
- (iii) What are head teachers' perceptions on the effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies in Koibatek district public secondary schools?
- (iv) Are there any significant differences between students', teacher counsellors' and head

teachers' perceptions on the effectiveness of the guidance and counselling programme in enhancing students' academic, career and personal competencies in Koibatek district public secondary schools?

1.6 Significance of the Study

The study has provided data that may enlighten secondary school stakeholders on the significant role that school guidance and counselling programme has had on student's academic, career and personal competencies. The findings of this study may act as a useful indicator to education officials, parents, teachers, teacher counselors, school managers and other interested parties in education, of the crucial mission guidance and counselling programme is serving in Kenyan secondary schools. The results from the study may also encourage and motivate teacher counsellors, Ministry of Education personnel, Teachers Service Commission (T.S.C), parents, policy makers in education and other education stakeholders to give more support to the guidance and counselling programme in secondary schools. This in turn, may lead to improved guidance and counselling services which might result in enhanced students' academic, career and personal competencies.

The results could also provide a basis for reviewing guidance and counselling programme in secondary schools and a methodological basis for future research on influence of guidance and counselling programme on students' academic, career and personal competencies among secondary school students. Knowledge of guidance and counselling influence on the student's lives might attract funding for the programme from stakeholders in education. Resources are scarce; therefore teacher counsellors are expected to show the resources allocated to the counselling programme have benefited the students. The schools used in the study may use the findings to improve on provisions of guidance and counselling services and improve their poor academic performance. They may also use the results to strengthen their guidance and counselling programmes especially on career areas. Based on the findings, this study developed recommendations to increase the effectiveness of secondary school academic, career and personal guidance and counselling programmes.

1.7 Scope and Limitation of the Study

The study was confined to the head teachers, teacher counsellors and students in public secondary schools within Koibatek district, Rift Valley Province, Kenya. The students who participated in the study were Form threes. District Education Officers from Koibatek district were included among the respondents who were interviewed. The study was restricted to the respondents' views on academic, career and personal competencies. It was difficult to access some schools. The study was also subject to the limitations associated with the research design used. Literature on perceptions on effectiveness of guidance and counseling programme in enhancing students' academic, career and personal competencies in Koibatek district secondary schools was scanty or completely unavailable.

1.8 Assumptions of the Study

The following were the assumptions of the study;

- (i) that the respondents would cooperate and give the required information accurately and truthfully;
- (ii) that the respondents were conversant with the major student problem areas: academic career and personal competencies;
- (iii) that guidance and counselling programme exist in all the selected public secondary schools in Koibatek district;
- (iv) That there is only one teacher counsellor per school: and
- (v) That extraneous variables would not have an impact on students' stated competencies.

1.9 Definition of Terms

For the purpose of this study, the following terms were operationally defined as follows:

Academic competencies: In this study academic competencies refer to the statements of abilities, capacities, skills, knowledge, attitudes and values students are expected to demonstrate as a result of participating in academic guidance and counselling programme in school. In this study academic competencies are measured through the perceptions of the respondents of this study.

Career competencies: These are the statements of abilities, capacities, skills, knowledge, attitudes and values students are expected to demonstrate as a result of participating in career guidance and counselling programme in school. In this study career competencies are measured through the perceptions of the respondents of this study.

Counselling: Is the process of helping student(s) realistically handle academic, career and personal problem(s).

Effectiveness: In this study refers to the ability of guidance and counselling programme to bring about or enhance the desired students' academic, career and personal competencies. It was determined through the respondents' degree of agreement or disagreement (measured in percentage points) on the extent which school guidance and counselling programme has effectively enhanced the stated students' academic, career and personal competencies

Guidance and Counselling programme: Refers to a range of activities, services, strategies and interventions used to assist student(s) to obtain academic, career and personal competencies.

Guidance: This is the process of giving academic, career and personal advice or information to students to help them acquire academic, career and personal competencies.

Head teacher: In this study refers to the teacher in charge of day-to-day management and administrative duties of a school.

Personal competencies: Are statements of abilities, capacities, skills, knowledge, attitudes and values students are expected to demonstrate as a result of participating in personal guidance and counseling programme in school. They are determined by the perceptions of the respondents of the study.

Perception: In this study refers to the views and opinions of the respondents towards the stated students' academic, career and personal competencies used in this study. They are measured through the ability of the respondents of this study to identify and state the extent they agree or disagree the stated academic, career and personal competencies have been achieved or not achieved through the school guidance and counselling programme.

Public school: Is a school in which the state pays teachers' salary but parents and the community meets the rest of the expenses.

Teacher counsellor: Refers to a teacher appointed to assist students to overcome academic, career and personal problems through various guidance and counselling interventions, strategies and services.

Student: In this study refers to an individual learning in a secondary school

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents literature on the historical development of guidance and counselling in the world, development of guidance and counselling programme in Kenya, the rationale for offering guidance and counselling in secondary schools, main competency areas of school guidance and counselling programme, and the theoretical and conceptual frameworks of the study.

2.2 Historical Development of Guidance and Counselling in the World

The school counselling profession is traced back to vocational guidance movement, mental hygiene movement, child guidance movement, testing movement and dean of girls movement (Makinde, 1984). Counselling began in the United States of America at the beginning of the 20th century owing to the rise of progressive formal education in schools that emphasized personal, social and moral development from a psychological perspective. It began with a simple role of matching people with jobs but later transformed to career development in the 1950's and in 1960's to emphasize on schooling and work (Corsini, 1987). Today its aim is to optimize and nurture the individual's capacities. Mutie and Ndambuki (1999) observed that formal guidance and counselling in Kenya came to Africa when western education system and culture took its roots in traditional Africa. It emerged and developed as an American product (Shertzer & Stone, 1980) as cited in the International Encyclopedia of Education (1985) with the purpose of humanizing and individualizing education so as to enhance and maximize the development of the individual upon the philosophy of self-determinism and free choice. Formal guidance and counselling went to European countries and it is at various levels of implementation in various countries of the world.

2.3 Development of Guidance and Counselling Programme in Kenya

According to the Commission of Inquiry into the Education System of Kenya, a guidance and counselling unit was created in the Ministry of Education in 1970s (G.O.K,1999). The accumulated goals of the guidance and counselling programme in Kenya were as follows:

- (i) provision of advice on careers, information on employment opportunities and aptitude testing (The Kenya Education Report, G.O.K, (1964) & The Presidential Working Party on the Establishment of a Second University, G.O.K, 1981);

- (ii) cultivation of positive work ethic and management of time (The Report of the Working Party on Education and Manpower Training for the next Decade and Beyond, G.O.K, 1988);
- (iii) counselling students infected and affected by HIV/AIDS (The Commission of Inquiry into the Education System of Kenya, G.O.K, 1999);
- (iv) counselling students with disruptive behaviours (The Task Force on Student Discipline and Unrest in Secondary Schools, G.O.K, 2001);
- (v) assisting students appreciate their role as workers and in developing the right attitudes towards discipline (The Report of the Working Party on Education and Manpower Training for the next Decade and Beyond, G.O.K, 1988);
- (vi) motivating youth to express the desire to protect themselves against HIV/AIDS (The Commission of Inquiry into the Education System of Kenya, G.O.K, 1999);
- (vii) provision of a strong foundation on moral values (The Task Force on Student Discipline and Unrest in Secondary Schools, G.O.K, 2001);
- (viii) counselling and/or referral of students already on drugs for rehabilitation (The Task Force on Student Discipline and Unrest in Secondary Schools, G.O.K, 2001); and
- (ix) early identification of gifted and talented children and provision of special programmes to hasten the development of their special gifts and talents (The Report of the Working Party on Education and Manpower Training for the next Decade and Beyond, G.O.K, 1988).

These chronological goals aim at equipping students with the competencies needed to optimize academic, career and personal potentialities. They are in agreement with the Report of the National Committee of Education Objectives and Policies which had poised the need to offer education in Kenya that incorporates academic skills, adaptive skills and attitudinal attributes to avoid the emphasis in only academic skills that has bred the white-collar mentality among the youth (G.O.K, 1976). This is because Kenya is among the few African countries that by 1980's had included guidance and counselling programme in their education systems (Biswalo, 1996). In effect, the Report of the Task Force on Student Discipline and Unrest in Secondary Schools recommended that the Ministry of Education appoint teacher counsellors for every public school to offer guidance and counselling services (G.O.K, 2001). This recommendation has been

implemented. The Commission of Inquiry into the Education System of Kenya further emphasized the need for guidance and counselling services in all educational and training institutions (G.O.K, 1999). The Commission noted that all teacher trainees undertake guidance and counselling course as a requirement. The private schools hire private counsellors on a full time or part-time basis to offer the programme services (Mutie & Ndambuki, 1999). Currently, there are several institutions both private and public involved in training and provision of counselling services. At present, there are 920 Heads of Department of Guidance and Counselling teachers in Kenya appointed and posted to secondary schools by the Teachers Service Commission (TSC, 2006). The rest of the heads of guidance and counselling are school appointees. The guidance and counselling programme is increasingly being recognized as a necessary service in institutions of learning and communities to enable people to cope with the current rapid economic, social, political, occupational, technological, and cultural changes sweeping through Kenya. There was therefore need to investigate its effectiveness in enhancing academic, career and personal competencies among secondary school students in Koibatek district, Kenya.

2.4 The Rationale for offering Guidance and Counselling in Secondary Schools

The future of every society is in its youth. The youth are at adolescent stage, which is a transition from childhood to adulthood. Failure to attend to the adolescents' biological and psychosocial challenges may lead to indecisiveness, insecurity, uncertainty, conflicts, impulsiveness, criminal behaviour, alcoholism, career confusion and sexual perversion (Makinde, 1984). When this is coupled with academic burden, teacher, parental and peer demands and expectations it creates insurmountable problems for the adolescent. This justifies the need to equip youth with the competencies required to overcome academic, career and personal challenges through the guidance and counselling programme in secondary schools.

Moreover, the Report of the Task Force on Student Discipline and Unrest in Secondary Schools noted that students have negative attitudes towards education due to high unemployment rates in the country thus require guidance and counselling to identify options and alternative occupations in order to develop a positive outlook to life right from school before entering society (G.O.K, 2001). Besides, the Task Force observed that the ranking of schools in accordance with

performance in the national examinations had encouraged teachers to be preoccupied with testing and examining of students instead of assisting them to acquire the relevant personal competencies which are found in guidance and counselling. The Task Force further noted that adolescents conform to their peers and do not expect to learn much from their parents and teachers whom they consider outdated and old-fashioned hence the need for a professional teacher counsellor among the teachers to bridge the generation gap. The guidance and counselling programme is also geared to meeting the objectives listed below suggested by Eddy et al (1980) as cited by Gitonga (1999):

- i) Assist students to appraise their abilities and free their capacities to learn.
- ii) Enable students to explore their objectives;
- iii) Provide help to students with personal problems that hinder academic progress;
- iv) Help individuals with psychological problems to voluntarily change their behaviour;
- v) Enable students to make wise decisions, clarify their ideas, perceptions, attitudes and goals; and
- vi) Ensure discipline in schools by assisting students with disruptive behaviours.

These objectives are in line with the African traditional education in Kenya which had a holistic approach and emphasized on people (Otiende, 1992). It was education for independence, self-reliance, physical, moral, and mental development. Since the African traditional education has waned, guidance and counselling is needed to make education holistic. Hence the need for a professional teacher counsellor among teachers to help students relate education and employment, identify, prepare for, and progress in a chosen career, develop a sense of direction, purpose, and fulfillment thus reduce indiscipline among students. Makinde (1984), and Mutie and Ndambuki (1999) noted that most parents lack job-related and sound study techniques required to guide their children hence they may misdirect their children in the choice of their school subjects and life occupation. School guidance and counselling service is thus needed to supplement parental efforts. Sindabi (1992) espoused that the adolescent stage is a transition from school to the world of work; therefore there is need for occupational competencies found in guidance and counselling in order to understand and cope effectively with the dynamics of a rapidly changing job market. In effect, Clark and Amatea (2004) posited that equipping a student with personal competencies found in guidance and counselling results in increased academic

achievement decreased problem behaviour and improved interpersonal relations. Guidance and counselling provide young people with competencies required for manipulating the environment in which they live in for their own benefit and that of the entire society, see choices and alternatives available to them and consequently make informed decisions. Tumuti (1985) poised the need to establish formal guidance and counselling programmes in African schools due to educational, social, economic and political constraints brought about by accepting the western education and ways of life. Sisungu (1988) observed that the quality of education in Kenya is worsening, therefore, since guidance and counselling partly contribute to academic success, offering guidance and counselling programme in secondary schools may improve the quality of education. Students need guidance to adjust to the overloaded school programme, advance to adult life, join the world of work, continue in education ladder and live self- fulfilling lives.

In view of that, Sindabi (1992) noted that failure to provide a formal guidance and counselling programme in schools will result in a waste of investment in education and human resource development. In addition, Makinde (1984) observed that leaving young people in a vacuum to develop for themselves independence, self-understanding, self-direction and problem solving skills without proper guidance from trained counsellors will not yield lasting results. The observation by Makinde (1984) was later supported by Sandison (1994) who noted that education systems were currently associated with protests from commerce and industry about many pupils and students that leave school or university with lack of vital basic skills, professional skills and the skills of cooperation, initiative and problem solving.

Ndegwa (2003) in an investigation into the role of guidance and counselling services in selected secondary schools in Tigania division Meru North district established that students have a variety of academic and personal problems that include demand to excel in academics, adjustment to school environment, unconducive home environment, sexual abuse/harassment, financial pressures, adolescent pregnancies, orphanhood due to HIV/AIDS, alcohol and substance abuse and peer pressure. These issues require guidance and counselling. In effect, Kamiti (1991) observed that the breakdown of the extended family set up and rising cost of living has forced parents to spend a lot of time away from home and from their children thus necessitating for formal guidance and counselling in schools where the children spend most of their time. In

addition, Njunge (2004) noted that most parents in Kenya may be disregarding their children's personal interests in choice of careers and thus may misdirect them to take up careers which are not of their own choice. Owuor (2002) noted that the decline in economic performance in Kenya has led to joblessness among highly skilled manpower. A similar situation is what necessitated the guidance and counselling movement in the United States of America at the beginning of 20th century. This justifies the need for the guidance and counselling programme today in Kenya. The Kenya government has long recognized this need and the guidance and counselling programme was implemented in 1971. Despite its improvements since implementation, however, little study has been conducted to determine its effectiveness in enhancing students' academic, career and personal competencies.

2.5 Main Competency areas of School Guidance and Counselling Programme

Students' problems which require guidance and counselling are usually educational /academic, vocational/ career, economic and personal/ social. In this study, these problem areas are summarized as academic, career and personal areas which students are expected to obtain and demonstrate the stated competencies as a result of participating in the guidance and counselling activities and services.

2.5.1 Academic Competencies

These are the abilities, capacities, skills, knowledge, attitudes and values required to enable a student to select and succeed in chosen subjects and study programmes in secondary school which act as the basis for realistic and successful post-secondary education options. The academic competencies are achieved through academic guidance and counselling which a process of helping a student progress in wisely chosen subjects of study in school (Makinde, 1984). On academic competencies, Biswalo (1996) observed that guidance and counselling assist students in planning an effective study and revision programme, subject choice, study skills, information on higher education, reduce test anxiety, and in all aspects relevant to the pursuit of education in school and after school. Absence of these competencies makes students to underachieve academically. Academic competencies assist a student to relate present subjects to future academic choices, relate academic performance in school with courses to study after school and prepare a student to choose from a wide variety of substantial post-secondary

education options as well as link current school subjects to life in society later after school. Moreover, Mutie and Ndambuki (1999) observed that guidance and counselling assist students' progress in all subjects including the ones they find difficulties in and acquire the necessary knowledge and skills to decide whether to take academic or vocational option at the end of form four. Review of literature on effect of guidance and counselling on student academic competencies in Kenya is limited. Studies by Obonyo (1994) on educational and career expectations of form three girls' in Nyabururu and Kereri schools in Kisii district, revealed that students' subject choice and career preferences appear incompatible. This implies the school guidance and counselling programme has not influenced students' academic and career competencies. Another study by Kimathi (2002) which investigated the perception of teacher counsellor role in the implementation of secondary school curriculum in Kenya established that school guidance and counselling programme has contributed to the effective student learning and high academic performance but there was no mention on contributions to academic and personal competencies.

However, it can be implied that effective student learning and high academic performance could be attributed to the presence of needed skills, knowledge, values and attitudes to make a student achieve academically. Studies carried out in Western countries succinctly proved that school guidance and counselling programme provide students with the prerequisite skills, knowledge, values and attitudes to succeed academically. Follow up studies conducted by Campbell (1965) and Lapan *et al* (1997) found that guidance and counselling influence students' academic competencies in that the students who received counselling reported better grades and progress in post-high school endeavours. In another study done in the United States of America by Killeen and White (2000), 67% of the respondents reported having information about suitable education and training opportunities. Another 66% of the participants indicated that they became more interested in getting more education and training as a result of participating in careers guidance. This study confirmed another one conducted earlier by Carns and Carns (1991) in which students exposed to study skills training had significant increase in standardized test scores. In a comprehensive longitudinal study of high school seniors by Rothney (1958), students who received counselling while in high school had slightly higher academic achievement while in school and during the five year period after graduating from high school. They were more

satisfied with their high school and post secondary educational experiences. This implies that school guidance activities have long term academic effects. Evidence to support a school counselling programme activities came from studies conducted by Cheek et al (2003) who established that guidance and counselling interventions helped elementary students to reduce test anxiety and improve test scores. In another study, Wilson (1986) found that directive counselling and behavioural counselling had positive effects on academic achievements with underachieving students.

Other studies carried out in the developed countries by Medway (1982), Myrick (1987), Whiston and Sexton (1998) and Sink (2005), all showed that guidance and counselling interventions were effective in students' academic pursuits while they were in school and later educational accomplishments after school. These studies indicate that there was a direct link between guidance and counselling interventions and students' academic achievements. The influences of the guidance and counselling programme strategies range from improved academic scores, enhanced study skills, increased motivation to learn to effective educational planning in school and beyond school. Since the findings in the West have proved that guidance and counselling programme effectively improved students' academic competencies, there was need to find out its effectiveness in Kenyan secondary schools particularly in Koibatek district which has had poor academic performance in sequence for more than 10 years now, hence the need for this study.

2.5.2 Career Competencies

These are the requisite abilities, capacities, skills, knowledge, values and attitudes essential to enable a student to identify, choose, achieve and derive maximum benefits from a profession to the satisfaction of both the individual and his/her society. Successful career choice precedes planned and wise subject choice as well as assessment of personal interests, capacities, aptitudes and values and prior knowledge of various available occupations and dynamism of the job markets. Dumond (1988) defined career as a planned sequence of employment advances with a specific goal or direction in mind. It involves use of skills, knowledge, aptitudes, abilities, preferences and personality attributes to make accurate career choice and advance in it. Moreover, Makinde (1984) noted that, career competencies involve providing a student with

information on job requirements, employment opportunities, necessary training, how to apply for employment, writing of curriculum vitae and preparation for job interviews. Waihenya (1999) noted that a mismatch exists between formal education and training institutions and opportunities in the Kenyan economy. He asserted that the 8.4.4 curriculum was ineffective in preparing learners for a smooth transition from formal learning to the world of work. There is a possibility that most students in Kenya today leave school with little knowledge of the various jobs and opportunities available after form four and how to prepare for such jobs and opportunities.

This was supported by Biswalo (1996) who posited that students have little knowledge of the requirements of the occupations they choose upon graduation and have inadequate exposure to the world of work due to lack of guidance and counselling services in their schools. The students through guidance and counselling services are assisted to have an integrated image of self and the world of work so as to accept and respect all occupations including farm work. Obonyo (1994) in a study of educational and career expectations of form three girls' in Nyabururu and Kereri schools in Kisii district established no compatibility between subject choice and career choice because of school's failure to create career awareness among the students. This agreed with findings of Sindabi (1992) who noted that majority of form four graduates were forced to find jobs for which they are normally unprepared for since they lack career competencies.

Earlier, Makinde (1984) noted that the guidance and counselling programme in school has not influenced the students' career competencies since career aspirations for most students are not commensurate with their academic abilities, interests, aptitudes and personalities. Similarly, Mwau (2001) espoused that the average Kenyan worker lacks the relevant work ethics required to be employed outside Kenya. The literature reviewed found no current studies in Kenya on the influence of guidance and counselling on students' career competencies. One study conducted in the West by McDaniel (1956) showed that the guidance programme had not effectively enhanced students' career competencies since a large number of students sampled aspired to enter occupations which do not provide enough job opportunities for them. He established that students' areas of training bear little relationship to the jobs they subsequently obtain. This may be the situation in Kenya today.

However, later several research studies conducted in Western countries convincingly indicated that the school guidance and counselling programme effectively influences students' career competencies. In a study conducted by Lapan *et al* (1993) in which the participants were provided with educational and career information, 90% of the participants indicated the experience was beneficial. In another study, Hull (2000) established that assisting students in selection of career pathways and enrolment in coursework is a sure way of enabling them to achieve their career goals. Feller *et al* (1999) found that guidance based on workplace issues and the career theories should be a priority for all students. Moreover, Peterson *et al* (1999) demonstrated that a computer- assisted classroom career intervention programme for grade eight students greatly assisted them to decide wisely on the courses they should take in grades nine to 12. In effect, Savickas (1990) confirmed career interventions have been found to increase foresight, direction and positive time perspective among adolescents. Findings of meta-analyses investigating the impact of school-based career development activities on student development and academic achievement have supported the positive influence of such career interventions (Baker *et al*, 1998). Peterson *et al* (1999) in another study established that the level of career intervention administered to students had a direct impact upon students' abilities to understand the importance of their future educational choices related to post-secondary education and future career choice. A different study carried out by Hershey *et al* (1999) indicated that career guidance had assisted African-American students to take many more high school classes that matched their career interests.

Further support of effective influence of guidance and counselling strategies on career competencies came from findings established by Blustein *et al* (1997). They noted that career interventions in school have an effect even in later years after school. The study was on adaptive school-to-work transitions for work bound youth. The results showed that job satisfaction in young adulthood was strongly connected to student experiences with school counsellors in high school and with their current job and career situation. Another support was that of the National Occupational Information Co-ordinating Committee (1989) in the United States of America which indicated that students involved in career information project had several positive outcomes that included improved academic performance, reduced course failure, improved goal-seeking, increased self-awareness, and self-esteem. The participants also reported increased

motivation to pursue education, use career and job search-skills information, increased knowledge between school subjects and training needed for specific jobs. The students became aware of potential employers in industry and business. This is in line with Pyne and Berness (2002) who espoused that failure to focus on occupational information in adolescents may result in a vexation of finding a job rather than creating a career. These findings have shown guidance and counselling is effective in enhancing students' career competencies. There was need to establish the same among students of Koibatek district as a result of participating in guidance and counselling activities hence the need for the present study.

2.5.3 Personal Competencies

Personal competencies are students' requisite abilities, capacities, skills, knowledge, attitudes, and values considered necessary to solve problems, manage life events, assess social situations, adjust and behave adaptively so as to live a self-fulfilling and responsible life in school and society. Personal competencies help students to overcome self-defeating behaviours, have positive self-esteem, recognize and accept their abilities, set realistic and attainable life goals, which is the path to personal growth and development. These competencies are achieved through personal guidance and counselling which is a process of assisting a student to develop self-understanding, ability to cope with, solve problems, and respect self and others. Further, Makinde (1984) envisaged that on personal competencies, a student is helped to overcome disturbing emotional, social and individual problems, adjust to school environment, and gain effective decision making skills. Personal competencies include accurate decision-making, goal setting and skills needed to achieve goals and understand safety and survival strategies.

The guidance and counselling programme is supposed to respond in more holistic ways to help students to cope with the major dilemmas in our society today and become socially competent and productive young adults. This view was reemphasized by Biswalo (1996) who stipulated the following personal social guidance and counselling objectives:

- i) Help students overcome emotional problems;
- ii) Assist student understand and accept oneself as an individual;
- iii) Develop students' greater ability to cope with and solve problems;
- iv) Help student gain competence in making decisions and plans for the future;

- v) Assist students relate interests, aptitude and abilities to current and future educational and occupational opportunities and requirements; and
- vi) Assist students become aware of and accept referral to other specialists as the need arise.

The literature reviewed revealed that little research has been done in Kenya on the influence of school guidance and counselling programme on students' personal competencies. Research conducted by Ngumo (2003) on the role of guidance and counselling in controlling indiscipline in Kieni West division of Nyeri district secondary schools reported that teachers and students sampled felt that the guidance and counselling service in their schools has contributed in controlling indiscipline. Discipline is a component of personal competencies. Other personal competencies were not considered. Mwangi (1991) established that university students expect a lot from the guidance and counselling centre because they have many problems and that majority of the students prefer to seek help from close friends whenever they are faced with personal problems. Ayieko (1988) in a study to identify ways of solving discipline problems in Kenyan secondary schools established that guidance and counselling among others such as school rules, punishment and moral lectures were used to manage indiscipline. He did not mention any personal competencies achieved which comprise student discipline as a result of the guidance and counselling used.

However, most findings which show school guidance and counselling programme has effectively enhanced a variety of student personal competencies came from studies conducted in the Western countries where the programme had long taken roots. Gerler (1985) on review of research concluded that interventions carried out by elementary school counsellors resulted in positive gains in student ability to get along with peers, parents and teachers. Further supportive findings came from a statewide study for high school students conducted by Lapan *et al* (1997). The respondents of the study reported having better relationships with teachers and having a better interpersonal climate between students. Earlier, Rothney (1958) in a comprehensive longitudinal study of high school seniors found that students who received counselling while in school:

- (i) had better understanding of their weaknesses and strengths as high school seniors;
- (ii) expressed greater satisfaction with their lives five years after graduating from high

school; and

- (iii) joined in more self-enhancement activities in the five years following high school graduation.

More evidence for the effect of guidance and counselling on student personal competencies was presented by Borders and Drury (1992). They consistently established through major reviews of school counselling research that school counselling provided students with relevant social skills. They noted that the ability to relate effectively to others is critical for both success in school and well-being in adulthood. Littrel (1995) established that a brief counselling approach she had used was effective in assisting high school students to make progress towards reaching their goals and resolving their concerns. Evidence from a study done by Gerler (1991) on middle school students in a large North Carolina school system indicated that the middle school students significantly increased their awareness of how to succeed in school as a result of participating in 10 group counselling sessions. The sessions focused on topics such as providing role models of school success, being comfortable in school, being responsible in school, listening in school, asking for help in school, improving school work, cooperating with peers at school, cooperating with teachers, experiencing positive aspects of school and recognizing positive aspects of self.

Another study by Brantley and Brantley (1996) found that group counselling can make a significant difference in reducing acting out behaviours in at-risk inner city elementary students. DeRoosier (2004) found that a social skills intervention enhanced third-grade students' self-esteem and self-efficacy and decreased social anxiety and aggressiveness. These aspects measure students' ability to adjust and cope with their environment which will impact on personal growth and progress. These results concisely point to the effects of an effective guidance and counselling service on student personal competencies. Further evidence that guidance and counselling programme enhances students' competencies came from studies by Schaefer-Schiumo and Ginsberg (2003) who found that health and mental health care services equip students with competencies that help prevent problem behaviours from developing. The literature reviewed from Western countries has clearly demonstrated that guidance and counselling effectively enhance students' competencies in academic, career and personal areas there was need, therefore, to establish the perceptions on effectiveness of the guidance and counselling

programme in enhancing students' academic, career and personal competencies in Kenya especially in Koibatek district with a rural setting hence the need for this study.

2.6 Theoretical Framework

American School Counselling Association (ASCA, 2005) contends that effective counselling programmes are based on human development theories which are based on developmental programmes. Development programmes are proactive and preventive in nature, helping students to acquire the knowledge, skills, values, self-awareness and attitudes necessary for successful mastery of normal developmental tasks. That developmentally-based programme increases the visibility of the counselling programme and ensures that more students are served; promotes student development and academic success through the provision of needed competencies. The theories that inform this study are taken from Carl Roger's person- centred theory, Eric Erickson's theory of psychosocial development and Super's career development theory.

2.6.1 Carl Roger's Person- Centred Theory

Holden (1971) asserts that the basis of school counselling is Roger's person- centred theory which emphasize that human beings have the potential for self-actualization, development, personal harmony, self-responsibility and growth. According to Carl Rogers, adolescents wish to conform to peers but parents disapprove of such conformity. This brings conflict because the adolescents still require parental support. Another conflict arises from the adolescents' struggle to leave childhood ways and be independent. The adolescents also suffer stresses arising from changes in their bodies, expectations and aspirations of parents, teachers, peers, society and their own. These stresses and conflicts lead to confusion manifested in a variety of adjustment mechanisms (Makinde, 1984). Majority of adolescents make personal initiatives to come out of the stresses, confusions and conflicts; however, some would require guidance and counselling services to come out of the confusion, stresses and conflicts. Rogers contends that the adolescent needs favourable conditions, found in guidance and counselling, to overcome the conflicts, stresses and confusion. According to Gough, *et al* (1983), when an adolescents' actual and ideal self become congruent, the adolescent gains confidence, social poiseness and develops the competencies needed to deal with the problems of every day life. This is when the adolescent realizes academic, career and personal potential, growth and development. This theory is used by

the agents of school guidance and counselling to bring about the students' academic, career and personal competencies used in the study.

2.6.2 Theory of Psychosocial Development

Erickson (1963) indicated that human life progresses through a series of eight stages. Each stage is marked by a crisis that needs to be resolved so that the individual can move on along the plateaus of development. The adolescent life is marked by identity versus role confusion crisis. Guidance and counselling specialists use this theory to assist adolescents to overcome the identity versus role confusion crisis by equipping them with the necessary skills, knowledge, values, and attitudes. It is only when the identity versus role confusion issues are resolved that an adolescent can move towards academic, career and personal progress.

When the inhibitions of identity versus role confusion stage are removed, the adolescent will discover his/her talents, experience meaning in what they do and how they live and have accurate picture of self, accept self and try what he/she can do in life. According to the Encyclopedia of Human Development and Education (1990) the adolescent moves in the direction of increasing choice and responsibility to the new self, increasing internal integration, growth and actualization to live in a world which is congruent with this integrating and actualizing self. The adolescent stage is linked with the acquisition of competency and a sense of being worthwhile. This theory is used to explain how an effective guidance and counselling programme enhance the students' personal competencies used in this study.

2.6.3 Career Development Theory

There are many theories of career development, but the most widely accepted is that proposed by Super (1942) as cited in Corsini (1984), which proposes that career development occurs in stages namely: fantasy, exploration, crystallization and realistic stages. Child (2004) contends that the student in high school builds on the fantasy of zero to 11 years adds interest, capacity, and value at the tentative stages of years 11 to 15. At the realistic stage of 18 to 21 the student emphasizes on exploration, crystallization and specialization. Age 17 is a transition stage. He emphasized that progress through life stages can be guided by counselling in which self-knowledge of abilities, interests, aptitudes and career prospects are encouraged. Life span career development

through life stages can be guided by facilitating the process of maturation of abilities and interests, aiding reality testing and development of self-concept in the adolescent. This is achieved through school guidance and counselling programme. Career development theory is used to assist a student develop the competencies required to choose careers according to personal ability, qualities, aptitude and interests. It is, therefore, used to explain how an effective guidance and counselling programme enhances the students' career competencies used in this study. The conceptual framework of this study is shown in Figure 1

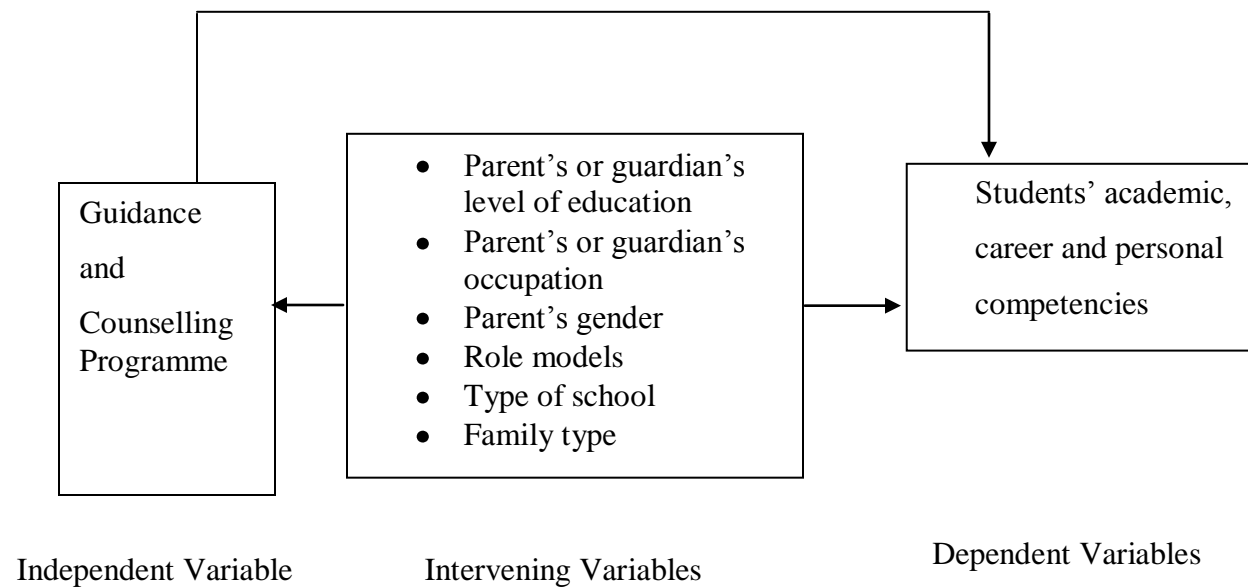


Figure 1: Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Academic, Career and Personal Competencies.

In the figure, guidance and counselling programme (independent variable) enhance or bring about students' academic, career and personal competencies (dependent variables) through the career development, psychosocial development and person-centred theory. The academic, career and personal competencies are offered by a variety of help givers through the school guidance and counselling programme. The competencies are determined using the students,' teacher counsellors,' and head teachers' perceptions on the effectiveness of guidance and counselling programme. King (1984) has pointed out that perception is a powerful variable that influences behaviour. He was supported by Sekular and Blake (1994) who asserted that perception is an active process that works to guide behavior thereby inspiring even more action. Perceptions

guide thoughts, actions and direct behaviour. However, the independent and dependent variables are modified by the intervening variables such as parent's or guardian's level of education, parent's or guardian's occupation, parent's gender, role models, family type and type of school. Without the school guidance and counselling programme, a student would still get academic, career and personal competencies from his/her parent(s) or guardian(s) and role models in school, at home or in society. Students' academic, career and personal competencies may also be affected by the type of school a student attends and the type of family a student comes from. The intervening variables would also interact with the school guidance and counselling programme to enhance or bring about the stated students' academic, career and personal competencies.

The theories used in this study explain that humans can be facilitated through guidance and counselling to develop and acquire the stated academic, career and personal competencies; otherwise they have the capacity within them to self-actualize. This means that in the course of time as the students mature, some of them would acquire the academic, career and personal competencies on their own and get actualized. However, as noted by Makinde(1984), leaving young people in a vacuum to develop for themselves independence, self-understanding, self-direction and problem solving skills without proper guidance from trained counsellors will not yield lasting results. So for this reason, the students expected to obtain the stated competencies on their own may be negligible.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The research methodology for this study is discussed under the following sub-headings: Research design, location of study, population of the study, sampling procedures and sample size, instrumentation, data collection procedures, and data analysis

3.2 Research Design

This survey research utilized an *ex post facto* causal comparative design which was found suitable in analyzing perceptions which had already been formed. Causal comparative type of *ex post facto* design was used because the study compares perceptions of students, teacher counsellors and head teachers. The perceptions served as indicators of the effectiveness of the guidance and counselling programme in enhancing students' academic, career and personal competencies. The researcher did not directly control the perceptions because they had already been formed. *Ex post facto* design was found suitable since the researcher during the study did not manipulate the school guidance and counselling programme to bring about or enhance the stated students' academic, career and personal competencies. Black (2002), Kerlinger (2000), Baker (1998) and Kothari (1990) all supported the use of *ex post facto* design in studies in which the researcher has no sufficient control over variables under study. Kothari (1990) and Baker (1998) supported the use of *ex post facto* design on continuing programmes. The variables in the study comprised the students' academic, career and personal competencies taken as dependent variables and guidance and counselling programme taken as the independent variable. The study investigated perceptions of students, teacher counsellors and head teachers on the effectiveness of guidance and counselling programme in enhancing academic, career and personal competencies students demonstrate as a result of participating in guidance and counseling programme services, interventions and strategies.

3.3 The Location of the Study

The study was conducted in public secondary schools in Koibatek district, Rift Valley Province, Kenya. This was because Koibatek district has continued to experience dismal academic performance as indicated in Table 2. The district also experienced student disturbances in three secondary schools in the recent past.

3.4 Population of Study

The target populations for this study were all the students, teacher counsellors, head teachers in public secondary schools in Koibatek district, Rift Valley Province, Kenya. The accessible populations were the teacher counsellors, head teachers, and all the form three students. There were 1366 form three students, 25 teacher counsellors and 25 head teachers drawn from 25 secondary schools. The schools were stratified into five boy's schools, seven girl's schools and 13 mixed schools. The populations of the respondents are summarized in Table 3.

Table 3
School, Student, Head Teachers and Teacher Counsellor Populations

School Category	Schools	Student	Head Teacher	Teacher Counsellor
Boys' school	5	357	5	5
Girls' school	7	529	7	7
Mixed school	13	480	13	13
Totals	25	1366	25	25

Source: P.D.E's Office, Rift Valley Province, (2006)

3.5 Sampling Procedures and Sample Size

There was no evidence that guidance and counselling programme has been implemented to and functions at same level in all the public secondary schools in Koibatek district, Kenya. There was need therefore to distribute the sample of the respondents of the study over the secondary schools in the district to reflect a true influence of the guidance and counselling programme in Koibatek public secondary schools. For this reason 18 secondary schools were purposively sampled from the 25 public secondary schools in the district. Some secondary schools were inaccessible and others were started recently and had no form three students. The 18 secondary schools selected were stratified into six girls' schools, four boys' schools and eight mixed schools to get a sample proportionate to the gender and population of form three students in each selected public secondary school. The form three student sample size was obtained using the table (Appendix E) for determining sample size as provided by Kathuri and Pals (1993). This gave a sample size of 302 students. Within each school category, a proportionate random sample of boys within boys' schools, girls within girls' schools and boys and girls within mixed schools was carried out. Each

teacher counsellor and head teacher from the 18 selected schools was included to constitute the sample of these respondents. The samples of the study are summarized in Table 4.

Table 4
School Category, Student, Head Teacher and Teacher Counsellor Samples

School category	Schools	Students	Head Teachers	Teacher Counsellors
Boys' school	4	85	4	4
Girls' school	6	125	6	6
Mixed school	8	92	8	8
Totals	18	302	18	18

In addition, three head teachers, three teacher counsellors and three education officials from the District Education Office Koibatek district were purposively sampled and comprised the respondents that participated in the interview.

3.6 Instrumentation

Instrumentation was discussed under the following sub-headings; development, reliability and validation of the instrument.

3.6.1 Development of the Instrument

Open and closed-ended questionnaires and interview schedules were used in this study to obtain the required responses from the respondents. The student questionnaire (SQ) consisted of 42 items. The head teacher questionnaire (HTQ) had 42 items and teacher counsellor questionnaire (TCQ) had 42 items. The academic, career and personal competencies were similar in structure in all the three instruments. The researcher developed the questionnaires and the interview schedules. The items for academic, career and personal competencies were developed based on the objectives of this study using the main competency areas of school guidance and counselling programme and the accumulated goals of the guidance and counselling programme in Kenya stated earlier on page 13 and 14. Also from the literature reviewed in this study as well as several books on guidance and counselling. Under academic competency, there were 14 academic competencies, while under career competency, there were 11 career competencies and

under personal competency, there were 13 personal competencies. In total there were 38 competencies which were taken to represent the most important in representing the entire domains of competencies required by students to overcome their academic, career and personal problems. It is also deemed that more than 38 may make respondents get tired in responding which would interfere with reliability of the instrument. The respondents were required to indicate the degree of agreement or disagreement to which guidance and counselling programme in school has influenced them on the stated competencies. The competencies in section one were rated on a five-point Likert scale as follows: strongly agree (five points), Agree (four points), undecided (three points), Disagree (two points) and strongly disagree (one point). Section two had statements whose responses were used to verify and obtain possible reasons for the respondents' perceptions on items in section one. The interview schedule had one question, which was used to record general opinions and views of the interviewed respondents regarding the effectiveness of the guidance and counselling programme in enhancing students' academic, career and personal competencies. These responses were used to further verify the effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies.

3.6.2 Validation of the Instrument

Expert opinion was sought from colleagues, researchers and the supervisors at Egerton University to establish the content and face validities of the instrument before it was administered. The experts evaluated the instruments to determine whether the stated competencies indicated the influence of guidance and counselling programme on students' academic, career and personal competencies.

3.6.3 Reliability of the Instrument

Cronbach's alpha coefficient was used to obtain the validity of the instrument. The instrument was piloted using 26 form students, five head teachers and four teacher counsellors. The said respondents were selected from three purposively sampled secondary schools in Nakuru district. The picked schools had similar characteristics to those that were used in the actual study. Coefficient alpha statistic was used to estimate the reliability coefficient. The Cronbach's alpha coefficients of .87, .92 and .60 for students', head teachers' and teacher counsellors'

questionnaires were obtained respectively. The reliability coefficient for students' and head teachers' questionnaires was above the one set for this study. This indicated that the items were clear and the language used was appropriate to the respondents. The reliability coefficient for teacher counsellors' questionnaire was below the level considered desirable for internal consistency of the items according to Franenkel and Wallen (2000). Few items in the questionnaires which were scoring low were dropped; those items deemed too long or ambiguous were simplified or reduced to shorter sentences. It took the head teachers and teacher counsellors approximately 10 minutes to complete the questionnaires. It took the students approximately 20 minute

3.7 Data Collection Procedures

The permit for the study was obtained from the Ministry of Education (M.O.E.). The District Education Officer, Koibatek district was then contacted to allow the researcher proceed to the secondary schools in the district to collect data. At the schools, the head teachers' permission was sought. As soon as permission was granted, the researcher gave the head teacher the Head Teacher Questionnaire (HTQ), Teacher Counsellor Questionnaire (TCQ) and Student Questionnaires (SQ). Clear instructions on how to get student samples were given to the head teacher. The instructions included administering the questionnaires to the students when they were all in one place (classroom) to improve rate of return as suggested by Franenkel and Wallen (2000). The researcher left all the questionnaires for the teacher counsellors, head teachers and students with the head teachers of selected schools with arrangements on when to collect. Follow ups by phone were made regarding the date of collection. The researcher made arrangements with the head teachers, teacher counsellors and District Education Officials who were purposively selected for interviewing on when they were available for the interview. Follow ups by phone were made regarding the date of the interviews. The interviews were done using the interview schedule(Appendix D) To get meaningful data from the interviewees the researcher used probing questions and/or statements to support the one question in the interview schedule (Appendix D). The interviews were done in a period of one week. Concealing the identities of the respondents and schools helped to make respondents respond freely to the questionnaires and interviews without fear.

3.8 Data Analysis

The data was analyzed using descriptive and inferential statistics. The descriptive statistics involved the use of percentages, frequencies and means. Inferential statistics involved use of one-way analysis of variance (ANOVA). The one-way analysis of variance (ANOVA) was used to compare the perceptions on effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies among the three categories of respondents (students, teacher counselors and head teachers) on 38 similar items on academic, career and personal competencies. These statistical measures were used to achieve the objectives of the study and to determine whether the results of the study were dependable. The data was analyzed by use of a computer programme, Statistical Package for Social Sciences (SPSS) version 11.5 for windows. All tests were analyzed at 0.05 level of significance.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 Introduction

In this chapter, the data obtained from the respondents was analyzed, presented and discussed using both descriptive and inferential statistics. The data was analyzed with the help of the computer programme; the Statistical Package for Social Sciences (SPSS) version 11.5 for windows. Qualitative data gathered from the head teachers, teacher counsellors and education officials through interviews were summarized to supplement the quantitative data.

4.2. Students' Perceptions on the Effectiveness of Guidance and Counselling Programme in Enhancing their Academic, Career and Personal Competencies

Objective one of the study sought to investigate students' views on the effectiveness of the guidance and counselling programme in enhancing their academic, career and personal competencies. Several studies carried out in Western countries and reported by ASCA (2005) on effectiveness of school counselling indicated that guidance and counselling programme influences students in a variety of aspects including academic, career and personal competencies. Since the findings were established in a developed country, there was need to find out the perceived effectiveness of the guidance and counselling programme in a developing country like Kenya, especially in Koibatek district with a rural setting. In this study, three competency areas were analyzed, namely: Academic, career and personal. There were 14 academic competencies, 11 career competencies and 13 personal competencies. The teacher counsellors were required to indicate the degree of agreement or disagreement to which guidance and counselling programme in school has influenced students on the stated competencies. The selected students were required to indicate the degree of agreement or disagreement to which they believe the guidance and counselling programme in school has enhanced them in the stated academic, career and personal competencies. In order to understand the extent to which guidance and counselling programme has been effective in enhancing students' stated academic, career and personal competencies, students' perceptions mean scores for each competency area is computed. The results are shown in Table 5.

Table 5
Students' Perceptions Mean Scores and Standard deviation on the effectiveness of Guidance and Counselling Programme in Enhancing their Academic, Career and Personal Competencies

Competency Area	N	Mean	Standard. Deviation
Academic	302	56.5	8.26329
Career	302	41.9	7.71340
Personal	302	54.6	7.25853

Based on examination of findings as shown in Table 5, the perceptions mean scores were $\bar{X}=56.45$, $\bar{X}=54.57$ and $\bar{X}=41.88$ for academic, career and personal competencies respectively. This finding indicates that there is a general consensus among students that guidance and counselling programme in school has been effective in enhancing their academic career and personal competencies. The slightly low perceptions mean score for career competencies could be attributed to the observation in Table 1 that majority of students who join the public universities revise their degree programmes. There were slight variations in standard deviations which may be indicative of the small range of disagreement and agreement among the students on the effectiveness of guidance and counselling programme in enhancing their academic, career and personal competencies. The student perceptions mean scores in Table 5, is indicative of the students' agreement that the guidance and counselling programme in school has assisted them to acquire the competencies required to achieve academic, career and personal development.

4.2.1 Students' Perceptions on Effectiveness of Guidance and Counselling Programme in enhancing their Academic competencies

To further establish the extent to which guidance and counselling programme in school has effectively enhanced the students' academic, career and personal competencies, the points for each scale (i.e. strongly agree, agree, undecided, disagree and strongly disagree) were multiplied by the total number of items in each competency area then ranked as less effective, moderately effective and effective according to the mean points. In academic competencies, a mean between 14 to 42 points, indicate that the school guidance and counselling programme was less effective, a mean from 43 to 56 points indicate that the school guidance and counselling programme was moderately effective and from 57 to 70 points indicate that the school guidance and counselling

programme was effective in enhancing students' stated academic competencies. The number and percentages of respondents in each rank i.e. less effective, moderately effective and effective are shown in Table 6.

Table 6
Students' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing their Academic Competencies

Effectiveness	Frequency (f)	Percent (%)
Less effective	13	4.3
Moderately effective	112	37.1
Effective	177	58.6
Total	302	100.0

Findings in Table 6, indicate that 4.3% of the students sampled scored between 14 and 42 points, 37.1% scored between 43 and 56, and 58.6% scored between 57 and 70 points indicating less effective, moderately effective and effective respectively. These results plainly showed that majority of the students (58.6%) perceived guidance and counselling programme in their schools to have effectively enhanced their academic competencies. This finding is in agreement with the observations made by Tumuti (1985) and Education Report (G.O.K, 2001) that teachers concentrate mainly on academic concerns of students. This is because parents and other stakeholders in education appear to judge teacher's performance in school on how the subject the teacher teaches is performed in K.C.S.E examinations at end of form four. This is supported by the findings by Njagi (2002) who established that majority of students were willing to seek academic help more than personal help. Moreover, Kimathi (2002) asserted that the guidance and counselling programme has contributed to effective learning and high academic performance. This implies students and teachers alike may be putting great emphasis on academic concerns due to a great demand for academic excellence by parents and other education stakeholders in Kenya today. The findings in Table 6 are supported by the findings of Stone and Bradley (1994). They observed that guidance and counselling is part and parcel of education component and it makes education succeed. That guidance and counselling is a service to the school system.

Analysis of students' perceptions on the persons they prefer to seek academic help presented and discussed in Table 7, indicate students seek academic assistance hence support the findings in Table 6 which show that majority of the students perceived guidance and counselling programme in school as effective in enhancing their academic competencies.

Table 7
Students' Perceptions on Persons they Prefer for Academic Help

Persons preferred for Help	Frequency (f)	Percent (%)
Teacher counsellor	52	17.5
Peers	19	6.4
Director of studies	23	7.7
Parent	12	4.0
Teacher	191	64.3

It is evident from the findings in Table 7 that majority of the students (64.3%) seek the assistance of a teacher when faced with academic challenges. It implies the students view the teacher as the most able person to help them overcome academic problems. This may be so because most academic problems that student encounter in school may be related to the specific school subjects for which the subject teacher concerned is the best suited to provide advice. These findings are in agreement with those of Kiragu (2002) and Njagi (2002) who established that several teachers were consulted on various problems and others conduct guidance and counselling at various levels. Muasya (1989) found that teachers help students develop self-worth which in turn boosts a student's academic performance. The findings in table 7 suggest students seek less academic help from peers and parents because they do not expect them to be competent in giving academic aid (Makinde, 1984 and Mutie & Ndambuki, 1999).

4.2.2. Students' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing their Career Competencies

The points for each scale (i.e. strongly agree, agree, undecided, disagree and strongly disagree) were multiplied by the 11 items that comprised career competencies. A range in which 11 to 33

points indicated school guidance and counselling programme was less effective, 34 to 44 points indicated that school guidance and counselling programme was moderately effective and 45 to 55 points indicated school guidance and counselling programme was effective in enhancing the students' stated career competencies was used. The number and percentages of respondents in each rank i.e. less effective, moderately effective and effective are shown in Table 8.

Table 8

Students' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing their Career Competencies

Effectiveness	Frequency (f)	Percent (%)
Less effective	27	8.9
Moderately effective	109	36.1
Effective	166	55.0
Total	302	100.0

An examination of students' perceptions on the effectiveness of guidance and counselling programme in enhancing students' career competencies is shown in Table 8. The results clearly show that majority of the students sampled generally agreed that the guidance and counselling programme in the school is effective in enabling them to attain the stated career competencies. These findings are in agreement with those of Berger (1997) who concluded out of a study that career counselling must become an integral part of educational activities for this is the only way students can connect what they are being taught in school and the realities of life and the job market. Moreover, Makinde (1984) noted that career competencies involve providing a student with information on job requirements, employment opportunities, necessary training, how to apply for employment, writing of curriculum vitae and preparation for job interviews. It means that the guidance and counselling programme in Koibatek district is assisting students acquire the stated career competencies. Gathiari (2003) found that 23% of the students sampled contended that the role of guidance and counselling is to offer career guidance and counselling. This implies that the guidance and counselling programme in school is involved in the provision of career services. This justifies the favourable student perceptions regarding the effectiveness of

guidance and counselling programme in enhancing their career competencies as shown in Table 8. Students generally agreed that guidance and counselling programme in school has effectively improved their career competencies. This finding indicates that guidance and counselling programme in school has helped the students obtain the stated competencies. It is hoped that students may use the competencies to promote their career growth and progress after school.

Analyses of students' perceptions on the persons they prefer to seek career help presented in Table 9 indicate that students seek career assistance. This supports the findings in Table 7 that majority of the students' perceived guidance and counselling programme in school as effective in enhancing their career competencies. The findings reveal that students seek career help from a variety of persons who may be an indication of the desperation and confusion of students concerning career issues.

Table 9
Students' Perceptions on Persons they Prefer for Career Help

Persons Preferred for Help	Frequency (f)	Percent (%)
Teacher counsellor	47	16.2
Peers	11	3.8
Director of studies	26	9.0
Parent/guardian	39	13.4
Teacher	123	42.4
Career master	44	15.2
Total	290	100.0

The findings in Table 9 indicate that students seek career help mainly from teachers (42.4%). The findings show that teacher counsellors, teachers, parents/guardians and career masters are also important career help givers preferred by the students. According to Okech (1985) in a study of factors influencing students' decision in their choice to accept or not accept offers in the teaching profession in Kenya discovered that parents exert a significant influence to both high school and college students as to which career to choose. He also noted that teachers have a significant role in influencing students' career orientations. It appears from the findings that

students are beginning to realize that their parents/guardians may not be as qualified as teachers to give them career advice. Changes in occupational market are rapid, it requires an expert who can correctly predict those changes and disseminate same knowledge to the students. As such, schools need the services of a qualified career-teacher counsellor to facilitate the provision of such expert knowledge on careers to students. This may enhance the students' accuracy of career choice and decisions. This study confirms that of Njagi (2002) who established that guidance and counselling services in secondary schools are offered by several help givers that include teacher counsellors, subject teachers, class teachers, head teachers and invited guests.

4.2.3. Students' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing their Personal Competencies

The points for each scale (i.e. strongly agree, agree, undecided, disagree and strongly disagree) were multiplied by the 14 items that comprise personal competencies. A range in which 14 to 42 points indicated school guidance and counselling programme was less effective, 43 to 56 points indicated school guidance and counselling programme was moderately effective and 57 to 70 points indicated school guidance and counselling programme was effective in enhancing the students' personal competencies was used. The number and percentages of respondents in each rank i.e. less effective, moderately effective and effective are shown in Table 10.

Table 10

Students' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Their Personal Competencies

Effectiveness	Frequency (f)	Percent (%)
Less effective	13	4.3
Moderately effective	140	46.4
Effective	149	49.3
Total	302	100.0

From Table 10, it is clear that majority of the students sampled (49.3%) perceived the guidance and counselling programme to be effective in assisting them acquire their personal competencies. They associated the stated personal competencies with guidance and counselling programme in

school. There was a general agreement among the students that guidance and counselling programme in school has assisted them in enhancing their personal competencies. Personal competencies are students' requisite abilities, capacities, skills, knowledge, attitudes, and values considered necessary to solve problems, manage life events, assess social situations, adjust and behave adaptively so as to live a self-fulfilling and responsible life in school and society. Thus when a student demonstrates these competencies it is hoped that he/she will be able to handle personal challenges in school and out of school. This study has demonstrated that guidance and counselling programmes in school have clearly helped students achieve the stated competencies. These competencies are expected to assist students in personal development, growth and progress.

Examination of students' perceptions on the persons from whom they prefer to seek personal help presented and discussed in Table 11, indicate students seek personal assistance. The findings support those in Table 10 which show that majority of the students' perceived guidance and counselling programme in school as being effective in influencing their personal competencies. The findings show that students seek personal assistance from a variety of persons which may be an indication that students have many personal problems.

Table 11
Students' Perceptions on Persons they Prefer for Personal Help

Persons Preferred for Help	Frequency (f)	Percent (%)
Teacher counsellor	79	27.9
Teacher	29	10.2
Peers	75	26.5
Parent/guardian	100	33.5
Total	302	100.0

The findings in Table 11 indicate that the major sources of personal help to students were teacher counsellors (27.9%), peers (26.7%) and parents (33.5%). The findings show that the numbers of students who seek personal help from the teacher counsellor are almost equivalent to those who seek personal help from peers. This is in agreement with findings of Kimathi (2002) and Njagi

(2002) who noted that students preferred non-formal help givers to teacher counsellors for personal difficulties. Moreover, the Task Force on Student Discipline and Unrest in Secondary Schools noted that parents should help their children in adolescent stage to go over this period successfully (G.O.K, 2001). In a study of university students' problems, awareness and preferences of counselling resources and attitudes towards seeking help, Mwangi (1991) found that peers were a significant source of counselling for the students. This shows peers can no longer be ignored in the provision of student guidance and counselling programme services. This finding justifies the need for identifying and training peer counsellors in school to facilitate the provision of the guidance and counselling services thus enhance students' academic, career and personal competencies. The findings in Table 11 have shown that parents, teacher counsellors and peers are significant individuals whom students prefer to seek help when challenged with personal problems.

4.3 Teacher counsellors' Perceptions on the Effectiveness of Guidance and Counselling Programme in Enhancing Students' Academic, Career and Personal Competencies

Objective two of the study sought to examine teacher counsellors' perceptions on the effectiveness of the guidance and counselling programme in enhancing their academic, career and personal competencies. The teacher counsellors' perceptions were included and analyzed in this study in order to counter-check the students' responses. The teacher counsellors filled a questionnaire that addressed the students' academic, career and personal competency areas. There were 14 academic competencies, 11 career competencies and 13 personal competencies. The teacher counsellors were required to indicate the degree of agreement or disagreement to which guidance and counselling programme in school has enhanced students on the stated competencies. To determine the effectiveness of the guidance and counselling programme in enhancing students' academic, career and personal stated competencies as perceived by teacher counsellors, perceptions mean scores using the competencies for each competency area was computed. The results are shown in Table 12.

Table 12

Teacher counsellors' Perceptions Mean Scores and Standard Deviation of the Effectiveness of Guidance and Counselling Programme in Enhancing Students' Academic, Career and Personal Competencies

Competency Area	N	Mean	Standard. Deviation
Academic	18	54.83	9.16676
Career	18	39.94	8.47468
Personal	18	52.78	8.66742

Based on the findings as indicated in Table 12, it is apparent that academic competencies had the highest perceptions mean score ($\bar{X}=54.83$) followed by personal competencies ($\bar{X}=52.78$). Career competencies received the least mean perception score ($\bar{X}=39.94$). This implies that the teacher counsellors generally perceived school guidance and counselling programme to have effectively enhanced the students' stated academic, career and personal competencies but more so on academic competencies. These findings are in agreement with those of Killeen and White (2000) who indicated that taking part in guidance had a positive impact on many aspects of education and training. As such, guidance and counselling enables students to make connections between what they are being taught in school and the realities of life and the job market as observed by Berger (1997). There were slight variations in standard deviations which may be indicative of the range of disagreement and agreement among the teacher counsellors on the role of guidance and counselling programme in enhancing students' academic, career and personal competencies. This means that teacher counsellors differed slightly in the extent of agreement and disagreement of the perceived effectiveness of guidance and counselling programme in enhancing the student's academic, career and personal competencies. The low perceptions mean scores for career competencies imply teacher counsellors perceive school guidance and counselling programme to have inadequately addressed student career competencies thus requires more attention.

4.3.1 Teacher Counsellors' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Academic Competencies

In order to clarify the extent to which guidance and counselling programme has effectively enhanced the students' academic competencies as perceived by the teacher counsellors, the points for each scale (i.e. strongly agree, agree, undecided, disagree and strongly disagree) were multiplied by the 14 items that constitute academic competencies then ranked as less effective, moderately effective and effective according to the mean points. The mean points between 14 to 42 points indicate that school guidance and counselling programme was less effective, 43 to 56 points indicate school guidance and counselling programme was moderately effective and from 57 to 70 points indicate that school guidance and counselling programme was effective in enhancing the students' academic competencies. The number and percentages of respondents in each rank i.e. less effective, moderately effective and effective are shown in Table 13.

Table 13
Teacher Counsellors' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing the Students' Academic Competencies

Effectiveness	Frequency (f)	Percent (%)
Less effective	2	11.1
Moderately effective	6	33.3
Effective	10	55.6
Total	18	100.0

The results in Table 13 concisely reveal a common consensus among teacher counsellors sampled, that the school guidance and counselling programme has been effective in enhancing the students' stated academic competencies since majority of the teacher counsellors (55.6%) perceived the guidance and counselling programme to be effective in enhancing the student's academic competencies. These findings are supported by the observation by Biswalo (1996) who noted that guidance and counselling assist students in planning an effective study and revision programme, subject choice, study skills, information on higher education, reduce test anxiety, and in all aspects relevant to the pursuit of education in school and after school. Moreover,

Lapan *et al* (1997) found that guidance and counselling enhance students' academic competencies in that the students who received counselling reported better grades and progress in post-high school endeavours. These findings are justified by those of Okama (2003) who found that 100% teacher counsellors spend time on academic guidance more than any other area of guidance and counselling. Besides, Aduda (1995) asserted that teachers give advice on academic matters including subject and career choice. These research findings support the findings of this study on the role of guidance and counselling in enhancing student academic competencies. The teacher counsellors' perceptions are in agreement with those of the students in Table 6. Majority of the students (58.6%) perceived the guidance and counselling programme in school to be effective in enhancing their academic competencies.

Table 14
Teacher Counsellors' Perceptions on persons students Prefer for Academic Help

Persons Preferred for Help	Frequency (f)	Percent (%)
Teacher counsellor	5	31.2
Teacher	11	68.8
Total	16	100.0

A critical examination of the results in Table 14 shows that majority of the teacher counsellors (68.8%) perceived the teacher as the person students preferred to seek help from when faced with academic concerns. This is contrary to assertions in International Encyclopedia of Education (1985) that students in United States of America primarily use the teacher counsellor for educational concerns, followed by career and least personal problems, an indication of the difference between a first world and a third world country. Minority of the teacher counsellors in this study (31.5%) perceived themselves as the persons students prefer to seek assistance when they encounter academic challenges. The findings in Table14 support those of the students in Table 7 in which majority of the students (64.3%) indicated they sought academic help from the teachers. A small proportion of the students sampled (17.5%) indicated the teacher counsellor as their most preferred source for academic assistance. This implies teacher counsellors who perceive themselves as being preferred by students for academic help are almost twice the

number of students who prefer them for academic help. The findings in Table 14 suggest that teacher counsellors do not perceive themselves as students' preferred choices for academic assistance. This may be indicative of lack of understanding on the part of the teacher counsellors with reference to the nature of academic help found in guidance and counselling that should be offered to students to enable them overcome their academic woes.

4.3.2 Teacher Counsellors' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Career Competencies

The points for each scale (i.e. strongly agree, agree, undecided, disagree and strongly disagree) were multiplied by the 11 items that comprise career competencies. A range in which 11 to 33 points indicated that school guidance and counselling programme was less effective, 34 to 44 points indicated that school guidance and counselling programme was moderately effective and 45 to 55 points indicated that school guidance and counselling programme was effective in enhancing the students' career competencies was used. The number and percentages of respondents in each rank i.e. less effective, moderately effective and effective are shown in Table 15.

Table 15
Teacher Counsellors' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Career Competencies

Effectiveness	Frequency (f)	Percent (%)
Less effective	2	11.1
Moderately effective	8	44.4
Effective	8	44.4
Total	18	100.0

Table 15 shows that 44.4% of the teacher counsellors perceive the guidance and counselling programme in school as effective in enhancing students' career competencies. Equal percentages (44.4%) perceive the guidance and counselling programme as moderately effective in assisting students achieve career competencies. These findings differed with those of Kibera (1993) who

indicated that the presence of a career programme in school had negligible influence on students' career and educational aspirations. The differences may be an indication that the improvements recommended by various Education Commission reports on school guidance and counselling programme have been implemented and have brought some effect on students' career competencies. The findings are supported by those of Peterson et al (1999) who demonstrated that the level of career intervention administered to students had a direct impact on students' abilities to understand the importance of their future educational choices related to post-secondary education and future career choice. This finding agree with those of students in Table 8 in which majority (55.0%) perceived the guidance and counselling programme in school as effective in enhancing students career competencies. More students than the teacher counsellors perceive the guidance and counselling programme to be effective in enhancing their career competencies. This may be related to the fact that students identified more sources of career help (Table 9) than those identified by the teacher counsellors (Table 16).It implies students seek more career assistance than teacher counsellors expect thus more students view themselves to have been helped achieve career competencies by guidance and counselling programme than the teacher counsellors perceive. The teacher counsellors' perceptions on effectiveness of guidance and counselling programme in enhancing students' career competencies therefore support the perceptions of the students on same.

Table 16
Teacher Counsellors' Perceptions on Persons Students Prefer for Career Help

Persons Preferred for Help	Frequency (f)	Percent (%)
Teacher counsellor	4	22.2
Director of studies	3	16.7
Teacher	2	11.1
Career master	9	50.0
Total	18	100.0

The findings in Table 16 show that the main source of career help to the students according to teacher counsellors is career master (50.0%). The teacher counsellors also rate themselves favourably (22%) as persons students prefer to seek career help when they have career concerns.

Teacher counsellors and career masters, appear to be the main sources of career help in Koibatek secondary schools according to teacher counsellors. This finding indicates that career masters/ guidance counsellors provide information on employment opportunities and prospects and advice students on career choice as observed by Eshiwani (1993) and Aduda (1995). The researcher observed that some schools have career masters as well as teacher counsellors while in some schools there is no career master. In such schools, the teacher counsellors carry out the career counselling role. The findings in Table 16 indicate that students seek career advice hence the favourable perceptions on the effectiveness of guidance and counselling programme in enhancing students' career competencies. However, there seems to be a disparity in that while majority teacher counsellors (50.0%) perceive the career master as the person preferred by students for career help but majority of the students (42.4%) indicated the teacher as the person they prefer for career help. Only 11% of the teacher counsellors indicated the teacher as the person students prefer for career assistance. This is indicative of the confusion as to who offers career guidance and counselling in school.

4.3.3 Teacher Counsellors' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Personal Competencies

The points for each scale (i.e. strongly agree, agree, undecided, disagree and strongly disagree) were multiplied by the 14 items that include personal competencies. A range in which 14 to 42 points indicated that the school guidance and counselling programme was less effective, 43 to 56 points indicated that the school guidance and counselling programme was moderately effective and 57 to 70 points indicated that the school guidance and counselling programme was effective in influencing the students' personal competencies was used. The number and percentages of respondents in each rank i.e. less effective, moderately effective and effective are shown in Table 17.

Table 17
Teacher counsellor’s Perceptions on Effectiveness of Guidance and Counselling Programme in
Enhancing Students’ Personal Competencies

Effectiveness	Frequency (f)	Percent (%)
Less effective	2	11.1
Moderately effective	7	38.9
Effective	9	50.0
Total	18	100.0

It is evidently from the findings in Table 17 that majority of the teacher counsellors (50.0%) perceived the school guidance and counselling programme as effective in enhancing the students’ personal competencies. They generally viewed the guidance and counselling programme in school to have enabled students to acquire the stated personal competencies. The finding in Table 17 is in agreement with that of the students in Table 10. Majority of the students (49.3%) indicated school guidance and counseling programme is effective in enhancing their personal competencies. This is in agreement with Muasya (1989) who established a significant relationship between a student's self-concept and academic performance. Through guidance and counselling, a student is assisted to develop a positive self-concept (a personal competency). Gough et al (1983) indicated that a person with a better concept of self can handle day to day problems including academic, personal and career. The Commission of Inquiry into the Education System of Kenya espoused that guidance and counselling programme in schools aid the development and growth of youth and ensure their appropriate integration into the values and productive activities of society (G.O.K, 1999). Data in Table 17 indicate that guidance and counselling programme in school may be assisting students attain the prerequisite competencies needed to overcome personal difficulties.

Table 18
Teacher Counsellors' Perceptions on persons students Prefer for Personal Help

Persons Preferred for Help	Frequency(f)	Percent (%)
Teacher counsellor	14	77.8
Peers	2	11.1
Parent	1	5.6
School matron	1	5.6
Total	18	100.0

Table 18 explicitly indicates teacher counsellor (77.8%) as the person from whom students prefer to seek help when beset with personal problems. The teacher counsellors may have over-rated themselves because only 27.9% students (Table 11) indicated the teacher counsellor as the person they go to for personal help. This is an indication of bias because a significant majority of the students (33.5%) indicated they sought personal help from parents. Though Sudi (2002) indicated that parents have abdicated their responsibilities of assisting their children to overcome personal problems, the teacher counsellors' perceptions of fulfilling those abdicated responsibilities, however, may have been over-exaggerated. The teacher counsellors' perceptions on persons students prefer for personal help support findings in Table 17 that imply guidance and counselling programme is effective in enhancing students personal competencies.

From the findings in Table 19, it is clear a reasonable proportion of the teacher counsellors (38.9%) indicated they were competent in handling students' personal problems further supporting the findings in Table 17 which indicate school guidance and counselling programme enhance students' personal competencies.

Table 19
Perceptions of Problem Areas the Teacher Counsellors are Competent to Handle.

Problem Areas	Frequency (f)	percent (%)
Academic	2	11.1
Personal	7	38.9
Academic and personal	9	50.0
Total	18	100.0

From Table 19, it is evident that majority of the teacher counsellors are competent to address a combination of academic and personal student problems (50.0%). The findings in Table 18 support the views of teacher counsellors who participated in this study for they all indicated that the guidance and counselling programme has effectively enhanced students on academic and personal competencies more than career competencies. This is in agreement with Kimani (2004) who observed that teacher counsellors in Koibatek district have had seminar/workshop training in guidance and counselling.

4.4 Head Teachers' Perceptions on the Effectiveness of Guidance and Counselling

Programme in Enhancing Students' Academic, Career and Personal Competencies

The purpose of objective three of this study was to investigate perceptions on effectiveness of guidance and counselling programme in enhancing students' stated academic, career and personal competencies as perceived by head teachers. The head teachers' perceptions were included in this study to confirm the students' views on the effectiveness of guidance and counselling programme in enhancing students' stated academic, career and personal competencies. The head teachers are concerned with students' wellbeing and progress in school. The respondents filled a questionnaire that addressed the student's academic, career and personal competencies. The perceptions mean scores and standard deviations of head teachers' perceptions were analyzed and presented in Table 20.

Table 20
Head Teachers' Perceptions Mean Scores and standard Deviation on the Effectiveness of
Guidance and Counselling Programme in Enhancing Students' Academic, Career and Personal
Competencies

Competency Area	N	Mean	Standard Deviation
Academic	18	56.89	7.30744
Career	18	40.22	5.76557
Personal	18	53.78	6.31111

The results in Table 20 clearly show that majority of the head teachers' perceived guidance and counselling programme in school as having enhanced students' academic, career and personal competencies. In effect, academic competencies received the highest perceptions mean score ($\bar{X}=56.89$), personal competencies had a medium perceptions mean score ($\bar{X}=53.78$), and career competencies received the lowest perceptions mean score ($\bar{X}=40.22$). These findings are in agreement with those of students and teacher counsellors in Tables 5 and 12 respectively who had favourable perceptions mean scores regarding the effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies. These findings are supported by those of Clark and Amatea (2004) who posited that equipping a student with personal competencies found in guidance and counselling results in increased academic achievement, decreased problem behaviour and improved interpersonal relations. This finding disapproves that found by Gitonga (1999), who demonstrated that most head teachers saw guidance and counselling programme in school as a waste of time. It implies head teachers are playing a crucial role in implementing the Ministry of Education emphasize on guidance and counselling. The standard deviations are almost similar for each competency area implying head teachers differ little on their perceptions on the effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies. The head teachers' perceptions are more favourable than those of teacher counselors. This may be because teacher counsellors are more involved in guiding and counselling the students than head teachers thus a better view of the effectiveness of the programme in enhancing the students' academic, career and personal competencies.

4.4.1 Head teachers' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Academic Competencies

In order to understand the extent school guidance and counselling programme has effectively influenced the students in academic competencies as perceived by the head teachers, the points for each scale (i.e. strongly disagree, disagree, undecided, agree and strongly disagree) were multiplied by the 14 items that represent academic competencies then ranked as less effective, moderately effective and effective. A range of points between 14 to 42 points indicated that the school guidance and counselling programme was less effective, 43 to 56 points indicated that the school guidance and counselling programme was moderately effective, from 57 to 70 points, indicated that the school guidance and counselling programme was effective in enhancing the students' academic competencies. The number and percentages of respondents in each rank i.e. less effective, moderately effective and effective are shown in Table 21.

Table 21
Head Teacher's Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Academic Competencies

Effectiveness	Frequency (f)	Percent (%)
Less effective	0	0.0
Moderately effective	8	44.4
Effective	10	55.6
Total	18	100.0

The results in Table 21 reveal a general agreement among head teachers sampled (55.6%) that the school guidance and counselling programme has been effective in enhancing the students' academic competencies. This implies academic competencies are the most effectively enhanced by guidance and counseling programme in school as perceived by all the respondents of the study that include students, head teachers and teacher counsellors. This is in agreement with the observation made by Tumuti (1985), who noted that Kenyans put much emphasis in academic performance, consequently most guidance and counselling services in schools may be mainly geared to addressing students' academic problems more than personal and career needs. This is because good academic performance is seen as the key determinant in one's success in life.

These findings are supported by those of Medway (1982), Myrick (1987), Whiston and Sexton (1998) and Sink (2005), who found that guidance and counselling interventions, were effective in students’ academic pursuits while they were in school and later in educational accomplishments after school. Therefore, in order to achieve high academic performance, Kenyan secondary schools may no longer afford to neglect the guidance and counselling programme in their school curricula.

Table 22
Head Teachers’ Perceptions on persons students Prefer for Academic Help

Persons Preferred for Help	Frequency(f)	Percent (%)
Teacher counsellor	5	27.8
Director of studies	3	16.7
Head teacher	4	22.2
Teacher	6	33.3
Total	18	100.0

The findings in Table 22 clearly indicate that majority (33.3%) of the head teachers sampled view the teacher as the person students prefer most to seek assistance when challenged with academic woes. Teacher counsellors and students similarly indicated the teacher as the person from whom students prefer most to seek help when faced with academic problems. These findings show that students are assisted to overcome academic problems hence the favourable perceptions of head teachers on the effectiveness of guidance and counselling programme in enhancing students’ academic competencies.

4.4.2 Head teachers’ Perceptions on Effectiveness of Guidance and

Counselling Programme in Enhancing Students’ Career Competencies

The points for each scale (i.e. strongly agree, agree, undecided, disagree and strongly disagree) were multiplied by the 11 items that comprise career competencies. A range in which 11 to 33 points indicated that the school guidance and counselling programme was less effective, 34 to 44 points indicated that the school guidance and counselling programme was moderately effective and 45 to 55 points indicated that the school guidance and counselling programme was effective

in influencing the students' career competencies was used. The number and percentages of respondents in each rank i.e. less effective, moderately effective and effective are shown in Table 23.

Table 23
Head Teachers' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Career Competencies

Effectiveness	Frequency (f)	Percent (%)
Less effective	1	5.6
Moderately effective	10	55.6
Effective	7	38.8
Total	18	100.0

Table 23 shows that majority of head teachers (55.6%) perceive school guidance and counselling programme as moderately effective in enhancing students' career competencies. The large number of head teachers who indicated the guidance and counselling programme as being moderately effective could be because according to results in Table 24, head teachers did not view themselves as offering career help to the students. The teacher counsellors similarly, rated the guidance and counselling programme as moderately effective and effective in enhancing students' career competencies. This implies teacher counsellors and head teachers are a bit pessimistic about the programmes' effectiveness in assisting students attain career competencies. This could also be because the area of career information is difficult to master due to its vastness and constant change thus requires an occupational consultant (Cottler, 1973). Majority of the students (55.0%) perceived the programme to be effective in enhancing career competencies. This might be because the students obtain career help from parent/guardians, peers, teachers apart from the teacher counsellors and head teachers.

Table 24
Head Teachers' Perceptions on persons students Prefer for Career Help

Persons Preferred for Help	Frequency (f)	Percent (%)
Teacher counsellor	5	27.8
Peers	2	11.1
Director of studies	1	5.6
Head teacher	2	11.1
Career master	8	44.4
Total	18	100.0

According to head teachers, students prefer to consult career masters (44.4%) on careers. Majority (50.0 %) teacher counsellors had named career master as the person students seek career assistance. A mere 15.2% of the students named career master as the person they prefer for career help. This implies that the teacher counsellors and the head teachers are close in their views on the person from whom students prefer to seek career help than the students. This disparity in perceptions may be due to the large sample of students used in the study as compared to the sample of both teacher counsellors and head teachers combined. The students named more alternative sources of career help than those named by both the head teachers and teacher counsellors. It seems head teachers and teacher counsellors may not be clear on whom students seek career information. The career masters and teacher counsellors require more career competencies to better their role of providing career help to the students and equip them with career competencies. Gugnani (1994) noted that any improvement in career competence occurs only upon acquisition of different types of basic career competencies.

4.4.3 Head teachers' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Personal Competencies

The points for each scale (i.e. strongly agree, agree, undecided, disagree and strongly disagree) were multiplied by the 13 items that comprise personal competencies. A range in which 14 to 42 points indicated that school guidance and counselling programme was less effective, 43 to 56 points indicated that school guidance and counselling programme was moderately effective and 57 to 70 points indicated that school guidance and counselling programme was effective in

influencing the students' personal competencies was used. The number and percentages of respondents' perceptions in each rank i.e. less effective, moderately effective and effective are shown in Table 25.

Table 25
Head Teachers' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Personal Competencies

Effectiveness	Frequency (f)	Percent (%)
Less effective	0	0.0
Moderately effective	9	50.0
Effective	9	50.0
Total	18	100.0

From Table 25, it can be seen that an equal number of head teachers indicated guidance and counselling programme in school was moderately effective (50.0%) and effective (50.0%) in enhancing students' personal competencies respectively. This implies that head teachers may be receiving only serious student problems and were unaware of the magnitude of other problems students have unlike the teacher counsellors who encounter most of the student problems.

Table 26
Head Teachers' Perceptions on persons students Prefer for Personal Help

Persons Preferred for Help	Frequency (f)	Percent (%)
Teacher counsellor	11	61.1
Teacher	2	11.1
Peers	3	16.7
Head teacher	2	11.1
Total	18	100.0

The findings in Table 26 cogently show that majority (61.1%) of the head teachers sampled perceived teacher counsellors as the person from whom students preferred most for help on personal problems. These findings are closer to those of teacher counsellors who indicated

themselves (77.8%) as the persons whom students prefer for personal assistance. The findings of the head teachers may suggest that they view teacher counsellors as helping students to overcome personal problems. These findings confirm those from studies by Gerler (1985), Lapan et al (1997), Rothney (1958), Littrel (1995), DeRosier (2004) among others. These studies show that guidance and counselling programme offers students a variety of competencies required for personal growth and development. The findings disapprove those of Gitonga (1999) that head teachers perceive guidance and counselling in school as a waste of time. The findings show that students seek personal assistance thus support the head teachers', students' and teacher counsellors' favourable perceptions on the effectiveness of guidance and counseling programme in enhancing students personal competencies.

Table 27
Perceptions on Problem Areas the Head Teachers are Competent to Handle.

Problem area	Frequency (f)	Percent (%)
Academic	4	25
Career	1	6.3
Career and personal	1	6.3
Academic and personal	7	43.8
Academic and career	3	18.8
Total	18	100.0

It is palpable from the findings in Table 27, that majority (43.8%) of the head teachers sampled perceive themselves as competent to handle a combination of students' academic and personal problems. Few head teachers perceive themselves as competent to resolve students' career problems. Majority of the teacher counsellors sampled, likewise, viewed themselves as competent to address a combination of students' academic and personal problem areas. This explains why perceptions mean scores and percent effectiveness of guidance and counselling programme for academic and personal competencies were consistently rated higher than those of career competencies by all the respondents who participated in this study. Head teachers do not perceive themselves competent to address students 'career problems. This attests to the persistent low perceptions mean scores and percent effectiveness of guidance and counseling programme in

enhancing students' career competencies among all the three categories of respondents who participated in this study.

4.5 Analysis of Personal Interviews

Qualitative data supplement quantitative data (Kiboss, 1997). There was need to conduct interviews among the head teachers, teacher counsellors and education officials to strengthen the quantitative data. The interviews also aimed at obtaining insight into the education officials', teacher counsellors' and head teachers' perceptions on the effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies. The real names of the respondents were withheld to hide their identity. The interview results were analyzed and presented according to the interview questions and respondents.

4.5.1: Teacher Counsellors' Views on Guidance and Counselling Programme's Effectiveness in Enhancing Their Students' academic, career and personal Competencies

Analysis of qualitative data from the teacher counsellors on any benefits the school guidance and counselling programme had brought to the students seemed to support the above quantitative results. Excerpt 1 reveals this.

Excerpt 1

Researcher: As a teacher counsellor in this school, are there any academic, career and personal competencies the students in this school have achieved through the guidance and counselling programme?

Mrs. Rono: To some extent yes. Discipline has improved greatly. Academics have improved. There is behavioural change. Hygiene has improved. Initially students could not greet teachers. Initially they did not know how to dress. They now dress well. Courtesy has also improved. (*Koibatek district secondary school teacher counsellor interview*).

Mr. Koros: There is improvement in academics through group counselling. Speakers on academic issues are invited. It has helped students to freely speak their problems

(Koibatek district secondary school teacher counsellor interview).

Mrs. Kerich: Has generally assisted the students in academic, career and personal areas. Has minimized indiscipline. It has reduced cases of indiscipline in the school
(Koibatek district secondary school teacher counsellor interview).

From Excerpt 1, there was a general feeling from Mrs. Rono and Mr. Koros that the guidance and counselling programme has helped students in academic, career and personal areas. Emphasis appeared to be on personal competencies. The guidance and counseling programme seems to have been associated more with social issues. This finding is in agreement with that of Mutie and Ndambuki (1999) who noted that the guidance and counselling programme assists students to develop appropriate behaviour, manage transitions, handle current problems, develop decision making skills and in the wise use of time outside the classroom. This justifies the favourable perceptions by teacher counsellors towards guidance and counselling effectiveness in enhancing students' stated competencies.

4.5.2: Head Teachers' Views on Guidance and Counselling Programme's Effectiveness in Enhancing Their Students' academic, career and personal Competencies

Examination of qualitative data from the head teachers on any benefits the guidance and counselling programme had brought to the students in their schools seemed to support the quantitative findings. Excerpt 2 depicts this.

Excerpt 2

Researcher: As a head teacher in this school, are there any academic, career and personal competencies the students in this school have achieved through the guidance and counselling programme?

Mrs. Wendo: Yes. It has reduced the gap between teachers and students. Created understanding among students and teachers. It reduces conflicts at home between parents and their children. It has made children understand their parents. It has minimized unrest. *(Koibatek district secondary school head teachers' interview).*

Mr. Kimoto: Through peer counselling students share issues openly. Students do not open up to teacher counsellors. Has assisted in academics and discipline. It has helped students understand effects of HIV/AIDS. There is too much talk about HIV/AIDS. It should change to emphasize on academics and careers. (*Koibatek district Secondary school head teachers' interview*).

Mrs. Bii: It has helped students change behaviour. Discipline not yet. Mainly on academics. Careers to some extent. There is little counselling in our schools, there is much guidance (*Koibatek district Secondary school head teachers' interview*).

Analysis of the responses of Excerpt 2 clearly shows that head teachers perceive the guidance and counselling programme in their schools as having assisted students in mainly personal problems. The three head teachers were in agreement that the programme has assisted students in personal problem areas. This justifies the positive perceptions by head teachers towards effectiveness of guidance and counselling programme in enhancing students' personal competencies. The guidance and counselling programme was perceived to have brought little benefits in academic and career areas. These findings corroborate those of Muthoni (1989) who found that head teachers are aware of the usefulness of guidance and counselling programme to the students. Mrs. Bii's observation is supported by that of Okama (2003) who indicated that guidance and counselling in school improved academic performance.

4.5.3: Education Officers' Views on Guidance and Counselling Programme's Effectiveness in Enhancing Students' academic, career and personal Competencies

Examination of qualitative data from the education officers from Koibatek District Office on any achievements on academic, career and personal competencies associated with the guidance and counselling programme show that majority of the respondents have a positive outlook on the guidance and counselling programme in secondary schools. Excerpt 3 indicates this.

Excerpt 3

Researcher: As an Education Officer in this district, are there any academic, career and personal competencies the students in the schools in this district have achieved through the guidance and counselling programme

Mr. Kong'a: If properly executed it can assist the students. I believe guidance and counselling can make the students better, more mature and responsible. I believe it is good. (*Koibatek district education officer interview*).

Mr. Kiseu: Has done very little. Effects have not been seen. Its value is zero. (*Koibatek district education officer interview*).

Ms. Kiprono: It is useful. It is due to training of guidance and counselling team including school administrators. There is peace and tranquility in the schools. Strikes are minimal in our schools. (*Koibatek district education officers' interview*).

It is clear from the interview responses of the Education Officers as presented in Excerpt 3 that majority of the respondents view the guidance and counselling programme as having achieved some positive effects on the students. The views of Mr. Kong'a and Mr. Kiprono suggest the programme is useful to the students specifically on personal student problem areas.

From Excerpts 1 to 3, it is apparent that respondents seem to have positive views towards the effectiveness of the school guidance and counselling programme in enhancing students' academic, career and personal competencies. Overall, the respondents used in the interview seem to differ little from the quantitative findings on the effectiveness of guidance and counselling programme in enhancing the students' academic, career and personal competencies. The interview results also showed that the programme is associated mainly with personal and academic student competencies and less in career competencies. This is a reflection of the quantitative findings of this study. The observation by Mrs. Bii indicate issues that require psychological counseling may be going unattended in the schools. This was supported by Kiragu (2002) who observed that the unit in guidance and counselling offered to teacher trainees in college was not sufficient to make teacher counsellors effective in carrying out psychological

counselling. In effect, the Task Force on Student Discipline and Unrest in Secondary Schools observed that students with disruptive behaviours were not offered professional services within the school; instead they were transferred to other schools because of lack of professional teacher counselors (G.O.K, 2001). The general belief is that the guidance and counselling programme is concerned with students' social issues. The quantitative data disapprove this belief since the findings indicated that the guidance and counselling programme enhances mainly students' academic competencies. The qualitative findings show that the programme has made tremendous achievements in schools as demonstrated by this study. The outcomes of the interviews seem to indicate that guidance and counselling concerns itself with student social issues only. This study has disapproved the wrong conception of the programmes' role.

4.6 Comparison of Mean Differences of Students', Teacher Counsellors' and Head Teachers' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Academic, Career and Personal Competencies

The fourth objective of this study sought to ascertain if there was a significant difference between the students', teacher counsellors' and head teachers' perceptions of the effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies. In order to determine this objective, a comparison of students', teacher counsellors' and head teachers' perceptions on the effectiveness of guidance and counselling programme on students' academic, career and personal competencies was made to establish any mean differences within each category of the competencies studied. The findings are shown in Tables 28 and 29.

Table 28

Comparison of Mean Differences of Students', Teacher Counsellors' and Head Teachers' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Academic, Career and Personal Competencies

Competencies	Respondents	Mean	S.D	Minimum	Maximum
Academic competencies	Head Teachers	56.90	7.2678	42.00	70.00
	Teacher Counsellors	54.83	9.1171	36.00	70.00
	Students	56.45	1.8715	29.00	70.00
Career Competencies	Head Teachers	40.22	5.7343	24.00	50.00
	Teacher Counsellors	39.94	8.4287	21.00	54.00
	Students	41.88	1.7469	14.00	55.00
Personal Competencies	Head Teachers	53.78	6.2769	43.00	63.00
	Teacher Counsellors	52.78	8.6204	30.00	64.00
	Students	54.42	1.6439	25.00	96.00

In Table 28, the minimum and the maximum column indicate the range of the respondents' perception scores for each competency area. The students' standard deviations were consistently small as compared to those of teacher counsellors and head teachers which had wide diversity. The standard deviations measure the degree of variability of the respondents' perceptions. This disparity may be attributed to sample sizes of the respondents since Gupta and Gupta (2001) posited that as sample size of a given population of study increases, the standard deviation decreases. They reiterated that a sample is regarded small when it has less than 30 respondents. It meant if the teacher counsellors and head teachers' samples were each more than 30 the standard deviations would have been smaller or a different explanation could be advanced if the standard deviations would still be high. The student sample was larger than those of the teacher counsellors and head teachers. It may also mean the students are more optimistic towards guidance and counselling programme than both the head teachers and teacher counsellors. This is because the students are exposed to a greater variety of help givers beyond those mentioned by

both teacher counsellors and head teachers. This implies that the conclusions drawn from the students' findings are more reliable and representative of the population from which it was drawn. A study of the descriptive statistics revealed that some mean differences existed in perceptions toward academic, career and personal competencies among all the respondents under investigation. It was therefore, necessary to determine whether these mean differences were statistically significant at $\alpha = 0.05$ using the one – way ANOVA. The results are presented in Table29.

Table 29

Analysis of Variance (ANOVA) of Students', Teacher counsellors' and Head Teachers' Perceptions on the Effectiveness of Guidance and Counselling Programme in Enhancing Students' Academic, Career and Personal Competencies.

Competencies	Variance	Sum of squares	df	Mean square	F	Sig. difference
Academic Competencies	Between groups	49.321	2	24.660	0.361	0.679
	Within groups	22889.129	335	68.326		
Career Competencies	Between groups	104.235	2	52.117	0.887	0.413
	Within groups	19694.522	335	58.790		
Personal Competencies	Between groups	61.578	2	30.789	0.579	0.561
	Within groups	17812.765	335	53.172		

Analysis of the ANOVA results shown in Table 29 indicates that there were no statistically significant differences in the respondents' perceptions toward the effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies. This is because all the p-values for academic, career and personal competencies were less than the set value ($\alpha = 0.05$). These results consequently showed that the conclusion that guidance and counselling programme is effective in enhancing students' academic, career and personal

competencies can be depended on. All the respondents are in agreement that school guidance and counselling programme has effectively enhanced students' academic, career and personal competencies. This shows that the programme is important in assisting students attain the relevant competencies needed to overcome academic, career and personal problems students have. It further implies the guidance and counselling programme in school has had a positive effect on students' academic, career and personal competencies according to students, teacher counsellors and head teachers. The findings indicate that secondary schools through guidance and counselling programme in Koibatek district secondary schools provide students with competencies required to succeed in academic, occupational and personal life's notwithstanding the criticism against the guidance and counselling programme's role in secondary schools in Kenya. The findings support the observation made by Barwick (2000) who asserted that schools should assist students work toward integration of personal and academic achievement instead of emphasizing on academic achievement only. This is in agreement with the observation by Otiende (1992) that education should be offered holistically in line with African tradition which emphasized on the person. This study has demonstrated that schools in Koibatek district are helping students integrate academic and personal achievement through the provision of the prerequisite academic and personal competencies. The results also agree with the observation made by the Commission of Inquiry into the Education System in Kenya which noted that guidance and counselling is a necessary service in all educational and training institutions (G.O.K, 1999).

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, an attempt was made to use the results of the study to summarize perceptions of the selected school stakeholders on the effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies. This chapter, therefore, recounts the summary of findings, conclusions, recommendations and suggestions for further research.

5.2 Summary

The major findings of this study are summarized below.

- (i) The findings clearly indicated that school guidance and counselling programme effectively enhance student's academic, career and personal competencies. This is so because all the respondents who participated in this study reported favourable perceptions mean scores on the effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies. Similarly, perceptions on percent effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies were consistently positive among all the respondents who participated in this study. Evidence from ANOVA results established that guidance and counselling programme in school was effective in enhancing students' academic, career and personal competencies since the students,' teacher counsellors' and head teachers' did not differ in their perceptions on the effectiveness of guidance and counselling programme in enhancing academic, career and personal competencies. All the respondents were in agreement that the guidance and counselling programme has promoted the students' stated academic, career and personal competencies.
- (ii) Academic and personal competencies were persistently rated higher than career competencies among all the respondents. This is in agreement with the fact that teacher counsellors and head teachers perceived themselves as competent in addressing students' academic and personal problems.
- (iii) Students and teacher counsellors consistently perceived guidance and counselling programme in school as effective in enhancing the students' academic, career and

- personal competencies.
- (iv) Head teachers consistently perceived the guidance and counselling programme as effective in enhancing the students' academic and personal competencies but moderately effective in enhancing students' career competencies.
 - (v) A large proportion of the respondents of this study generally perceived a teacher, career master and teacher counsellor as the person's students preferred most to seek academic, career and personal help respectively.
 - (vi) Majority of teacher counsellors, students and head teachers viewed a teacher as the person students preferred most to seek academic assistance from.
 - (vii) Teacher counsellors and head teachers generally perceived the career master as the person from whom students prefer to seek career help, however, most students on the contrary mentioned a teacher as the person they most prefer to seek career help when faced with career challenges.
 - (viii) Nearly all head teachers and teacher counsellors perceived the teacher counsellor as the person from whom students prefer most to seek personal help. The students instead perceived peers, parents and teacher counsellors as their most preferred help givers when overwhelmed with personal problems.
 - (ix) A clear majority of head teachers and teacher counsellors who participated in this study perceived themselves as competent in handling students' personal and academic problems. This may be the reason for the consistently high perceptions on the effectiveness of guidance and counselling programme in promoting students' academic and personal competencies and consistently low perceptions for career competencies among all the respondents.
 - (x) Analysis of qualitative data revealed that the guidance and counselling programme in school has to some extent promoted students' academic, career and personal competencies.
 - (xi) The study found that some guidance and counselling is going on in Koibatek district secondary schools. This implies that the recommendations by various education commissions are being implemented despite lack of qualified personnel to make the programme more effective.

5.3 Conclusions

The central theme of this study was to determine the effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies in Koibatek district secondary schools, Kenya. The findings of this study has established the relevance of the guidance and counselling programme in Kenyan secondary schools in assisting students attain competencies needed to overcome academic, career and personal concerns. This is because students, head teachers and teacher counsellors all agreed that school guidance and counselling programme effectively enhanced students' stated academic, career and personal competencies. The results of this study are consistent with research findings from western countries indicating guidance and counselling programme assist students in academic, career and personal domains (ASCA, 2005). These findings are also supported by Shaw (1973) cited in Lowry (1977) who noted that guidance and counselling is concerned with learning and provided the personal concern that a student needed to become actively engaged as a learner. This is why academic competencies were persistently perceived to have been positively influenced by school guidance and counselling programme more than career and personal competencies. The findings also show that students seek guidance and counselling services from a variety of help givers in school and at home implying guidance and counseling is a shared responsibility. It can also be concluded that the effectiveness of guidance and counselling programme in school is generally below its expectations since the perceptions mean scores and percent perception effectiveness of the effectiveness of guidance and counselling programme in enhancing students' academic, career and personal competencies range from low to average. These findings have indicated that the implementation of school guidance and counselling programme and subsequent improvements made by various education commissions since independence have been fruitful. This is contrary to the findings of Tumuti(1985) who espoused that there were no evidence of substantial success in achievement of the objectives and expectations o the programme. Analysis of qualitative data indicates the role of guidance and counselling programme is vague. There could be a different explanation to the persistent dismal academic performance in Koibatek district secondary schools. Qualitative findings indicate the role of the guidance and counselling programme in school is not clearly understood.

5.4 Recommendations

The findings of this study strongly suggest that school guidance and counselling programme promote the students' academic, career and personal competencies. Kenya, therefore, can no longer neglect such a programme in their education system since it has brought meaningful changes to the education system in Western countries. It can thus be recommended that:

- i) There is need to provide the guidance and counselling services on a comprehensive school wide basis (to all students). For this reason, the Ministry of Education should develop guidance and counselling policy to guide the implementation of the programme in all secondary schools. The schools lack a policy to guide them in provision of the service. The policy should be based on the main student problem areas namely: academic, career and personal problem domains. The current policy that incorporates the programme services in all school subjects need to be investigated to establish whether it is effective.
- ii) The Teachers' Service Commission should appropriately remunerate teacher counsellors. This will encourage commitment among teacher counsellors. It may also motivate teacher counsellors and other teachers to take further training in professional school counselling. This will further enhance student academic, career and personal competencies.
- iii) Since parents, teachers, peers, teacher counsellors, directors of studies, career masters and head teachers were consistently mentioned as the persons students seek help from there is need to deliberately sensitize and make them aware of their role in the success of the guidance and counselling programme. The aim is to solicit their involvement, support, collaboration, cooperation and coordination in the guidance and counselling programme implementation and intervention. The parents can be sensitized during the school Annual General Meetings (AGMs) or during Academic, Parents or Education Days. A meeting for teachers, teacher counsellors, directors of studies, career masters, head teachers and peer counsellors can be organized within their schools to sensitize them. The sensitization can be done by a professional counsellor invited by respective schools. This gives them the necessary psychological preparedness for assisting the students. They need to be made aware that students rely on them to solve their academic, career and personal problems. This is because the provision of guidance and counselling services is a shared

responsibility (many individuals are involved). When all the individuals involved participate effectively they may hasten faster acquisition and attainment of academic, career and personal competencies among the students.

- iv) The Ministry of Education should compel all schools to have a mandatory guidance and counselling session once a week for all students. This is a good step in the programme implementation. Some schools already have a mandatory weekly guidance and counseling sessions for all students.
- v) The Ministry of Education in conjunction with schools should make deliberate efforts to offer seminars/workshops to teacher counsellors' career masters, directors of studies and head teachers. These help givers were constantly mentioned by the respondents as providing assistance in overcoming problems. This will assist them obtain the necessary competencies needed for guiding and counselling the students.
- vi) Peer counsellors should be identified and trained in all secondary schools. A large number of students indicated that they sought help from peer counsellors. This will help the peer counsellors to offer improved guidance and counselling services.
- vii) The Department of Guidance and Counselling in liaison with the school management should identify Non-Governmental Organizations (NGOs) which offer assistance to needy students. From the study, most students' needs are material in form of school fees, food, pocket money and other personal effects. The department should also be used to identify very needy students and recommend to the constituency bursary committee for assistance.
- viii) The Department of Guidance and Counselling in school should collaborate with parents to provide counselling in schools. A number of students indicated that they sought guidance and counselling from parents.
- ix) Professionally trained teacher counsellors, should where possible, be identified and deployed by the Ministry of Education to every district to coordinate, supervise and inspect the implementation of the guidance and counselling programme. The Quality Assurance team at the district education offices in the country currently has inadequate to none professionally trained personnel in guidance and counselling hence inadequate in inspecting and advising the schools on matters of guidance and counselling services. There is also no mandate to base their inspection and advice.

- x) There is need to increase career awareness among the students. This is because all the respondents persistently perceived career competencies to have been least influenced by school guidance and counselling programme. Offering career guidance and counselling programme may assist students to adjust and adapt to the rapidly changing job market in Kenya and the world. Students graduating from secondary schools need to understand the dynamics of the job market to enable them compete effectively in an economy with limited job opportunities.
- xi) Schools are encouraged to sponsor their teacher counsellors for short courses in school guidance and counselling. After the training the trained teacher counsellor should remain in the same school for a minimum of five years to justify the school funding for the training

5.5 Suggestions for Further Research

In the course of this study, issues, which may necessitate further research, arose.

The following are topics that require further research.

- i. A cross-sectional study involving form two, form three and form four students on the influence of guidance and counselling programme on students' academic, career and personal competencies should be conducted to find out if the same results will be obtained. This will strengthen these findings.
- ii. A similar study involving a national sample should be carried out to determine the influence of guidance and counselling programme on students' academic, career and personal competencies for firm and permanent conclusions.
- iii. A comprehensive study to establish guidance and counseling competencies among teacher counsellors in Kenyan secondary schools should be conducted to establish their preparedness to counsel and guide the students.
- iv. A study should be carried out to establish the main cause of persistent poor performance in Koibatek district.

REFERENCES

- ASCA (2005). *Effectiveness of School Guidance and Counselling Programme*, Available on-line: <file:///A:\AmericanSchoolCounselorAssociation.htm> accessed on 14.04.2005.
- Aduda, O.J. (1995). School Woes and the Role of Guidance and Counselling. September *Daily Nation*, p.17. Nation Media Group Limited.
- Ayieko, J. (1988). *Solving Discipline Problem in Kenyan Secondary Schools*. London: University of Nottingham.
- Baker, S.D, & Taylor, J.G. (1998). Effects of Career Education Interventions: A Meta- Analysis. *The Career Development Quarterly*, 25, 58-90.
- Baker, T.L. (1998). *Doing Social Research* 3rd ed. Boston: McGraw-Hill Inc.
- Barwick, W. (2000). *Clinical Counselling in Schools*. Philadelphia: Rout ledge.
- Berger, M.J. (1997). Preparing Students for Post- Industrial Work World: The Role of Secondary School Guidance; *School Community Journal*, Vol. 6 No.1
comline;www.adi.org/Journal/cots/communityoftheschool.pdf Accessed on 20/6/06
- Biswalo, P.M. (1996). *Introduction to Guidance and Counselling in African Settings*, Dar es salaam: Dar es salaam University Press.
- Borders, L.D & Drury, S.M. (1992). Comprehensive School Counselling Programme: A Review for Policy Makers and Practitioners. *Journal of Counselling & Development*, 170, 487-498.
- Black, R.T. (2002). *Understanding Social Science Research*. London: Sage Publications Ltd.
- Blustein, D. L., Phillips, S. D., John-Davis, K., Finkelberg, L. .J., & Roarke, A .B. (1997). A Theory Building Investigation of the School-to- work Transition: *The Counselling Psychologist*, 25, 364-422.
- Brantley, L.S. & Brantley, P.S. (1996). Transforming Acting-out Behaviour: A Group Counselling Programme for Inner City Elementary School Pupils. *Elementary School Guidance and Counselling*, 31 (2).

- Campbel, P. (1965). *The Results of Counselling*. London: N. B. Saunders Company.
- Carns, A.W. & Carns, M.R. (1991). Teaching Study skills, Cognitive Strategies and Metacognitive Skills through Self-diagnosed Learning Styles. *The School Counsellor*, 38, 341-346.
- Cheek, J.R, Bradley, L. J., Reynolds, J., & Coy, D. (2003). An Intervention for Helping Elementary Student Reduces Test Anxiety. *Professional School Counselling*, 6(2), 162-165.
- Child, D. (2004). *Psychology and the Teacher*. 7th Ed. London: Midas Printing International Ltd.
- Clark, M.N & Amatea, E. (2004). Teacher Perceptions and Expectations of School Counsellor Contributions: Implications for Programme Planning and Training. *Professional School Ccounselling*, Dec. 2004.
- Corsini, R.S. (1987). *Concise Encyclopedia of Psychology*, New York: John Willey & Sons Inc.
- Corsini R.J. (1984). *Encyclopedia of Psychology*, volume 1. New York: Willey & sons.
- Cottler, W.C. (1973). *Beginning Counselling Practicum*. New York: Grane & Stratton Inc.
- D.E.Os Office, Koibatek District, 2005.
- DeRosier, M.E. (2004). Building Relationships and Combating Bullying. Effectiveness of a School-based Social Skills Group Intervention. *Journal of Clinical Child and Adolescent Psychology*, 33(1), 196-201.
- Dumond, M. (1988). *Coping with Life after High School*; New York: The Rosen Publishing Group, Inc.
- Encyclopedia of Human Development and Education (1990)*. Theory, Research and Studies; New York: Pergomon Press. Comline www.ums.edu/sevicesscampus/ERSubGearlychild.Html. Accessed on 26/2/2007.

- Erickson, E. (1963). *Childhood and Society*. New York: W.W. Norton.
- Eshiwani, G. (1993). *Education in Kenya Since Independence*. Nairobi: East African Educational Publishers Limited.
- Feller et al (1999). Career Development for All. In A.J.Pautler, Jr (Ed.), *Work Force Education: Issues for the New Century* (pp.115-128) Ann Arbor, MI: Prakken.
- Franenkel, J.R. & Wallen, N.E. (2000). *How to Design and Evaluate Research in Education 4th ed.* Boston: U.S.A. McGraw-Hill Company, Inc.
- Gathiari, J.F. (2003). *The Role of Guidance and Counselling in Reducing Indiscipline in Secondary Schools. The Case of Nakuru Municipality, Kenya*. Unpublished Project. Egerton University
- Gerler, E. R. (1991). *Journal of Counselling and Development*, Vol. 70 No.4 March/April
- Gerler, E.R. (1985). Elementary School Counselling Research and the Classroom Learning Environment. *Elementary School Guidance and Counselling*, 20, 39-48.
- Gitonga, P.K. (1999). *Head Teachers' Attitude towards Guidance and Counselling Programme in Secondary Schools in Meru North District, Kenya*, Unpublished Masters Thesis. Nairobi University.
- G.O.K (2001). *Report of Task Force on Student Discipline and Unrest in Secondary Schools*. Nairobi: Government printers.
- G.O.K, (1999). *The Commission of Inquiry into the Education System of Kenya*, Nairobi: Government Printers.
- G.O.K, (1988). *The Report of the Working Party on Education and Manpower Training for the Next Decade and Beyond*. Nairobi: Government Printers.
- G.O.K, (1981). *The Presidential Working Party on the Establishment of a Second University*. Nairobi: Government Printers.

- G.O.K, (1976). *Report of the National Committee of Educational Objectives and Policies*. Nairobi: Government printers.
- G.O.K, (1964). *Kenya Education Report*. Nairobi: Government Printers.
- Gough, *et al* (1983). Some Implications of Self versus Ideal-Self Congruence on the Revised Adjective Checklist. *Journal of Personality and Social Psychology*, 44, 1214-1220.
- Gupta, C.B. & Gupta, V. (2001). *An Introduction to Statistical methods 22nd Ed*. New Delhi: Vikas publishing House Ltd.
- Gugnani, H. R. (1994). *Education Research*, Vol. 49/50
- Hershey, A. M., Silverberg, M. K, Haimson, J., Hudis, P., & Jackson, R. (1999). *Expanding Options for Student: Report to Congress on the National Evaluation of School-to-work Implementation*. Princeton, NJ: Mathematica Policy Research.
- Holden, A. (1971). *Counselling in Secondary Schools*. London: Constable and Co Ltd
- Hull, D.M. (2000). *Education and Career Preparation for the New Millennium: A Vision for Systemic Change*. Waco, TX: CORD.
- Kamiti, K.K. (1991). Indiscipline in Schools. *Daily Nation* 11th March, p.17. Nation Media Group Limited.
- Kathuri, N.J & Pals, D.A. (1993). *Introduction to Educational Research*. Njoro: Egerton University Press.
- Kerlinger, E.N. (2000). *Foundations of Behavioural Research*, (2nd Ed.) New York: USA. Holt; Rinehart and Winston, Inc.
- Kibera, L.W. (1993). *Career Aspirations and Expectations of Secondary School Students of the 8-4-4 System of Education in Kiambu, Kajiado and Machakos Districts, Kenya*. Unpublished Doctoral Thesis, Kenyatta University.
- Kiboss, J.K (1997). *Relative Effects of Computer Based Instruction in Physics on Students' Attitudes, Motivation and Understanding about Measurement and Perception of the*

Classroom Environment: Unpublished PhD Thesis, University of Western Cape, Western Cape.

- Killeen, J. & White, M. (2000). The Impact of Careers Guidance on Adult Employed People. National Guidance Research Forum Promoting Evidence-based Policy and Practice in Careers. *International Journal for Educational and Vocational Guidance*, Vol. 4 No. 2-3/January, 2004
- Kimathi, C.K. (2002). *Perception of the Teacher Counsellor's Role in the Implementation of Secondary School Curriculum: A Case of Central Division, Machakos District*. Unpublished Masters Thesis, Kenyatta University.
- Kimani, E. (2004). Personal Communication, December, 2004. Interview on the School Problems in Koibatek District. District Education Office.
- King, I.M. (1984). *A Theory of Nursing Systems, Concepts Process*. New York. U.S.A. John Wiley and son.
- Kiragu, (2002). *An investigation of the Extent of Guidance and Counselling Programmes in some Secondary Schools of Thika District, Kenya*. Unpublished Thesis, Nairobi. Kenyatta University.
- Kitegu, S. (2006). Personal Communication, December, 2006. Interview on the School Problems in Koibatek District. District Education Office.
- Kothari, C.R. (1990). *Research Methodology: Methods & Techniques*, 2nd Ed. New Delhi: India. New Age International Publishers.
- Lapan, R. T., Gysbers, N. C., & Sun, Y. (1997). The Impact of a fully Implemented Guidance Programme on the School Experiences of High School Students. *International Journal for Education and Vocational Guidance Vol. 1 No. 3/October, 2001*.
- Lapan, R. T., Gysbers, N.C., Hughey, K. & Arnis, T. J. (1993). Evaluating a Guidance and Language Arts Unit for High School Juniors. *Journal of Counselling and Development* 71,444-451.
- Littrel, J. M., Malia, J. A., & Vanderwood, M. (1995). Single-session Brief Counseling in a High School. *Journal of Counselling and Development*, 73,451-458.

- Lowry, T.F. (1977). *An Integration of American Guidance Principles with the Education and Culture of Malawi, Africa*. Published PhD Dissertation, Produced by University Microfilms International. Ann Arbor, Michigan, U.S.A.
- Mc Daniel, H. (1956). *Guidance in the Modern School*. New York: Holt, Rinehart and Winston.
- Makinde, O. (1984). *Fundamentals of Guidance and Counselling*. London: Macmillan Education Ltd.
- Medway, F.J. (1982). School Consultation Research: Past Trends and Future Directions. *Professional Psychology*, 13.422-430.
- Muasya, I.W. (1989). *Student Self-Concept of Academic Ability in Four Selected Secondary School Subjects in Kenya*. Unpublished M.Ed Thesis, Kenyatta University.
- Mutie, E.K. & Ndambuki, P. (1999). *Guidance and Counselling in Schools and Colleges*. Nairobi: Oxford University press.
- Muthoni, L. M. (1989). *A Study of Guidance and Counseling Programme in Isiolo District Secondary Schools*. Unpublished P.G.D.E Project, Egerton University, Njoro, Kenya.
- Mwangi, J. M. (1991). *University Student's Problems, Awareness and Preferences of Counselling Resources and Attitudes towards Seeking Help: A Case Study of Kenyaata University*. Unpublished Master of Education Psychology Thesis, Kenyaata University, Nairobi.
- Mwau, J.H. (2003, September, 5th). Are Kenyan Workers Lazy? *East African Standard* P.16. Nairobi: The East African Media Group Ltd.
- Myrick, R.D. (1987). *Developmental Guidance and Counselling: A Practical Approach 3rd Ed.* Minneapolis, MN Educational Media.
- National Occupational Information Coordinating Committee (1989), New York U.S.A. Com-line: <http://www.google.co.ke/search?hl=en&q=National+Information+Coordinating+Committee+%281989%29>. Accessed on 29/5/05
- Ndegwa, R.G. (2003). *An Investigation into the Role of Guidance and Counselling Services in*

Selected Secondary Schools in Tigania Division, Meru North District, Kenya
Unpublished Thesis Nairobi. Kenyatta University.

Ngugi, M.K. (2006). Caning Ban Fueling Indiscipline (Letter to the Editor). *Daily Nation*, p 3.
Nairobi. Nation Media Group Ltd.

Ngumo, M.C. (2003). *An Investigation of the Role of Guidance and Counselling in Controlling Indiscipline in some Selected Secondary Schools in Kieni West Division, Nyeri District.*
Unpublished Masters Thesis, Kenyatta University.

Njagi, D.I. (2002). *An Investigation of Guidance and Counselling Services in Secondary School in Mathiyoa Division of Murang'a District, Nairobi.*

Njunge, C. (2004, September). *Parents*. No.219.Nairobi.Stellan Consult Ltd

Nyamora, P. (1987, March 14). How the Personality of a Child is shaped. *Daily Nation* .p.14
Nairobi: Kenya .Nation Media Group Ltd.

Obonyo, M .M. (1994). *Educational & Career Expectations of Form 3 Girls' in Nyabururu & Kereri Schools in Kisii District., Kenya.* Unpublished Masters Thesis. Nairobi. Kenyatta University.

Okama, A.J.H. (2003). *An Investigation into the Implementation of Guidance and Counselling Programme in Some Selected Schools in Butere-Mumias District, Kenya.* Nairobi.
Master of Education Thesis, Kenyatta University.

Okech, E.A. (1985). *Factors Influencing Students in their Decision to Accept or not Accept Offers in Teaching Profession in Kenya.* Unpublished Masters Thesis, Nairobi.
Kenyatta University.

Okwach, O. (1997). The Status of Education in Kenya; Indicators for Planning a Policy Formation. *An institute of Policy Analysis and Research (IPAF) Special report*,
December, 1997.

Opoku, J.E. (1975). *Programme of Public School Guidance Services for National School System of Ghana.* U.S.A. Published PhD Dissertation, Michigan University. Microfilms
International

Otiende, E. (1992). *Education and Development in Kenya*. Nairobi: Oxford University Press, East Africa

Owiro, M.O. (1996). *Simplified Guide on Career Study, (2nd Ed.)* Nairobi. Pavement Publishers.

Owuor, T. D. (2002). Challenges of Industrial Change 2002. *News Letter of Directorate of Industrial Training* Vol. 4, January, 2002. Nairobi. Nation Media Group Ltd.

P.D.E's Office, Rift Valley Province, 2006.

Peterson *et al* (1999). The Effect of Three Career Interventions on Education Choices of Eighth Grade Students. *Professional School Counselling*, 3, 34-42

Pyne, D & Berness, K. (2002). *Adolescent Perceptions of Career and Occupation*. Available com.line [http://www.contactpoint.ca/nation – Conat/2002/pdf/pdf - 02 -01.pdf](http://www.contactpoint.ca/nation-Conat/2002/pdf/pdf-02-01.pdf) accessed on 28/4/2005.

Rothney, J.W.M. (1958). *Guidance Practices and Results*. New York: Harper.

Savickas, M.L. (1990). The Career-Decision Making Course. Description and Field Test. *The Career Development Quarterly*, 38,275-284.

Secretary, J.A.B. (2006, September, 22nd). Second Revision of Degree Choices. *Daily Nation*. P.18 Nairobi. Nation Media Group Limited.

Sandison, P.E. (1994). *The Key to a New Educational Strategy: The Essential Pedagogical Features of the Viable Education System*. Sandston: South Africa. Shadow Advertising and marketing.

Sekuler, R. &Blake, R. (1994). *Perception, (3rd Ed.)* New York: Mc Graw Hill, Inc.

Schaefer-Schiomo, K. & Ginsberg, A.P. (2003). The Effectiveness of the Warning Signs Programme in educating Youth about Violence Prevention: A Study with Urban High School Students. *Professional School Counselling*, 7(1), 1-9.

Sindabi, A. (1992). *An Analysis of Guidance and Counselling Programme in Selected*

- Secondary Schools in Kenya*. Unpublished Doctoral Thesis. Virginia. Falls Church. U.S.A
- Sink, C. (2005). *Contemporary school Ccounselling Theory, Research and Practice*. Boston: Houghton Mifflin Company.
- Sisungu, Z.W.M. (1988). *A Study of the Role of the District Education Officer in the Management of Primary School Education Programme in Western Kenya*. Unpublished M.Ed. Dissertation .Nairobi: Kenyatta University
- Siringi, S. (2001, April 10). Exam Cheating Probe Launched. *Daily Nation* p.23 Nairobi: Nation Media Group Limited.
- Stone, L.A. and Bradley, F.O. (1994). *Foundations of Elementary and Middle School Counselling*. Longman Publishers.
- Sudi, Y.M. (2002). *An Investigation of the Probable Causes of Poor Performance in K.C.S.E. in Matuga Division, Kwale District, Coast Province, Kenya*. Unpublished M.Ed Project, Kenyatta University.
- The international Encyclopedia of Education (1985) Volume 2: *Research Studies*, New York: Pergamon Press P/C.
- T.S.C. (2006). Number of Heads of Department of Guidance and counselling Teachers by District. *Letter*. Ref. No: 326933/144 dated 3rd November, 2006.
- Tumuti, S. (1985). *A study of Guidance and Counselling Needs of Primary School Pupils of Gachika sub-location, Nyeri Town and Nairobi City in Kenya*. Unpublished Doctoral Thesis. U.S.A.
- Waihenya, K. (1999, March, 22nd). Woes in the School System Spelt Out. *Daily Nation*.p.20 Nairobi: Nation Media Group Limited.
- Whitson, S.C. & Sexton, T.L. (1998). A Review of School Counselling Outcome Research: Implications for Practice. *Journal of Counselling and Development*, 76, 412-426.

Wilson, N.S. (1986). Counsellor Interventions with low-achieving and Underachieving Elementary, Middle and High School Students. A Review of the Literature. *Journal of Counselling and Development*. 64,628-634.

APPENDIX A: HEAD TEACHER QUESTIONNAIRE (HTQ)

Introductory Letter

My name is Kabutiei, J.K. I am a researcher from Psychology, Counselling and Educational Foundations Department, Egerton University, interested in finding out ‘**Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Academic, Career and Personal Competencies: A Case of Secondary Schools in Koibatek District, Kenya.**’ I kindly request your cooperation in this study. The information you give will be treated with confidence and will only be used for the purpose of this study. THANK YOU.

Instructions

Please read each statement/question and answer it following the instructions given. Respond to ALL the statements/questions. DO NOT WRITE YOUR NAME.

SECTION 1:

The statements below are about issues which you might have strong feelings or opinions. On the right-hand side, you are asked to say whether you agree or disagree with each statement, and if so how strongly. Think about each statement in turn, and put a tick (✓) in the box which expresses your view point.

- SA –Indicates strongly agree A - Indicates agree
- UN- Indicates undecided D - Indicates disagree
- SD -Indicates strongly disagree

ON ACADEMIC COMPETENCIES, GUIDANCE AND COUNSELLING PROGRAMME IN SCHOOL HAS:		SA	A	UN	D	SD
1	Helped students improve in academic performance					
2	Helped students develop better study skills and habits					
3	Not helped students choose wisely subjects to study in school					
4	Not assisted students prepare and follow personal study time table					
5	Helped students know academic requirements needed to join various colleges					
6	Not helped students know academic requirements needed to join various universities					
7	Assisted students set academic goals which have realistic chances of success					
8	Helped students relate present subjects to future academic					

	choices					
9	Helped students use present tests, CATs and examination results to plan for academic progress					
10	Helped students become more interested in learning					
11	Helped students relate academic performance in school with course to study after school					
12	Assisted students prepare for and write examinations					
13	Not guided students study difficult subjects					
14	Helped students ask or answer questions in class lessons without fear					
ON CAREER COMPETENCIES, GUIDANCE AND COUNSELLING PROGRAMME IN SCHOOL HAS:		SA	A	UN	D	SD
15	Guided students accept and respect all occupations including <i>jua kali</i> , farm work, etc.					
16	Not guided students in deciding the profession to train for after form four (4)					
17	Helped students know the level of education and training needed to succeed in a chosen profession.					
18	Helped students know various jobs and occupations available after form 4					
19	Assisted students choose careers which have realistic chances of success					
20	Helped students choose careers according to personal qualities					
21	Guided students choose careers according to interests					
22	Not assisted student choose careers according to future trends in the job market					
23	Helped students know how to apply for a job and prepare for job interviews					
24	Not guided students in deciding whether to further education or find a job after form four					
25	Helped me set realistic and attainable career goals					
ON PERSONAL COMPETENCIES, GUIDANCE AND COUNSELLING PROGRAMME IN SCHOOL HAS:		SA	A	UN	D	SD
26	Helped students understand and accept themselves					
27	Not helped students accept and respect other people					
28	Helped students avoid getting HIV/AIDS					
29	Not guided students set life goals with realistic chances of success					
30	Helped students balance between extracurricular activities and academic work					
31	Assisted students handle conflicts with fellow students adequately					
32	Made students aware of help givers in school, at home and					

	society					
33	Helped students know the effects of alcohol and drug abuse					
34	Guided students to know that all individual decisions and choices have consequences					
35	Not helped students to relate well with other students					
36	Helped students make wise use of time in class and out of class					
37	Helped students be more disciplined					
38	Assisted students to choose friends wisely					

SECTION 2: Respond to the following statements

39). State ONE person students most prefer to seek help from when they have academic problems

.....

40). State ONE person students most prefer to seek help from when they have career problems

.....

41). State ONE person students most prefer to seek help from when they

have personal problems

42). State the student problem area(s) you feel competent to handle.....

THANK YOU VERY MUCH FOR YOUR COOPERATION IN THIS STUDY

APPENDIX B: TEACHER COUNSELLOR QUESTIONNAIRE (TCQ)

Introductory Letter

My name is Kabutiei, J.K. I am a researcher from Psychology, Counselling and Educational Foundations Department, Egerton University, interested in finding out ‘**Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Academic, Career and Personal Competencies: A Case of Secondary Schools in Koibatek District, Kenya**’. I kindly request your cooperation in this study. The information you give will be treated with confidence and will only be used for the purpose of this study. **THANK YOU.**

Instructions

Please read each statement/question and answer it following the instructions given. Respond to ALL the statements/questions. **DO NOT WRITE YOUR NAME.**

SECTION 1

The statements below are about issues which you might have strong feelings or opinions. On the right-hand side, you are asked to say whether you agree or disagree with each statement, and if so how strongly. Think about each statement in turn, and put a tick (✓) in the box which expresses your view point.

- SA –Indicates strongly agree A - Indicates agree**
- UN- Indicates undecided D - Indicates disagree**
- SD -Indicates strongly disagree**

ON ACADEMIC COMPETENCIES, GUIDANCE AND COUNSELLING PROGRAMME IN SCHOOL HAS:		SA	A	UN	D	SD
1	Helped students improve in academic performance					
2	Helped students develop better study skills and habits					
3	Not helped students choose wisely subjects to study in school					
4	Not assisted students prepare and follow personal study time table					
5	Helped students know academic requirements needed to join various colleges					
6	Not helped students know academic requirements needed to join various universities					
7	Assisted students set academic goals which have realistic chances of success					
8	Helped students relate present subjects to future academic					

	choices					
9	Helped students use present tests, CATs and examination results to plan for academic progress					
10	Helped students become more interested in learning					
11	Helped students relate academic performance in school with course to study after school					
12	Assisted students prepare for and write examinations					
13	Not guided students study difficult subjects					
14	Helped students ask or answer questions in class lessons without fear					
ON CAREER COMPETENCIES, GUIDANCE AND COUNSELLING PROGRAMME IN SCHOOL HAS:		SA	A	UN	D	SD
15	Guided students accept and respect all occupations including <i>jua kali</i> , farm work, etc.					
16	Not guided students in deciding the profession to train for after form four (4)					
17	Helped students know the level of education and training needed to succeed in a chosen profession.					
18	Helped students know various jobs and occupations available after form 4					
19	Assisted students choose careers which have realistic chances of success					
20	Helped students choose careers according to personal qualities					
21	Guided students choose careers according to interests					
22	Not assisted me choose careers according to future trends in the job market					
23	Helped students know how to apply for a job and prepare for job interviews					
24	Not guided students in deciding whether to further education find a job after form four					
25	Helped me set realistic and attainable career goals					
ON PERSONAL COMPETENCIES, GUIDANCE AND COUNSELLING PROGRAMME IN SCHOOL HAS:		SA	A	UN	D	SD
26	Helped students understand and accept themselves					
27	Not helped students accept and respect other people					
28	Helped students avoid getting HIV/AIDS					
29	Not guided students set life goals with realistic chances of success					
30	Helped students balance between extracurricular activities and academic work					
31	Assisted students handle conflicts with fellow students adequately					
32	Made students aware of help givers in school, at home and					

	society					
33	Helped students know the effects of alcohol and drug abuse					
34	Guided students to know that all individual decisions and choices have consequences					
35	Not helped students to relate well with other students					
36	Helped students make wise use of time in class and out of class					
37	Helped students be more disciplined					
38	Assisted students to choose friends wisely					

SECTION 3: Respond to the following statements

- 39) .State ONE person students most prefer to seek help from when they have academic problems.....
40. State ONE person students most prefer to seek help from when they have career problems.....
- 41). State ONE person students most prefer to seek help from when they have personal problems.....
- 42). State the student problem area(s) you feel competent to handle.....

THANK YOU VERY MUCH FOR YOUR COOPERATION IN THIS STUDY

APPENDIX C : STUDENT QUESTIONNAIRE (SQ)

Introductory Letter

My name is Kabutiei, J.K. I am a researcher from Psychology, Counselling and Educational Foundations Department, Egerton University, interested in finding out ‘**Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Academic, Career and Personal Competencies: A Case of Secondary Schools in Koibatek District, Kenya.**’ I kindly request your cooperation in this study. The information you give will be treated with confidence and will only be used for the purpose of this study. THANK YOU.

Instructions

Please read each statement/question and answer it following the instructions given. Respond to ALL the statements/questions. DO NOT WRITE YOUR NAME.

SECTION 1

The statements below are about issues which you might have strong feelings or opinions. On the right-hand side, you are asked to say whether you agree or disagree with each statement, and if so how strongly. Think about each statement in turn, and put a tick (✓) in the box which expresses your view point.

- SA –Indicates strongly agree A - Indicates agree
- UN- Indicates undecided D - Indicates disagree
- SD -Indicates strongly disagree

ON ACADEMIC COMPETENCIES, GUIDANCE AND COUNSELLING PROGRAMME IN SCHOOL HAS:		SA	A	UN	D	SD
1	Helped me improve in academic performance					
2	Helped me develop better study skills and habits					
3	Not helped me choose wisely subjects to study in school					
4	Not assisted me prepare and follow personal study time table					
5	Helped me know academic requirements needed to join various colleges					
6	Not helped me know academic requirements needed to join various universities					
7	Assisted me set academic goals which have realistic chances					

	of success					
8	Helped me relate present subjects to future academic choices					
9	Helped me use present tests, CATs and examination results to plan for academic progress					
10	Helped me become more interested in learning					
11	Helped me relate academic performance in school with course to study after school					
12	Assisted me prepare for and write examinations					
13	Not guided me study difficult subjects					
14	Helped me ask or answer questions in class lessons without fear					
ON CAREER COMPETENCIES, GUIDANCE AND COUNSELLING PROGRAMME IN SCHOOL HAS:		SA	A	UN	D	SD
15	Guided me accept and respect all occupations including <i>jua kali</i> , farm work, etc.					
16	Not guided me in deciding the profession to train for after form four					
17	Helped me know the level of education and training needed to succeed in a chosen profession					
18	Helped me know various jobs and occupations available after form 4					
19	Assisted me choose careers which have realistic chances of success					
20	Helped me choose careers according to my personal qualities					
21	Guided me choose careers according to my interests					
22	Not assisted me choose careers according to future trends in the job market					
23	Helped me know how to apply for a job and prepare for job interviews					
24	Not guided me in deciding whether to further education or find a job after form 4					
25	Helped me set realistic and attainable career goals					
ON PERSONAL COMPETENCIES, GUIDANCE AND COUNSELLING PROGRAMME IN SCHOOL HAS:		SA	A	UN	D	SD
26	Helped me understand and accept self					
27	Not helped me accept and respect other people					
28	Not guided me set life goals with realistic chances of success					
29	Helped students avoid getting HIV/AIDS					
30	Helped me balance between extracurricular activities and academic work					
31	Assisted me handle conflicts with fellow students adequately					
32	Made me aware of help givers in school, at home and society					
33	Helped me know the effects of alcohol and drug abuse					

34	Guided me to know that all individual decisions and choices have consequences					
35	Not helped me to relate well with other students					
36	Helped me make wise use of time in class and out of class					
37	Helped me to be more disciplined					
38	Assisted me to choose friends wisely					

SECTION 2

- 40). Who do you most prefer to seek help from when you have academic problems?.....
- 41). Who do you most prefer to seek help from when you have career problems?.....
- 42). Who do you most prefer to seek help from when you have personal problems?.....

THANK YOU VERY MUCH FOR YOUR COOPERATION IN THIS STUDY

APPENDIX D: INTERVIEW SCHEDULE FOR TEACHER COUNSELLORS,
HEADTEACHERS AND DISTRICT EDUCATION OFFICERS IN KOIBATEK DISTRICT

The teacher counsellors, head teachers and education officers from Koibatek District selected for interview were required to respond to the questions and statements listed below which sought to solicit their **‘Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Academic, Career and Personal Competencies: A Case of Secondary Schools in Koibatek District, Kenya’**. They were assured that the statements they give will be held in confidentiality and will be used for the purpose this study only.

- 1). As a teacher counsellor in this school, are there any academic, career and personal competencies the students in this school have achieved through the guidance and counselling programme?

- 2) As a head teacher in this school, are there any academic, career and personal competencies the students in this school have achieved through the guidance and counselling programme?

- 3) As an Education Officer in this district, are there any academic, career and personal competencies the students in the schools in this district have achieved through the guidance and counselling programme?

THANK YOU FOR YOUR PARTICIPATION IN THIS INTERVIEW

APPENDIX E: TABLE FOR DETERMINING REQUIRED SIZE FOR RANDOMLY
CHOSEN SAMPLE

Table for determining needed size of a randomly chosen sample from a given finite population of N cases such that the sample proportion P will be within plus or minus .05 of the population proportion P with a 95 per cent level of confidence.

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	241	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377

Source: Kathuri & Pals (1993). Introduction to Educational Research, Njoro Kenya, Egerton University Press.

APPENDIX F: RESEARCH AUTHORIZATION

MINISTRY OF SCIENCE & TECHNOLOGY

Telegrams: SCIENCE TEC", Nairobi

Fax No.
Telephone: 318581
When replying please quote



JOGOO HOUSE
HARAMBEE AVENUE
P. O. Box 60209-00200
NAIROBI
KENYA

MOST 13/001/36C 696/2

27th November 2006

Joseph Kibii Kabutiei
Egerton University
P.O. Box 536
NJORO

Dear Sir,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on, '*The Influence of Guidance and Counseling Programme on Academic Career and Personnel Competences among Secondary School Students in Koibatek District*'.

I am pleased to inform you that you have been authorized to carry out research in Koibatek District for a period ending 30th May 2007.

You are advised to report to The District Commissioner and The District Education officer, Koibatek District before commencing on your research project.

On completion of your research you are expected to submit two copies of your research report to this office.

Yours Faithfully,


M.O. Ondieki
For Permanent Secretary

Cc The District Commissioner
Koibatek District

District Education Officer
Koibatek District

APPENDIX G: RESEARCH PERMIT

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss KABUTIEI

JOSEPHAT KIBISI

of (Address) EGERTON UNIVERSITY

P.O. BOX 536 NJORO

has been permitted to conduct research in.....

.....Location,

KOIBATEK District,

RIFT VALLEY Province,

on the topic THE INFLUENCE OF GUIDANCE

AND COUNSELLING PROGRAMME ON

ACADEMIC CAREER AND PERSONAL

COMPENCIES AMONG SECONDARY

SCHOOL STUDENTS IN KOIBATEK

DISTRICT for a period ending 30TH MAY 2007

Research Permit No. MOST 13/001/36C 696

Date of issue 27.11.2006

Fee received SHS. 500.00



For PERMANENT SECRETARY
MINISTRY OF EDUCATION,
SCIENCE AND TECHNOLOGY

(Signature)

M. O. ONDIEKI

Applicant's FOR: Permanent Secretary
Signature Ministry of
Science and Technology