

**TEACHER-COUNSELLOR AND STUDENT PERCEPTIONS ON THE  
EFFECTIVENESS OF GUIDANCE AND COUNSELLING SERVICES IN  
ADDRESSING PSYCHO-SOCIAL CHALLENGES FACING STUDENTS IN DAY  
SECONDARY SCHOOLS IN THE NORTH RIFT REGION OF KENYA**

**DAVID KIPKORIR KIPTUI**

**A Thesis Submitted to the Board of Graduate Studies in Fulfillment  
of the Requirements for the Award of the Degree of Doctor of Philosophy  
in Counseling Psychology of Egerton University**

**EGERTON UNIVERSITY**

**OCTOBER 2016**

**DECLARATION AND RECOMMENDATION**

**Declaration**

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

Signature.....

Date.....

**David Kipkorir Kiptui**

**ED 16/0246/09**

**Recommendation**

This research thesis has been submitted with our approval as the University Supervisors.

**Prof. Micah. C. Chepchieng**

Department of Psychology, Counseling and Educational Foundations  
Egerton University

Signature.....

Date.....

**Dr. Esther Chelule**

Department of Peace, Security and Social Studies  
Egerton University

Signature.....

Date.....

**COPYRIGHT**

©2016 David Kipkorir Kiptui.

All rights reserved. No part of this thesis may be reproduced or transmitted in any manner without permission of the researcher or that of Egerton University.

## **DEDICATION**

To the Almighty God. Also to my entire family: My wife Gladys Korir and my children, Dan and Faith.

## **ACKNOWLEDGEMENT**

I am grateful to God for His love and Protection. Many thanks go to Egerton University for giving me an opportunity to fulfill my dreams. I am also indebted to my Supervisors Prof. Micah. C. Chepchieng of Egerton University and Dr. Esther Chelule. I also thank my lecturers, Prof. Aggrey Sindabi and Prof. Margaret Kariuki- The chair, Department of Psychology, Counseling and Educational Foundations for their commitment, guidance and valuable advice during my defenses and the writing of this thesis. I would also wish to thank the National Commission for Science, Technology and Innovation (NACOSTI) for granting me permission to carry out this research.

I am indebted to the directors of Education Baringo and Elgeyo/ Marakwet Counties for their support and for allowing me to carry out the research in the schools within their counties. I cannot forget the students who participated in this study. I also thank the Principals and all the teacher- counsellors who participated in this study. To the principals who allowed me to use their schools for piloting; I thank you too.

I also wish to thank Dr. Stanley Sumukwo of The University of Eldoret for his assistance in data analysis.

I am also grateful to my brother Dr. Mark Kiptui and my sister Margaret Kiptui for their encouragement and moral support. To all the members of my family; my wife Gladys Korir and our children, Faith and Dan. MAY GOD BLESS YOU.

## ABSTRACT

The Government of Kenya's policy on subsidized secondary education is aimed at increasing access to secondary education by all students. To ensure this demand of access to secondary education is achieved; the Government has encouraged the establishment of day secondary schools through Sub-county Education Boards (SCEBS) to cater for children from low socio-economic backgrounds. However, the students in day secondary schools may still face many psycho-social challenges that emanate from their home and school environment. While at home these students are engaged in domestic chores that may consume their study time. The students therefore struggle academically and if they fail to get proper guidance and counselling services, they become prone to anxiety, stress, low self esteem and drugs and substance abuse. There is need therefore for schools to enhance effective guidance and counselling programme. The effectiveness of this programme however, depends much on the teacher-counsellor and student perceptions. The effect of perception may be more pronounced in the North Rift region where there are frequent cases of inter-community conflicts. Therefore, this study sought to establish the teacher-counsellor and student perceptions on the effectiveness of guidance and counselling services in addressing psycho-social challenges faced by students enrolled in day secondary schools in selected sub-counties of the North Rift region. The study utilized the survey design. The research targeted a population of 6,190 Form three students and 115 teacher- counsellors. The accessible population was 1200 Form three students and 60 teacher-counsellors from Baringo and Elgeiyo/ Marakwet counties. Simple random sampling was used to pick twenty Form three students from each of the 18 sampled day schools giving a total of 360 students. Purposive sampling was used to select one teacher-counsellor from each sampled school giving a sample of 18 teacher- counsellors. The data collection tools included teacher-counsellor questionnaire, student questionnaire and a focus group discussion schedule. To validate these instruments, piloting was conducted in two day secondary schools on a sample of forty students and two teacher-counsellors. Piloting was done in Elgeiyo South and Baringo Central sub –counties. The pilot sub-counties and schools were not included in the actual study. Data was analyzed with the aid of Statistical Package for Social Sciences (SPSS) version 17.0 for windows. T-test statistic was used to test if there was a significant difference in the teacher-counsellor and student perceptions on the effectiveness of guidance and counselling services in addressing psycho-social challenges. The hypothesis was tested at 0.05 level of significance. The study established that the psycho-social challenges facing students included stress, anxiety, insecurity, poor academic performance and low- self esteem. The findings further revealed that significant differences existed in the teacher – counsellor and student perceptions on the effectiveness of guidance and counselling services in addressing psycho- social challenges. The study concludes that although guidance and counselling service has been offered in secondary schools for long, teacher-counsellors and students felt that it has not been effective in addressing students' psycho-social challenges especially those in day secondary schools in the North Rift region. To address this issue, the study recommends that; various agencies especially the Non-governmental Organizations working in North Rift region should put in place initiatives which will enhance the effectiveness of guidance and counselling services in schools. To improve student and teacher-counsellor perceptions of the effectiveness of guidance and counseling services in day secondary schools, the government should provide adequate guidance and counselling

materials in schools. The government should also train and post to schools teacher-counsellors whose role will be to offer effective guidance and counseling services to students.

## **TABLE OF CONTENTS**

<b>DECLARATION AND RECOMMENDATION .....</b>	<b>ii</b>
<b>COPYRIGHT .....</b>	<b>iii</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>v</b>
<b>ABSTRACT.....</b>	<b>vi</b>
<b>TABLE OF CONTENTS .....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF FIGURES .....</b>	<b>xiv</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS .....</b>	<b>xv</b>
<b>CHAPTER ONE: INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study .....	5
1.4 Objectives of the Study.....	5
1.5 Research Questions .....	5
1.6 Significance of the Study .....	6
1.7 Scope of the Study .....	7
1.8 Limitations of the Study.....	7
1.9 Assumptions of the Study .....	7
1.10 Operational Definition of Terms.....	8
<b>CHAPTER TWO: LITERATURE REVIEW.....</b>	<b>10</b>
2.1 Introduction.....	10
2.2 An Overview of the Guidance and Counselling Services.....	10
2.2.1. Components of Guidance and Counselling Service in a School Set Up.....	11
2.2.1.1 Personal and Social Guidance and Counselling .....	11
2.2.1.2 Health and Safety Guidance and Counselling .....	12
2.2.1.3 Psychological Guidance and Counselling.....	12
2.2.1.4 Behavioral Modification Guidance and Counselling .....	12
2.2.1.5 Parent Management Training (PMT). The Oregon Model .....	13
2.2.1.6 Social Skills Training.....	13

2.2.1.7 Conflict and Trauma Management .....	14
2.3 School Guidance and Counselling Programme .....	15
2.4 The School Counsellor.....	16
2.5 An Understanding of Psycho-social Challenges Facing Students in Schools .....	17
2.5.1 Influence of Perception on the Students Learning Process.....	17
2.5.2 Socio-economic Challenges and its Influence on the Students’ Stability at School.	21
2.5.3 Effects of Inter-community Conflicts on Students’ Stability in Secondary Schools.....	23
2.6 Challenges Facing Provision of Guidance and Counselling Services in Secondary Schools .....	27
2.7 Effectiveness of Guidance and Counselling Services in Addressing Psycho-social Challenges Facing Students in Secondary Schools .....	28
2.8 Theoretical Framework.....	31
2.8.1 Psycho-Social Theory .....	31
2.8.2 Cultural Ethno-centricism Theory .....	32
2.9 Conceptual Framework.....	33
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>35</b>
3.1 Introduction.....	35
3.2 Research Design.....	35
3.3 Location of the Study.....	35
3.4 Population of the Study.....	36
3.5 Sampling Procedure and Sample Size .....	37
3.6 Instrumentation .....	37
3.6.1 The Student Questionnaire.....	38
3.6.2 The Teacher-Counsellor Questionnaire .....	38
3.6.3 The Teacher- Counsellor Focus Group Discussion .....	38
3.7 Validity and Reliability of Instruments.....	39
3.7.1 Validity of Instruments .....	39
3.7.2 Reliability of Instruments .....	39
3.8 Data Collection Procedure .....	40
3.9 Data Analysis .....	40
<b>CHAPTER FOUR: RESULTS AND DISCUSSIONS.....</b>	<b>42</b>
4.1 Introduction.....	42



4.2 Demographic Data of the Respondents.....	43
4.2.1 Student’s Socio-Demographic Information .....	43
4.2.2 Teacher-counsellors’ responses on Socio-demographic Information.....	46
4.3. Psycho-social Challenges Faced by Students in Day Secondary Schools in North Rift region. ....	48
4.3.1 Stress -related challenges.....	48
4.3.2 Anxiety- related challenges.....	50
4.3.3 Self –esteem related challenges .....	52
4.4 Teacher-counsellors’ Perception on the Effectiveness of Guidance and Counselling Services in addressing Psycho-social Challenges facing Students in Day Secondary Schools.....	53
4.4.1 Student-related Psycho-social Challenges .....	53
4.4.2 School- related Challenges .....	54
4.4.3. Parental -related Challenges .....	56
4.4.4 Environments- related Challenges .....	57
4.4.5 Adequacy of Resource for Guidance and Counselling in Day Secondary Schools..	59
4.5 Areas of Provision of Guidance and Counselling Services in Day Secondary Schools....	61
4.6 Psycho-social Challenges handled by Teacher-counsellors .....	62
4.6.1 Independent Sample t-test of Means on the Psycho-social Challenges handled by Male and Female Teacher -Counsellors .....	62
4.7 Qualitative Response of Teacher-counsellors Perception on the Effectiveness of Guidance and Counselling in Addressing Psycho-social Challenges facing Students in Day Secondary Schools in North Rift region .....	64
4.8 Teacher-counsellors Assessment of the Psycho-social Challenges that face Students while at home and in School.....	68
4.8.1 Challenges facing Students at School.....	68
4.8.2 Challenges facing Students while at Home .....	70
4.9 Inter- Community Conflicts as a Psycho-social Challenge facing Students in the North Rift region .....	71
4.9.1 Independent Mean Differences on the Sources of Inter-community Conflicts in the North Rift region.....	73
4.10 Comparison of Student and Teacher-counsellor Perceptions on the Effectiveness of Guidance and Counselling in Addressing Psycho-social Challenges .....	74

4.11 Independent Sample t-test for Gender Means on Students’ Perception of the Effectiveness of Guidance and Counselling Services .....	76
4.12 Students’ Perception on the Effectiveness of Guidance and Counselling Services.....	79
4.13 Inferential Analysis of the Teacher- counsellors’ and Students’ Perception on the Effectiveness of Guidance and Counselling Services .....	82
4.14 Qualitative Description of Teacher-counsellors Perception on the Effectiveness of Guidance and Counselling Services .....	88
4.15 Services offered by Guidance and Counseling Departments to Address Psycho-social Challenges in Day Secondary Schools .....	90
4.16 Teacher-counsellor response on Areas Addressed by Guidance and Counselling Program among Students.....	91
4.17 Suggestions on the Strategies that can be employed to Improve Guidance and Counselling Services in Schools.....	94
4.17.1 Teacher-counsellors suggestions.....	94
4.17.2 Students’ Suggestions.....	96
<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>99</b>
5.1 Introduction.....	99
5.2 Summary of Major Findings.....	99
5.3 Conclusion .....	100
5.4 Recommendations.....	101
5.5 Suggestions for Further Studies .....	102
<b>REFERENCES.....</b>	<b>103</b>
<b>APPENDIX A: RESEARCH PERMIT .....</b>	<b>110</b>
<b>APPENDIX B: LETTER OF INTRODUCTION .....</b>	<b>112</b>
<b>APPENDIX C: STUDENT QUESTIONNAIRE.....</b>	<b>113</b>
<b>APPENDIX D: TEACHER – COUNSELLOR QUESTIONNAIRE.....</b>	<b>119</b>
<b>APPENDIX E: TEACHER–COUNSELLOR FOCUS GROUP DISCUSSION SCHEDULE.....</b>	<b>124</b>
<b>APPENDIX F: THE COUNTIES AND SUB-COUNTIES WHERE THE STUDY WAS CARRIED OUT. ....</b>	<b>125</b>
<b>APPENDIX G: TABLE DETERMINING THE SAMPLE SIZE OF RESPONDENTS. ....</b>	<b>126</b>
<b>APPENDIX F: MAP OF BARINGO COUNTY.....</b>	<b>127</b>

## LIST OF TABLES

Table 1: Accessible Population, Number of Schools and the Sub-counties.....	36
Table 2: Sample Respondents per School and County.....	37
Table 3: Students’ Responses on Socio-demographic Information .....	44
Table 4: Teacher-counsellors’ responses on Socio- demographic Information .....	47
Table 5: Students’ responses on Stress -related challenges.....	49
Table 6: Students’ responses on Statements on Anxiety.....	50
Table 7: Students’ responses on Statements on Self-esteem.....	52
Table 8: Teacher-counsellors’ Response on the Psycho-social Challenges faced by Students.....	54
Table 9: Teacher-counsellors’ responses on school- related Psycho-social Challenges.....	55
Table 10: Teacher-counsellors’ responses on parental -related Psycho-social Challenges .....	56
Table 11: Teacher-counsellors’ responses on Environmental-related Psycho-social Challenges.....	57
Table 12: Adequacy of Guidance and Counselling Resources in Schools.....	60
Table 13: Independent Sample t-test of Means on Psycho-social Challenges faced by Male and Female Teacher-counsellors in Day Secondary Schools.....	63
Table 14: Teacher-counsellors’ response on the Psycho-social Challenges facing Students while at School .....	69
Table 15: Teacher-counsellors’ response on the Psycho-social Challenges facing Students at Home .....	70
Table 16: Students’ Response on the Sources of Inter-community Conflicts in the North Rift region.....	72

Table 17: Students Response on the Sources of Inter-community Conflicts in the North Rift region.....	73
Table 18: Students’ Response on the Effectiveness of Guidance and Counselling Services in Addressing School- related Psycho-social Challenges.....	75
Table 19: Independent Sample t-test for Means on the Effectiveness of Guidance and Counselling Services by Gender in Addressing Psycho-social Challenges.....	76
Table 20: Students’ Perception on the Effectiveness of Guidance and Counselling Services in Addressing Low Self Esteem.....	79
Table 21: Students’ Response on the Effectiveness of Guidance and Counselling Services in Addressing Anxiety.....	80
Table 22: Students’ Perception on the Effectiveness of Guidance and Counselling Services in Addressing Stress.....	81
Table 23: Independent Sample t-test for Means on the Effectiveness of Guidance and Counseling Services in Addressing Stress- related Challenges.....	82
Table 24: Independent Sample t-test for Means on the Effectiveness of Guidance and Counseling Services in Addressing Anxiety.....	83
Table 25: Independent Sample t-test for Means on the Effectiveness of Guidance and Counselling Services in Addressing Low Self Esteem.....	85
Table 26: Independent Sample t-test for Means on the Effectiveness of Guidance and Counselling in Addressing Drug and Substance Abuse.....	86

Table 27: Independent Sample t-test for Means on the Effectiveness of Guidance and Counselling in Addressing Boy / Girl Relationship.....	87
Table 28: Students' Response on Services provided by Guidance and Counselling Departments in the School.....	90
Table 29: Response on the Areas that Guidance and Counselling Department has been Addressing among Students .....	92
Table 30: Response on the Strategies Suggested by Teacher-counsellors to Improve Guidance and Counselling Services.....	94
Table 31: Students' Response on the Suggested Strategies to Improve Guidance and Counseling Services in School .....	97

## LIST OF FIGURES

Figure 1: The Organization of Guidance and Counselling Programme in Schools.....	30
Figure 2: Interaction between Guidance and Counselling Services in improving the Psycho social Well-being of the Teacher-counsellors and the Students.....	34
Figure 3: Perception on the Provision of Guidance and Counselling Services in Day Secondary Schools.....	61

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>AGM</b>	-	Annual General Meeting
<b>ASAL</b>	-	Arid and Semi-Arid Lands
<b>ASCA</b>	-	American School Counsellor Association
<b>BoG</b>	-	Board of Governors
<b>CDF</b>	-	Constituency Development Fund
<b>CPJC</b>	-	Catholic Peace and Justice Commission
<b>DRC</b>	-	Democratic Republic of Congo
<b>FGM</b>	-	Female Genital Mutilation
<b>HoD</b>	-	Head of Department
<b>GoK</b>	-	Government of Kenya
<b>KCSE</b>	-	Kenya Certificate of Secondary Education
<b>KESSP</b>	-	Kenya Education Sector Support Programme
<b>MOEST</b>	-	Ministry of Education Science and Technology
<b>MoE</b>	-	Ministry of Education
<b>NCST</b>	-	National Council for Science and Technology - Kenya
<b>NGO</b>	-	Non-Governmental Organization
<b>PTA</b>	-	Parents Teachers Association
<b>SCEBS</b>	-	Sub- county Education Boards
<b>SMC</b>	-	School Management Committee
<b>SOLER</b>	-	Sit Squarely, Open Posture, Lean Forward, and Relax.
<b>SPSS</b>	-	Statistical Package for Social Sciences
<b>PMT</b>	-	Parent Management Training

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Guidance and counselling service as a practice dates back to as early as 1907 when Jesse Davis implemented the first centre for guidance and counselling in Michigan, United States of America. Later in 1950s, guidance and counselling in United States re-emerged as an important part of the educational process; providing one to one or small group help to students who faced moral and psycho-social challenges in schools (Landy, 1980). In USA, counselling service was a natural consequence of the prevalent conditions such as division of labour, unemployment, massive change in life patterns, the influx of rural-urban migration and growth in technology.

The American National Defense Education Act (1958) and the United States Federal government provided assistance for effective guidance and counselling programmes in public secondary schools and established a testing procedure to identify students with outstanding abilities. Schools were to form their own vocational guidance and counselling services to promote better utilisation of opportunities provided in schools which in turn would help ease psycho-social challenges such as low academic achievement in schools, the challenge of vocational placement, problems of drug and substance abuse among adolescents, teenage pregnancy, school examination anxiety, stress-related challenges and cases of that required psychological referrals to other professionals. In 2003, the centre for school counselling was developed to address effective counselling practices that make school guidance and counselling a tool to improve students' psycho-social well-being. This model was published in 2012 (ASCA, 2012). In Columbia, effective guidance and counselling programmes was emphasized in schools to address the rise of social challenges such as stress in the work place, fatigue, family conflicts, social disintegration and a great increase in school enrolment which led to the increase in psycho-social challenges among students in schools. This necessitated a good system of counselling to be put in place (Landy, 1980).

The practice of guidance and counselling in Africa may not be very comparable with that of the western world. The nature of clients, availability of facilities and socio-cultural influence may account for these differences. In Nigeria for example, the genesis of formal guidance and



counselling service dates back to 1959, when a group of Catholic Reverend Sisters organized formal careers guidance programme for their final year students (Makinde, 1984). Modern counselling in Nigeria was a product of deliberate effort made by this particular movement to help people live well, cope better, understand more, work more effectively on any activity in which they engaged in (Makinde,1984). The guidance and counselling services emerged to address the events that cropped up after the Nigerian civil war and the need to rehabilitate the victims of war. The post war social, political, economic, religious and educational problems were some of the psycho-social challenges that counselling had to address in schools.

The need to also handle complex school problems gave birth to formal education guidance and counselling services in Nigerian schools. The aim was to make education be centred on the learners' maximum self-development and fulfilment. It was further to inform them about the world of work and to be trained in human relations. The experience helped the students deal with everyday challenges of life and also find ways through which they could find their places in society where they could best fit in (Makinde, 1984). Like in Nigeria, Uganda's experience is not different, guidance and counselling was introduced at the advent of provision of Ugandan primary education to address choice of subjects and career placement. However, the emphasis later shifted to the counselling service to meet emotional needs of students particularly those affected by conflicts especially the displaced children in areas of insurgency in North and Eastern Uganda (Ministry of Education and Sports report, 2004).

In Kenya, guidance and counselling as a profession in secondary schools began to take root in 1970's when the education sector faced the challenge of inadequate knowledge on handling students' challenges such as boy-girl relationship and problems of career placement which led to high unemployment rates among school and college leavers (G.O.K, 2005). In addition, many teachers at the time lacked the skills to offer social guidance such as coping with peer pressure, problems of broken homes, interpersonal conflict, drug and substance abuse and identity crisis among the adolescents (MOEST Sessional Paper No 1 of 2005). This was also a moment when schools experienced psycho-social challenges such as escalating violence against children, poverty, social conflicts at home and stress caused by parental demands for high academic performance at school (MOEST, 2004). The problem of drug and substance abuse in schools by then was becoming a reality day by day with the age of first intake steadily dropping to 12 years (MOEST, 2008). The government report on students' discipline and unrest in schools (2001) pointed out the increase in drugs and substance abuse as a

challenge facing the education sector. During this period the HIV/AIDS pandemic had substantially increased the number of orphaned children by 40% and the figures were rising day by day which in turn, negatively affected the learning process in schools (G.O.K 2001). Learners therefore needed to be equipped with life skills so as to cope with emotional and psycho-social challenges resulting from the loss of their parents due to H.I.V/AIDS related problems.

The GoK report (1964, 1976, & 1999) emphasized the need for in-service on guidance and counselling programme for teachers over school holidays and the need for frequent visits by the personnel in charge of guidance and counselling at the Ministry of Education to disseminate useful guidance and counselling knowledge to the teachers. This was a response to the realization that guidance and counselling service in secondary schools had been left to teachers who were not only ill-equipped for the job but also had other duties to attend to. Sindabi (1992) further observe that a good system of counselling is one which is built from cultural perspectives and whose foundation lays emphasis on adaption and adoption. There was therefore need for adaption and adoption so as to make counselling more effective in secondary schools. The GoK report of 2004 on policy framework for the education sector shows that most teachers handling guidance and counselling services up to date have not been given adequate time neither in the school time table nor have they been adequately trained on guidance and counselling programmes. Due to the pressure of work and teaching work load, teacher- counsellors lacked sufficient time to build database that is to be used to counsel students (Boit & Chepchieng, 2011).

The nature of day secondary schools may still expose students to various psycho-social challenges such as anxiety, low self esteem, insecurity and stress. At home, after the days' classes, the students are involved in domestic chores and other societal activities (Loady & Packer, 2002). Wango (2006) observes that apart from this, most teacher-counsellors in secondary schools offering guidance and counselling services have a work load of up to 28 teaching lessons per week and are already overburdened. Equally the teachers offering guidance and counselling services in day secondary schools have so much to do outside their counselling responsibilities.

Students in day secondary schools in the North Rift region may be exposed to psycho-social challenges that emanate from frequent inter-community conflicts. Some students are involved

in raids and revenge attacks to protect their communities, some witness death of those killed during these conflicts which may become a source of trauma and stress (Pkalya, 2012). They may also be constantly exposed to domestic violence at home and daunting which in turn affect their self esteem. Lack of parental commitment towards their education, too many disruptions at home and school, lack of basic needs such as good school uniform, textbooks and other material needs may affect their school performance (Wango 2006). These students may also be punished at school by teachers for problems which are not of their own making.

These psycho-social challenges can adequately be addressed through putting in place mechanisms to enhance effective guidance and counselling services which help to coordinate students' activities, collect students bio-data, offer personalized help and link parents and schools (Ezewu, 1986; GoK 1999 & Calisto, 2004). Despite this being the case, the perception of the effectiveness of guidance and counselling service in addressing psycho-social challenges facing students in day secondary schools has not been established. It is against this backdrop that this study sought to establish teacher-counsellor and student perceptions on the effectiveness of guidance and counselling service in addressing psycho-social challenges facing day secondary school students in the North Rift region.

## **1.2 Statement of the Problem**

In an effort to address the psycho-social challenges that may affect students in day secondary schools, the government of Kenya has established guidance and counselling services in schools including day secondary schools. The aim of the guidance and counselling programmes was to address student psycho-social challenges, enhance students discipline, improve their academic achievement levels and realize overall students' psycho-social well-being. However, the effectiveness of these programmes in addressing these psycho-social challenges depends on teacher-counsellor and student perceptions. This may be more pronounced in the North Rift region where there are frequent cases of insecurity, conflicts over pasture and water and cattle rustling issues that may hinder effective provision of guidance and counselling services. Although a lot of research has been done on the role, policy and implementation of guidance and counselling programmes in secondary schools in Kenya, little has been done on teacher-counsellor and student perceptions on the effectiveness of guidance and counselling services in addressing students' psycho-social challenges, particularly in day secondary schools. Therefore, this study sought to establish

teacher-counsellor and student perceptions on the effectiveness of guidance and counselling services in addressing the psycho-social challenges facing students in day secondary schools.

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

The purpose of this study was to determine the teacher-counsellor and student perceptions on the effectiveness of guidance and counselling services in addressing the psycho-social challenges facing students in day secondary schools in the North Rift region of Kenya.

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

The objectives of this study were to:

- (i) Determine the psycho-social challenges that face students in day secondary schools in the North Rift region.
- (ii) Establish teacher-counsellors' perception on the effectiveness of guidance and counselling services in addressing psycho-social challenges facing students in day secondary schools in the North Rift region.
- (iii) Establish students' perception on the effectiveness of guidance and counselling services in addressing psycho-social challenges facing Students in day secondary schools in the North Rift region.
- (iv) Compare teacher-counsellor and student perceptions on the effectiveness of guidance and counselling services in addressing psycho-social challenges facing students in day secondary schools in the North Rift region.
- (v) Establish the strategies that can be used to enhance the effectiveness of guidance and counselling services in addressing psycho-social challenges facing students in day secondary schools.

### **1.5 Research Questions**

The study sought to answer the following research questions.

- (i) What are the psycho-social challenges facing students enrolled in day secondary schools in the North Rift region?
- (ii) What is the teacher –counsellors' perception on the effectiveness of guidance and counselling services in addressing psycho-social challenges facing students enrolled in day secondary schools in the North Rift region?

- (iii) What is the students' perception on the effectiveness of guidance and counselling services in addressing psycho-social challenges facing students enrolled in day secondary schools in the North Rift region?
- (iv) Is there a significant difference between the teacher -counsellors' and the students' perception on the effectiveness of guidance and counselling services in addressing psycho-social challenges facing students in day secondary schools in the North rift region?
- (v) What are the suggested strategies that can be used to improve the effectiveness of guidance and counselling services in addressing psycho-social challenges facing students enrolled in day secondary schools in the North Rift region?

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

The findings from this study have shown that as much as students' perceived guidance and counselling services offered in their schools as effective in addressing a number of psycho-social challenges, the teacher-counselors see it as ineffective in doing so. Therefore, the recommendation from the study could assist the Ministry of Education in strengthening guidance and counselling services in secondary schools so as to enable it address effectively the psycho-social challenges facing students in day secondary schools. The findings of this study could also help parents gain knowledge of the psycho-social challenges facing their children in day secondary schools so that they can team up with teacher-counsellors to assist the students improve in their psycho-social wellbeing. The school administration could get to know the challenges that teacher-counsellors go through in the effective provision of guidance and counselling services. This knowledge may help the school administration in the provision of the much needed financial and material resources to enable the guidance and counselling departments provide effective guidance and counselling services to students. The study could further help education policy makers to come up with strategies and policies geared towards enhancing a positive perception of the guidance and counselling services in day secondary schools. In addition, teacher-counsellors could find this information useful in employing guidance and counselling-based approaches such as individual counselling, group guidance and peer counselling programmes that equip students with self-management skills. Finally, the findings of this study serve as an eye opener to the stake holders on the importance of providing effective guidance and counselling services in day secondary schools.

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

The study was meant to determine the teacher-counsellor and student perceptions of the effectiveness of guidance and counselling services in addressing psycho-social challenges in day secondary schools. The psycho-social challenges that the study sought to establish and which guidance and counselling services was expected to address in schools included stress, anxiety, students' low self-esteem, poor academic achievement and the challenges of drugs and substance abuse. These are challenges that if not well addressed may influence students' and teacher-counsellors' perception on the effectiveness of guidance and counselling services in schools and which in turn may affect students' ability to seek counselling services in schools.

### **1.8 Limitations of the Study**

- (i) Since the study focused on the teacher-counsellor and student perceptions on the effectiveness of guidance and counselling in addressing psycho-social challenges facing day school students in North Rift region, it may not be possible to generalise the findings to all other day schools in Kenya. This is because the North Rift region of Kenya has unique socio-cultural challenges such as cattle rustling and frequent inter-community conflicts over pasture and water.
  
- (ii) During the period that data was planned to be collected (September 2013), the region experienced inter-community conflicts caused by incidences of cattle rustling especially in Baringo North and some parts of Marigat District. Someday schools in the affected areas were closed and students moved with their families to safer areas. This made the study delay for three months. Data collection was later done from January - May 2014.

### **1.9 Assumptions of the Study**

This study took into consideration the following assumptions:

- (i) That information given was true and reflected an honest response for each of the items in the instrument.
  
- (ii) That each respondent was willing to give the required information.

## 1.10 Operational Definition of Terms

The following terms are operationally defined in this study as follows: -

**Anxiety-** this refers to the feelings of worry or nervousness about something that is happening or about to happen. In this study it is the students' worry relating to academic achievement in school.

**Behaviour management:** Refers to strategies that are used to maintain acceptable students conduct in school.

**Counselling Service:** A professional helping process given by teacher-counsellors to students. In this study it is the service to the day secondary school student.

**Day secondary school:** a formal established institution offering secondary school curriculum and which does not offer boarding facilities to its students.

**Destructive behaviour:** Refers to acts by students that may harm others or destroy school property, being noisy and frequent interference of school programmes.

**Effectiveness:** The ability of guidance and counselling services to produce the desired behaviour among students at a day school setup.

**Environment:** The physical and the social surrounding which may affect the day secondary school student. In this study it refers to home and day secondary school surroundings.

**Guidance:** Help given to students through teaching, giving direction, opinion giving, explaining and advising on psycho-social challenges that face them.

**Home environment:** The physical and social interactions that influence the day school student while at home.

**Perception:** This is the way people respond to a particular phenomenon. In this study the way teacher-counsellors and students view the effectiveness of guidance and counselling services in addressing the psycho-social challenges facing students in their schools.

**Provision:** the process of rendering a service. In this study the way teacher- counsellors act to render services to students facing personal, social or academic problems in the learning/teaching process.

**Psycho-social challenges:** These are issues which affect students and which emanate from their interaction with home and school environments. In this study, these include stress, anxiety, low self-esteem and poor academic performance.

**Teacher-counsellor:** A teacher appointed to be in charge of guidance and counseling programmes in day secondary school. One who offers guidance and counseling services.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter highlights an overview of the guidance and the counselling services provided in secondary schools, the psycho-social challenges faced by students enrolled in day secondary schools and the challenges facing teacher-counsellors in the provision of guidance and counseling services in day secondary schools. This chapter also examined the theoretical frame work and the conceptual frame work that guided the study.

#### 2.2 An Overview of the Guidance and Counselling Services

Mclead (2003) traces the development of counselling and psychotherapy to the second half of the 20<sup>th</sup> century. However, before this period behavioral problems were dealt with from a religious perspective and implemented at the level of local communities. In Europe, England and Wales, guidance and counselling as a movement was necessitated by the migration of people into cities, the long hour work-culture in factories and demands of work environments which isolated the youth from the non-productive members of the society who lived in villages. Due to the challenges that the old in the villages went through, the state was forced to build asylums for these groups of people. Landy (1980) observed that the conditions at the asylums were unfriendly and thus those inside it became even more affected. The old people became frustrated and developed other psychological problems. The 19<sup>th</sup> century therefore saw the development of various approaches to assist people cope with these inner frustrations and conflicts. This generated Psychoanalysis approach, Behaviorism and Rational Emotive therapy which emphasized on ABC techniques- the beliefs about the event rather than the event itself determined individual behavior.

In the traditional African society Guidance movement existed although it was not provided in a formal manner. Guidance involved educating the youth about the traditions and the culture of the community (Makinde, 1984). This was done from generation to generation by the elders who considered it their social responsibility to educate the young. The elders depended on their age, knowledge, exposure, expertise and mutual trust that existed between different age groups. (Mutie & Kyungu 2011) points out that at that time guidance was accepted with confidence by members of the community and was given to any member of the society

regardless of their age or gender as long as they needed to improve in their social life and needed responsibility. The objective of guidance by then was to assist the individual develop socially and morally from childhood to old age. At childhood, children were guided on how to behave, what to do and how to consolidate their virtues to grow to possess a balanced personality. The Adolescence was guided on gender roles, social obligation expected of them, virtues and how to make independent moral choices. The adults were guided on responsible parenthood, practices that would help them to rise to higher social status, activities to enhance survival skills and mental health practices (Mutie & Kyungu, 2011). The peers at old age provided the impetus needed for corrective behavior change which came from interacting with the age-mates.

### **2.2.1. Components of Guidance and Counselling Service in a School Set Up**

The school guidance and counselling programme is made up of seven components that reflect the socio-cultural needs of the society. These are Personal and social guidance, health, safety guidance and counselling, Psychological guidance and counselling, behavior modification guidance and counselling, parent management training, social skills training and conflict and trauma management counselling. Wango and Mungai (2007) observe that guidance and counselling should look for issues that arise out of the prevailing social, cultural and psychological realities such as health, safety, conflicts, war and other forms of trauma. This is because the need to respond to traumatic events such as death has been felt more by students in schools. The issues that had earlier been left by the school curriculum such as effects of stress, conflicts, anxiety, low self-esteem and socio-economic challenges have come to affect more on the students and which effective guidance and counselling programmes in schools must address.

#### **2.2.1.1 Personal and Social Guidance and Counselling**

These are issues to do with students' emotional difficulties and other psychological challenges such as worry, hurt, anger, enthusiasm, fear, excitement, frustration and low self-esteem. These issues disturb students who face many other psycho-social challenges that emanate from school and the family socio-economic backgrounds. Mungai & Wango (2007) observe that personal counselling is needed when students have emotional stress and distress that arise from the struggle to deal with developmental stages and tasks. The issues that the school counsellor should address among the growing individuals include body size, coping with the new school environments, sexuality issues, relationship issues, peer pressure,

examination anxiety, challenge of low self-esteem, suicidal tendencies, problems of sexual abuse, drugs and substance abuse, teenage pregnancy and lack of school fees. Psychological guidance contributes positively to the well-being of the individual. It equips the young person with living values and life skills that are conducive to positive growth and development.

#### **2.2.1.2 Health and Safety Guidance and Counselling**

According to Mayers (1993) teacher-counsellors need to assist students understand destabilizing conditions in the society such as HIV/AIDS, asthma, diabetes, malnutrition, malaria and water borne diseases. They need to be guided on basic human needs. The school guidance and counselling programme should therefore aim at improving quality of life among the students. It should put in place programmes that reduce exposure to diseases and reduce unwanted pregnancies. Health and safety counselling should emphasize the need for acceptance by others. This is because good health and hygiene are essential for academic and personal achievement. Guidance and counselling services need to emphasize on personal awareness among students on the negative effects of risk-behaviours and drugs and substance abuse such as cigarettes and alcohol consumption.

#### **2.2.1.3 Psychological Guidance and Counselling**

Psychological guidance and counselling programme needs to take a broader dimension in schools. It should encompass training students on dealing with behavioral challenges, creating a positive school climate, social skills training, parent management training (PTM), conflict management and managing trauma, anxiety and other forms of disorders.

#### **2.2.1.4 Behaviour Modification Guidance and Counselling**

The guidance and counselling service should help students deal with deviant and devious behaviours by creating a safe environment at school. The teacher-counsellors need to use social control practices for example encouraging schools go beyond overreliance on punishment and move towards advocacy for social skills training and character education. The need to call for greater home involvement with emphasis on enhanced parent responsibility for their children's behavior (Biswalo, 1996). The school curricular must emphasize on enhancing student values and character of responsibility, integrity, self-regulation and work ethics. The school should help foster self-esteem, diverse talents, caring, cooperative learning and sense of community involvement which is the key to dealing with behavior problems at school.

A positive school learning climate is one in which the classroom environments is a desirable place to work and to interact with others. Teacher-counsellors should re-design programmes to create an environment desirable for positive learning outcomes (Mayers, 1993). Teachers enhance positive learning climates when they recognize the desirable aspects of students' behaviour and structure; the classroom environments needs to facilitate productive work habits and positive interpersonal interactions (Mungai & Wango, 2007). There is need for consistent classroom schedule where rules and expectations are clearly communicated to students and consistently followed by the teacher. Teacher-counsellors in schools should emphasize positive focus by placing more emphasis on desired behaviour and their consequences.

Commenting on positive school climate, Parks (1996) observe that a positive school climate is seen through: High rates of student academic involvement and achievement in which the focus is on positive student engagement and practice, high rates of social reinforcement from teachers to promote the learning of new behaviours, the use of positive approach statements as an effective teaching tool, a repertoire of teacher responses to mild disruptive behavior that keeps minor problems from escalating into major ones and a combination of praise for appropriate behavior that is geared towards maintaining focus at all times.

#### **2.2.1.5 Parent Management Training (PMT). The Oregon Model**

PMT is a behavioural parent training programme that focuses on teaching parents basic behavior principles of modifying child behavior at home. It involves engaging parents to monitor their children behaviours. This programme assists parents in developing and implementing behavior modification programme to improve targeted child behavior problems. Parks (1996) observes that school counsellors need to extend their services beyond the counselling office to include PMT. Counselling services will be more effective when individual parents of students are involved. The teacher- counsellor needs to organize for sessions with parents so as to help in behavior modification which requires a multi-faceted approach.

#### **2.2.1.6 Social Skills Training**

Mayer, (1993) argues that although social skill training is useful in the suppression of undesired acts among students, it does not necessarily lead to desired behavior. Misbehavior

is often a reactive act stemming from avoidance motivation. The individual tries to protect themselves from the unpleasant thoughts and feelings that the situation stimulates. These may be feelings of incompetence, loss of autonomy, and negative relationships. The counselling programmes in schools need to prevent and overcome such negative perceptions which affects student learning by putting in place effective social skills training. The teacher-counsellors should therefore promote motivational readiness, encourage and maintain intrinsic motivation, engage students in school activities within and away from school. This will help in enhancing students' self-worth and their self-esteem levels.

### **2.2.1.7 Conflict and Trauma Management**

The school guidance and counselling programme should help manage students' conflicts that arise from interpersonal and intrapersonal issues. It should also manage conflicts that may arise from lack of communication, fear, nervousness and challenge of low self-esteem. The school managers and administration should be assisted by the counselling department to harness the potentially destructive aspects of student conflicts. According to Parks (1996) trauma among students may arise from conflict related challenges, rape, illnesses and death of a loved one. Psychological counselling is therefore an important component in the management of such traumatic experiences. Traumatic incidences may continue to haunt students long even after the event has occurred especially if they were not helped effectively during counselling sessions.

Gibson and Mitchell (2003) observe that for counsellors to be effective in managing students' psychological challenges, the counsellors' perceptions and effective verbal communication are significant to the development of a healthy teacher-student relationship. Counsellors must exhibit positive regard, respect, openness, congruence, empathy and ability to understand and feel with the client. He further observes that the counsellors' positive relationship serves not only to increase the opportunity for clients to attain their goals but also to be potential model of improving the quality of therapy. Gibson and Mitchell (2003) observe that the goals of effective counselling should include: Establishing a comfortable and positive relationship with clients, explaining the counselling process and mutual responsibilities to the client, facilitating communication, Identifying and verifying the clients to obtain data needed to proceed with the counselling process. The client's goals on the other hand include: to understand the counselling process and their responsibilities, share reason for seeking counselling services and to always work with the counsellor in self and problem perception.

### **2.3 The School Guidance and Counselling Programme**

The content of the school guidance and counselling programme should reflect the school situation. Jones (2013) mentions aspects of a school guidance and counselling programme which include; educational talks that deal with adjusting to the new environments, good study habits, the use of library, dealing with peer pressure, leisure time and participation in extra-curricular activities, orientation programme on career choices, laboratories, play areas, scholarships, school staff and changing careers, screening of films, film-strips and disseminating the right information to students, training of peer counsellors – recruiting new ones and training them so as to replace the ones leaving school. Record keeping exercise which involves maintaining cumulative records of students that is valid, reliable and comprehensive. Records should touch on students' issues of health, achievement, participation in school activities, special talents, aspirations and other abilities. The records should be maintained regularly. The guidance and counselling personnel engage in referral of the cases that may be challenging to the teacher counsellors. The teacher-counselor should seek to make referrals to more specialized professionals or persons that will handle students' challenges that is beyond their competence. Other responsibilities include; induction and sensitizing of school prefects on their roles and responsibilities, individual counselling, group counselling and Peer counselling which involve the use of trained student peers to assist other fellow students manage themselves well.

The school guidance and counseling programmes include peer to peer counselling. Njagi, (2011) defines peer counselling as the counselling carried by students among themselves, usually used in schools because young people are often more comfortable relating their issues to peers rather than to other people including the school counsellor. Peer counsellors are trained to offer guidance and counselling services so as to be able to assist fellow students to overcome psycho-social challenges. Peer counsellors are usually volunteers who serve as a link between the peers and a professional counsellor. Njagi (2011) points out that the core aims of peer counselling include: To promote personal development among peer counsellors, to create a positive influence on the emotional health of students, to provide a bridge between troubled peers and friends and to support peers who might need psychosocial support as in cases of bereavement. Peer counselling should also complement services offered by teacher-counselors and make peers fully be in control of their lives. It also aims at reducing and eventually elimination of instances of bullying in schools.

Jones (2013) mentions the following qualities of a peer counsellor: He/ she should be Sociable; one who freely interacts with fellow students. Be academically above average, should hold good communication skills and can express himself well before other students. A peer counsellor should keep confidentiality of information; should be emphatic towards other students' problems and able to listen and be sincere. He/she should be disciplined; one who has the moral authority to guide others. Finally a peer counsellor should be a student who is emotionally controlled and open minded.

#### **2.4 The School Counsellor**

Lee (2001) defines a school counsellor as a professionally trained teacher who also offers counselling services to students. The teacher-counsellors are the main providers of guidance and counselling to students; they guide and assist students to cope with everyday school challenges. Kayson (2007) says that a professional school -counsellor serve a vital role in maximizing students success. Through leadership, advocacy and collaboration, professional school counsellors promote equity and access to vigorous educational experience for all students. They support a safe learning environment and they work to safeguard the human rights of all members of the school community. They also address the needs of all students through culturally relevant prevention and intervention programmes that are a part of a comprehensive school counselling programme.

Mcleod (2009) points out that a professional school counsellor should be a certified and licensed educator with a minimum of a Masters' degree in school counselling. This makes them uniquely qualified to address students' academic, career, personal and social developmental needs. Kayson (2007) describes the qualities of a school counsellor as follows: School counsellors must demonstrate a thorough understanding of the counselling process; they should also demonstrate empathy, congruence, positive regard, respect and sound judgment. These qualities enable them have a personal rapport with clients. School counsellors must be people interested in self-awareness and self-development. They must possess motivational skills, problem solving skills, organizational abilities and re-orientation skills. Besides the qualification and additional certification, a school counsellor should be armed with sufficient personal knowledge and a thorough understanding of what counselling is all about. They must be self-aware and be in control of their feelings, thoughts, emotions and weaknesses and strengths while working with clients.

School counsellors' personal development must be a continuous process of growth and expansion. Counsellors must demonstrate interest in self-awareness, self-counselling, work-life balance, focus and goal setting. Through personal development, counsellors will pick up additional understanding and knowledge which they can get effectively use to support client during the counselling process. School counsellors should have the desire to empower clients to take responsibility for themselves and to identify, develop and use resources that will make them more effective agents of change in the counselling sessions as well as everyday lives. To do this, they must accept the principle that clients know themselves better, believe in the clients' ability to manage their lives more effectively, refrain from "rescuing" the client and must help the clients see counselling sessions as work sessions.

Counsellors should demonstrate confidentiality; the practice of expressing the counsellors' respect for the client. The school counselor should have the skill to protect the clients' information and not to disclose anything without their consent. School counsellors should demonstrate the effectiveness of the school counselling program in measurable terms; they analyze school program data to determine how the school counselling programme impacts of students' achievement, attendance and behavior.

## **2.5 An Understanding of Psycho-social Challenges Facing Students in Schools**

Students in day secondary schools may face a number of psycho-social challenges in school and at home. These challenges may have an influence on their interaction with others, school performance and their overall stability at school. Therefore an understanding of these challenges is critical to the study.

### **2.5.1 Influence of Perception on the Students' Learning Process**

Perception is the tendency to make judgment and respond positively or negatively towards a given situation. Mayberry (1992) observes that perceptions are related to students' beliefs, perspectives and opinions based on earlier experiences. Perceptions can alter every aspect of a person's life including the students learning. Perceptions determine students' ability and willingness to seek counselling and learn. It also affects interests. Students with a positive perception are likely to be more motivated to manage and develop requisite skills to become effective learners. Those students who feel anxious about their ability to cope with learning situations may avoid them and thus lose important career and life opportunities. If a student



feels alienated and disengaged from the learning contexts in school, his/her potentials to master fundamental skills, concepts and develop effective learning skills, is likely to be reduced. School performance is a function of ability and perception (Morley, 2012). Students who come into school with favourable perception are more likely to achieve high learning gains (Ginsborg & Gal, 1994). Students' perception towards a course play a large part in determining how well they will succeed, those who believe they will not, won't regardless of the quality of the teacher or their academic abilities. Similarly, if students don't value the learning process, they won't treat their school work as a priority and when they start to struggle because of this, they will quickly give up.

Pointing out on the role of perception on learning, Morse and Justras (2008) observe that students' impression is significantly related to achievement. Students who have the impression that nothing they do will alter the results of their learning process or who attribute success to good luck and failure to bad luck or who see the pedagogy and didactic practice of the teacher as the sole determinant of success or failure will make little effort to contribute to their own learning. Likewise, parental perceptions towards their children can either boost or limit their opportunities to advance through higher education. Kwesiga, (2002) notes that parental perception impacts influences choice of school and the desire for higher education by their children. Parents with positive perception towards schooling will support their children to obtain better education regardless of the cost. This has been emphasised by (Were, 1986, O'Brien 1998 & Bassey, 1999).

In Malawi for example, Scharf (2001) pointed out that parents saw education as consumption rather than investment and this had a negative influence on their preference to educate their children. Parental aspirations for the children rise with the financial status of the family, as parents earn more; their aspirations for their children also rise. Kwesiga, (2002) in her study of rural Uganda observed that top professionals, business people, rich farmers and top civil servants were able to send their children to top schools however costly. O'Brien (1998) adds that most poor parents may often be unable to educate their children even those enrolled in day secondary schools where tuition is free because of the negative perceptions formed about day secondary schools.

According to Morley (2012), teachers can change students perceptions towards learning by discussing the relationships between perceptions and success, setting clear classroom rules,

acting appropriately and consistently when rules are broken, explaining the reasoning behind each classroom activity and acting with integrity. Mayberry (1992) further observe that the quality of the physical environments should be improved; that physical settings evoke complex human responses in the form of feelings, values, expectancies and desires. The quality of physical environments is related to non-cognitive outcomes such as better perceptions which may relate to higher learning outcomes. Human nature makes people feel better about themselves when their surroundings are pleasant, serene and attractive (Mayberry, 1992, Morse & Justas, 2008 & Morley, 2012).

Ayers and Murray (2000) further observe that teacher-counsellors' perception towards their schools significantly contribute to the personality development of students in the school. Teachers, who ignore the schools' administration and are provocative, create a bad relationship between them and their students. Teacher-counsellors' high expectations from their students especially those in day schools and constant reminders of students' inabilities build up furious resentment on the part of the students leading to temper tantrums; stress and anxiety - psycho-social problems that affect secondary school students. The teacher-counsellors' negative attitudes affect the perception of his students and the school. Teachers who love their schools and speak well of the students end up boosting their students' motivation and cultivate a sense of positive perception towards the school and themselves.

Solomon (1997) in his study of teacher practices associated with students sense of classroom in America found out that 30% of the students in secondary schools reported that their teachers were not interested in solving their problems. This lack of teacher interest translated into lack of teacher action and subsequent lack of school norms. Whereas this may affect a school system it may not be so in organised schools. Students in communally organised schools have greater sense of belonging, greater commitment to school and greater internalisation of school norms. In these schools, students and teachers exhibit greater bonding and sense of commitment in their classroom practices (Kamenju, et.al, 2003).

Low self-esteem and a negative perception among some day secondary schools are as a result of the increasing demands placed on the young people by the society (Kweyu, 2009). The schools expect students to perform well regardless of the inadequacy of teaching facilities and the lack of teachers. Demand for academic excellence is too high and the consequence of this is that the students in day secondary schools are left with the feeling of inadequacy and depression; a cause of low self-esteem.

Some students become withdrawn, irritable and develop extreme hatred for the person they think is responsible for their conditions. This problem is aggravated more when the values of school conflict with those of the home. The result is psycho-social challenges such as frustration, aggression, low self-esteem and poor self-image (Mungai, 2003). In day secondary schools students may experience so many challenges such as lack of food, poor accommodation at home and inadequate school facilities, anxiety caused by fear of failing in examinations, school fees problems and inadequate spiritual and moral support. The students because of this, lack daily living skills such as good grooming and time management skills and poor interpersonal relationship; factors that affect self-image of the students and subsequent poor performance (Ingule, et.al, 1996)

Goodwin (2000) in his study on how to raise achievement level of low performing students observes that teachers are less attracted by schools which offer little reinforcement for education, and lack adequate human and physical resource such as textbooks, parental support and conducive learning environments. These are challenges prevalent in most day secondary schools. School environments play a key role in nurturing students' physically, emotionally and socially. Students who are nurtured with a healthy variety of experiences to draw on and a strong support system appreciate themselves and their schools.

He further observes that the school environments should serve as a haven for the delivery of services to students. In day secondary school, students lack this wealth of experiences due to low socio-economic backgrounds, negative perception and unsupportive school environments (Wango, 2006). The schools especially in rural areas also lack the facilities to promote a holistic personality. Teachers and students contact is minimal as students break for homes at 4.00 p.m. to return to school at 8.00 a.m. the following day (Wamacho, 2003).

Scharf (2007) in his study of safe and affordable secondary education for Girls, in Malawi, observes that the school environments should be relatively stable in terms of teaching force, learning and teaching materials, firm school rules and regulations, and administrative systems. This may not be the case in day secondary schools where teacher attrition rate is up to 30% per annum (Jakero & Ayodo 2009). Kauffman (1989) in his study of characteristic disorders of children observed that in schools where policies are not strong, the children lack direction and stability; a recipe for anti-social characteristics such as delinquency, teenage pregnancy, poor academic performance, truancy and frequent student violence.

### **2.5.2 Socio-economic Challenges and its Influence on the Students' Stability at School**

Kauffman (1989) observes that the neighbourhoods in which schools are located influence the behaviour characteristics of learners especially among day secondary school students. Urban slums, for example, lack social support such as good housing facilities, clean water and an environment which is conducive for reading. The neighbourhood is noisy, overcrowded, suffer frequent conflict, alcohol and substance abuse, crime rate is high and social promiscuity and burglary is common. Students from schools established close to such a neighbourhood become easy targets for all sorts of crime and especially students in day secondary schools who operate to and from such neighbourhood every day (Kelly, 2000).

Banister (2004) observes that 52% of urban slum dwellers live in stressful conditions and worse still put in ordinate long working hours to fend for their children. They are often absent from home and thus their children lack the parental closeness which negatively influence them. Students who come from such homes end up taking parental responsibilities such as cooking, washing the house, washing clothes, preparing the young for school and therefore find no time to complete their assignments or do personal studies; this is a recipe for poor performance (Coles, 1998). A study by Howe (2005) on child abuse and neglect in slums found that 37% of slum children who suffer parental neglect manifested psycho-social behavioural problems such as aggressiveness, withdrawal and showed decreased performance on complex tasks.

According to Ezewu (1986) the rapid transformation witnessed in today's society and the weak institution of marriage has influenced the schooling of most children. The family ties that held the traditional society together has disintegrated and the level of respect for each other has declined. Kwesiga (2002) for example in her study of rural Uganda observe that children especially girls were expected to get married after completing secondary education, something that could affect their academic performance. The parental perception on the cost of education coupled with low socio-economic background impact negatively on the educational aspirations of the girl-child especially in rural day secondary schools. Kwesiga (2002) further observe that early marriage among girls was strongly related to high dropout rates in secondary schools, and these are psycho-social challenges that guidance and counselling services in schools must address in order to help students realize their lifelong goals. Boyden (1993) observes that in U.K 35% of all households are headed by a single

parent as a result of high rates of separation, divorce, migration, death and those who have chosen to be alone. Life is difficult for single parents, particularly single unemployed mothers not because of prejudice and social stigma but also due to the physical and emotional fatigue of raising children alone and trying to be the main source of affection and authority. According to Boyden (1993) children from such homes manifest aggression, irritability and revenge perceptions as a way of compensating for the absent parental love. Dabson (1997) argues that when such children find themselves in day secondary schools with social and economic responsibilities weighing down on them, their academic performance will be severely affected thus others turn to drugs, truancy and finally become dropouts.

Olweus (1993) in his study on the influence of family violence on bullying characteristics among adolescents found out that students who witness domestic violence at home or even at their neighbourhood exhibit emotional and cognitive problems at later life. They become psycho-socially disturbed at school and manifest violent behaviour and characteristics (Sadker & Sadker 1994). These students especially the boys become violent or bully other peers at school. The study further found that authoritarian parenting with high use of controlling and punitive discipline with rigid household standards and rules is responsible for the bullying behaviour of students from such backgrounds in school. The girls from these backgrounds suffer from self-pity and show signs of depression at school and become withdrawn while the boys become aggressive towards others. The students in day secondary schools often witness domestic violence such as seeing a care giver being physically abused at home, hearing the violence from the neighbourhood and being told negative things about it and even seeing the aftermath of a violent incident or even being used as a human shield by a caregiver (Jeremy, 2001).

Banister (2004) observes that abused mothers may become irritable, exhausted, depressed and may find it difficult to exercise control and authority over their children. They become pre-occupied with safety for themselves and their children and other aspects of parenting are given less attention. Children from such background especially those in day secondary schools will find difficulty in concentrating in class, they are withdrawn and insecure, and they rarely finish their assignments and perform poorly in their academic work (Goodwin, 2000).

A study by Odepunon (1989) cited by Kwesiga (2002) showed that in Nigeria, lack of school fees was cited by 80% of respondents as the cause of school dropouts among secondary school students. Even where there is official universal free secondary education additional costs such as uniforms, books and transport still constitute a financial barrier to the poor parents. Kwesiga (2002) further observes that academic and professional aspirations of children are positively related to the socio-economic status of their parents. Children especially those from low socio-economic background end up in day secondary schools because their parents cannot afford to take them to boarding schools. The day schools they find themselves in, lack teachers, adequate learning facilities, libraries, text books and other academic supportive materials (Jakero & Ayodo, 2009).

Commenting on influence of poverty on students' self-esteem, Horwath (2007) argues that poverty can isolate children from their peers especially children at adolescent stage who place a lot of emphasis on self-image and peer approval. Children who lack neat clothing, shoes, socks and other personal effects are vulnerable to bullying and ridicule and may be ashamed of their homes and fear to identify with their parents. The consequence of this is low self-esteem and eventual poor academic performance.

### **2.5.3 Effects of Inter-community Conflicts on Students' Stability in Secondary Schools**

Insecurity among pastoralists and constant violent conflicts is a global psycho-social challenge. However, the North Rift region of Kenya is a case in point of a region that suffers developmental and educational neglect, violence from cattle rustling, conflict over pasture and inter-tribal conflicts. The area also suffers from pastoralist poverty with other arid lands such as Wajir, Mandera, Moyale and Samburu (Were, 1986). The proliferation of small arms is in the increase in this area. In parts of Marakwet, Turkana and Kerio valley, East and West Pokot, new models of small arms are sold in the markets, the loss of old guns due to disarmament by the government has led to forced "upgrades"; the demand for newer ones and creating refresher market for dealers en-route as far as DRC. The Armed Kenya Police Reserves who are civilians and who are unsupervised or paid for their work has worsened the situation. They have been turned into private militia for get rich quick businessmen (Pkalya et.al 2012). A study by Eaton (2008) reveal that among other effects, cattle raiding leads to livestock loss, loss of investments, loss of human lives and transfer of population on a frequent basis. Such frequent forced migration will not allow people to engage in meaningful means of production (Pkalya, 2012) something that will adversely affect school programmes

and become a source of food insecurity. A population with these challenges will hardly support their children in payment of school fees because the source of livelihood will be affected (Kimenju, 2003).

In the North Rift region of Kenya, violent conflict is associated with resource competition, cattle rustling, widespread availability of small arms and currently political power struggle (Pkalya, et.al, 2012). The patterns of conflict in the North Rift are complex and mutually reinforcing. Some conflicts such as raiding and cattle rustling have a long history and to some extent have become an aspect of traditional pastoralists' culture. However, currently the conflicts are becoming increasingly destructive and less manageable. The proliferation of illicit small arms intensified market-oriented cattle rustling practice and diminishing role of traditional governance systems have been blamed for the violence. The problem of competition over pasture, control and access to natural resources such as water and pasture, conflicts over land boundaries, political incitements, increasing level of poverty and ethnocentricism are emerging phenomenon which have made the problem of insecurity more complex in the North Rift region of Kenya.

In Baringo North sub-county for example, insecurity has affected educational standards. Schools failed to re-open in Bartabwa division for the 2<sup>nd</sup> term of 2012 over insecurity. Over 3500 parents and school going children fled the area due to insecurity problems (Kipsang, 2012). Teachers in these cattle rustling prone areas have also been affected and are no longer discharging their duties efficiently as they fear for their lives. In Marigat Sub-county, learning was paralyzed in six schools when raiders struck Arabal location and made away with 10,000 animals. In October, 17<sup>th</sup> 2012 more than 3000 people fled their homes in Kapindasum, Ramacha, Kashiela and Loromaru. Arabal day secondary school was closed and a 17 year student was seriously injured by the raiders (Kipsang, 2012). In this division and other areas of East Pokot, Lower Marakwet, Samburu and Turkana sub-countys, violent conflicts has led to lose of human life, displacement of communities, disruption of socio-economic activities, increased hatred among communities and high levels of poverty (Kipsang 2012).

In Marakwet and West Pokot counties, the gun culture has impacted negatively on the education standards of students and pupils. Schools have been abandoned due to insecurity and the teachers have deserted the region. This has seen the education standards drop.

Kimenju et.al (2003) notes that resources along the Kerio Valley have been channeled to security-related matters and parents opt to buy guns for protection than take a child to school. The increasing violent cattle rustling and conflicts over pasture and water has led to the closure of most humanitarian organizations such as World Vision, Red Cross and Catholic Peace and Justice Commission (CPJC), organizations that helped the students in schools.

The race for guns for protection and guns for wealth has led to new gun markets. Cattle rustling have gone commercial and it has seen most students drop out of school to engage in the get rich quickly business, most of whom are driven by the success stories of their peers (Weiss, 2008). Some elders bless the raids because they know they will get dividends, education is no longer a priority, especially in the face of poverty and demand for higher bride price. To get a wife, one needs 50 cows, 200 goats and 10 camels. Rituals and praise songs for young men who have successfully raided are so glamorous that it forces those in schools to drop out and engage in the same act. UNHRC report (2001), points out that the cycle of violence has been taken up by young warriors who are so armed that their parents can no longer control them. A focus group discussion with a SESAT project coordinator conducted in West Pokot indicate that 96percent of girls have been circumcised most of whom are school going children and that every circumcision period is linked with violent raids because the young men have to be ready to marry the new initiated brides. The high bride price, lack of pasture and water for livestock have been cited as a cause for the violent conflict around Koloa, Tot, Lokori and parts of lower Kerio Valley. This violence has seen several students leave school and schools closed for good (Kipsang, 2012).

Jan Peters (2012) in his study of raiding motives among pastoral communities observes that conflict related to livestock raiding is not a new occurrence in many pastoral societies. Traditionally, the practice was done basically for restocking of herds, especially after periods of drought or outbreak of diseases. However, in the recent years, livestock raiding has become more frequent, more violent and even destructive. A study on the motives of cattle raiding among the Pokots and Turkana of Kenya, Kaimba et al (2011), pointed out other motives; the desire to increase wealth, boundaries, political popularity and payment of dowry. It is also a symbol of prestige and security against drought and calamities. Raiding animals provided a regular source of food in terms of milk, meat and blood for households. It was used as compensation for the injured parties during raids and a source of pastoral capital and a cash income to buy cereals, education, health care and other services (Behnke, 2008).



Mkutu (2010) observes that currently cattle raiding have taken a different dimension. The proliferation of modern small arms has made raids a commercial venture. Wealthy businessmen and politicians have entered the business of raiding for various reasons; the politicians support the practice to gain political mileage and increase their social status as one is considered a 'traitor' if not part of the practice. Wealthy businessmen join the trade for quick profits. An emerging issue in all these is the fight for perceived territorial rights. The communities seek to expand grazing lands and gain more access to water points and pasture resources beyond their localities (Eaten, 2008). The effect of this culture of raiding range from loss of livestock, loss of human lives, food insecurity, closure of schools and closure of markets which becomes an obstacle to other forms of investments.

Kaimba, (2011) observe that cattle rustling has taken a new dimension from the traditional approach. It is no longer organized raids and has become very violent where indiscriminate killing of people, abduction and raping of women is involved. The new motives range from political reasons, expansionised ideology to commercialization. This has been made worse by the availability of cheap small arms sold in the open markets (Pkalya, 2012). In support of this thought, Eaten (2008) also cites expansion of territories and quick profits from unscrupulous businessmen as the new trend in the cattle rustling experience. Raiding is seen as a political tool, where those leaders who sponsor the raids through purchase of small arms to the raiders are more popular and easily gain political mileage. In an effort to engender themselves to the communities, wealthy businessmen have also joined the trade (Mkutu, 2010). Raiding is now used for economic as well as political reasons not as a fulfillment of cultural rights as was in the olden days.

Kaimba (2011) notes that inter- community conflicts and raids have affected community relations; it has led to abduction of women, rape and even forced migrations. The indirect impact is that raids create a strong and omnipresent perception of insecurity which results in ineffective resource utilization, reduced morbidity and forced migrations. These factors combine to undermine the implementation of effective counseling services in the region.

## **2.6 Challenges Facing Provision of Guidance and Counselling Services in Secondary**

### **Schools**

In this sub-section, the literature is developed on the challenges that face the guidance and counselling departments in secondary schools which impedes service delivery to the students. This section examines the influence of teacher- counsellors training on guidance and counselling programme, parental negligence, student and teacher-counsellors' perception and the counsellors' workload. Wango (2006) observe that in many schools teacher- counsellors still lack the necessary skills and professional training necessary for efficient and effective counselling process. The teacher- counsellors who lack the pedagogical counselling techniques are ill-equipped to address the psycho-social challenges facing students in secondary schools.

According to Session Paper No. 1 (2005) teacher- counsellors especially in rural secondary schools lack the necessary training to handle teenage challenges such as peer pressure, truancy, identity crisis, crowding in schools, violence, grief, drugs and substance abuse and even suicidal tendencies. Those trained are few and overburdened by teaching workload, hence ineffective in offering counselling services to students. The Ministry of Education Science and Technology (MOEST) has started training courses for secondary school counsellors. However, the programme has not had significant impact in most schools because the training period hardly goes beyond one week which is insufficient to impart the necessary skills and knowledge (KESSP, 2005 - 2010). Baron and Grazinno (1991) observe that the severity of psycho-social challenges that day school students face is related to the amount of earlier exposure to negative experiences and the psycho-social importance of those experiences to the child. Neglect at the family level contributes significantly to emotional trauma and instability of the child at home and school. According to Rana, (2000) when individuals are prevented from achieving the desired life goals, different forms of emotional stress can occur which may include withdrawal when the contact is below desired levels and crowding when the contact exceeds desired levels.

The negative perception of guidance and counselling programme in schools among students is a big impediment in their quest to seek counselling services on the psycho-social challenges facing them (Baron & Grazzino, 1991). According to Goodwin (2000), students who seek the counsellors' help are viewed as having multiple problems, are weak and have behaviour disorders. The problem of high levels of absenteeism, truancy, academic failure

and high dropout rates is common in schools where guidance and counselling services has not been fully appreciated; such schools are characterized by students who are withdrawn, who lack concentration, lack self-esteem, lack self-confidence and suffer anxiety and irritability disorders (Wamacho, 2003). According to Ayers and Murray (2000) secondary school students' perception of the guidance and counselling programmes is a crucial determiner of their willingness to seek counselling services. Students who appreciate the role of guidance and counselling will find time to make consultations with school counsellors and they will find help on the social and psycho-social challenges facing them. This is significantly related to improved academic performance.

Kwesiga (2002) in her study of rural Northern Uganda notes that teachers in charge of guidance and counselling in secondary schools are burdened with heavy teaching loads in addition to providing counselling services. The counsellors work load in class does not give room for effective counselling services to the students. In Kenya, the Davy Koech Task Force report (1996) pointed out that teacher-counsellors in secondary schools were overburdened with teaching responsibilities and recommended that they be relieved of the heavy teaching work load as they cannot provide effective services to the students. He further notes that in some schools, teachers have more than twenty eight (28) lessons per week in addition to being expected to provide counselling services. In such a scenario social guidance such as providing information to students' on career choices, use of leisure time, study skills, interpersonal relationships, problems of adolescents and personal health will not be adequately addressed (KESSP, 2005 - 2010).

## **2.7 Effectiveness of Guidance and Counselling Services in Addressing Psycho-social Challenges Facing Students in Secondary Schools**

A guidance and Counselling service in a secondary school is aimed at addressing students' psycho-social challenges. Guidance and counselling programme also exists to address career needs of the students and thus aid in setting meaningful educational goals of each student based on the students' abilities and understanding of themselves. If this is done the students are helped to achieve their goals within a reasonable limit hence boosting their self-esteem and confidence (Mutie & Ndambuki, 1999). Further, through guidance and counselling, teachers mostly in boarding schools get to identify and understand the students' abilities, interests; values and personalities so as to enable them reach the students and help them adjust to the social environments within and outside the school.

Ezewu (1986) observes that guidance and counselling services in schools need to be focussed on helping students develop necessary life skills such as problem-solving skills, critical thinking skills, decision-making skills, assertiveness and self-awareness skills hence helping the students cope with psychosocial challenges such as academic stress, peer pressure, family problems, low-self-esteem, self-pity and drug and substance abuse. Guidance and counselling services should help students in believing in themselves and in others and when an environment of trust and understanding is created in schools, cases of violence, truancy, molestation of other students, incidences of theft may be reduced and a healthy academic climate is created (Mungai & Wango, 2007).

Another crucial role of guidance and counselling department is to identify students who require referrals for specialized services, for example those suffering psycho-social stress, anxiety, low self-esteem, poor academic performance, those that are grieved, have family and social challenges and those that have fees problems in schools. Once identified, the needs of these students will be addressed hence helping them adjust easily to school life (Kabiru & Njenga, 2007).

In his study on counselling among boarding school students, Bassey (1996) observes that guidance and counselling services should be geared towards curbing social challenges such as truancy, absenteeism, challenges of parental styles, effect of domestic violence and the influence of mass media and hostile social neighbourhood. In schools with strong guidance and counselling services in place, challenges of adolescent growth, teenage pregnancy, unconventional sexual behaviour, poor academic performance and negative self-image will be adequately addressed. Guidance and counselling also provides knowledge to students on boy-girl relationship, dealing with negative perceptions towards schools, study habits, time management and interpersonal relationship; these are issues once addressed will help students particularly those in secondary schools adjust comfortably to school set up and get the best out of their schools (Sanders & Phye, 2004). This may not be the case in day secondary schools, where such services are inadequate. Oketch and Ngumba, (1991) point out that in order to address students challenges unique to day secondary schools such as poor performance, negative perception towards school, cases of indiscipline and mal-adjusted behaviour, guidance and counselling office should liaise with school administration to identify students that need social support, emotional and even financial help.

An effective guidance and counselling department should act as a link with the parents, B.O.M / SMC's, support staff, head teachers, deputy head teachers, teachers, prefects, peer counsellors and students in providing information on the students' academic and behaviour needs. This may help reduce cases of indiscipline among students and enhance students' academic achievement. When the department becomes effective, the students overall psycho-social well-being is improved. This inter-relationship between the players in effective guidance and counselling programme is shown in figure 1.

This inter-relationship is shown in figure 1.

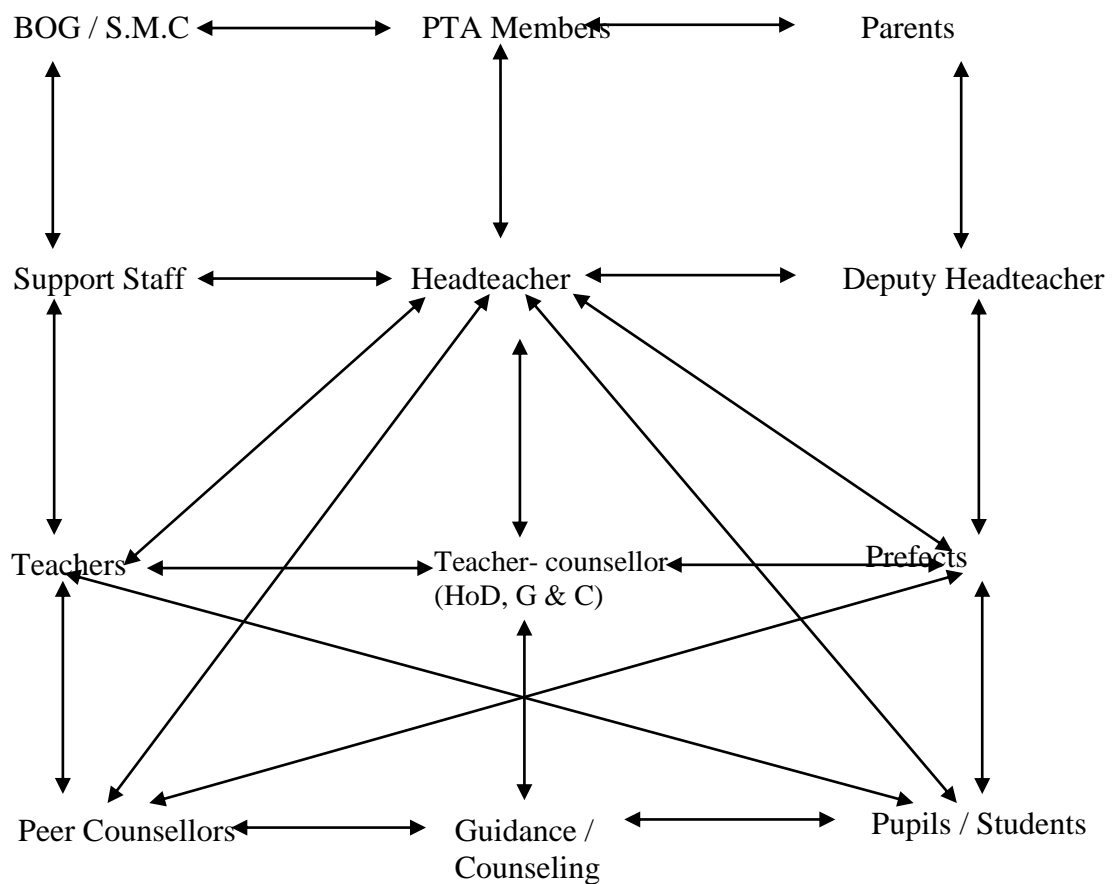


Figure 1: Organization of Guidance and Counselling Programmes in Schools

Source: Adapted from (Mungai & Wango, 2007).

Figure 1 depicts the relationship between the various people involved in the school guidance and counselling programmes. The relationship is that of mutual agreement and consultation rather than misunderstanding. Each of the above persons compliments and supplements each

other. This relationship can be enhanced through proper channels of communication and the final beneficiary should be the students for whom the programme is designed.

In secondary schools including day schools, guidance and counselling departments is charged with the responsibility of organizing for career days where students are provided with knowledge on career choices, appropriate courses and occupations available thereafter. The department is further expected to disseminate career publications and other forms of information dissemination useful to students and place it on school notice boards. This is done with the knowledge that secondary school students may have little understanding about careers when they come to school and the realization that lack of communication, career awareness, lack of encouragement and motivation constitutes deprivation (Tartar, 2009).

## **2.8 Theoretical Framework**

This study was based on two theories; Psycho-Social Theory and Cultural Ethno-centricism Theory.

### **2.8.1 Psycho-Social Theory**

The proponent of this theory is Erik Erikson (1963). The theory's basic principle is that humans develop in eight psycho-social stages rather than psycho-sexual stages put forward by Freud. The stages that humans undergo consist of unique developmental tasks that confront the individual with developmental crises that must be resolved. If these crises are solved successfully, then human development is healthy. At each stage of development, the individual acquires perceptions and skills that ultimately affect his/her world view. Each stage is a tug of war that determines the subsequent balance between opposing polarities in personality (Erikson, 1963). The strength of this theory is that it accounts for both continuity and transition in human development and draws connections between early childhood experiences and adult development (Wayne, 2004). These experiences influences the way individuals socialize and perceive the world in their later life. The theory informs this study in that it shows how new challenges in social relations stimulate personality development throughout life and how it affects individual perception of those realities and life challenges.

The teacher-counsellors need to understand that students' perception is related to their earlier experiences. They need also to appreciate the differences in students' developmental process.

The theory further expounds on the role of counselling services in addressing students' crisis. The students' crises are developmental and when appropriate intervention is provided, then students are likely to be free from stress and anxiety; issues that affect their psycho-social wellbeing. Thomas, (2000) argue that one weakness of this theory is that it has depended heavily on illustrative case studies which are open to varied interpretations. It also presents individual development as smooth and perfectly linear which may not be the case as personality development is a continuous process.

Based on the developmental principles of this theory, there is need for the school environments especially in day secondary schools to meet the students' physical and psycho-social needs; the teachers should avoid student criticism because criticism leads to doubt, resentment and self-pity which undermines the students' ego and affects their desire to seek counselling services. Students' psycho-social problems must be worked out immediately for if not done, the students will lean on others or may develop a reckless approach to life as defense- mechanism to conceal their lack of inner locus of control. This lack of inner locus of control could be responsible for students' failure to seek counselling services. The guidance, friendship and genuine concern of the teacher-counsellors is very critical in helping the learners go through this unusually stressful period. Teachers-counsellors should therefore be good models for the learners to emulate. There is need to offer quality counselling service to students that will make them emerge healthy, mature and integrated in their personality.

### **2.8.2 Cultural Ethno-centricism Theory**

The cultural ethno-centricism model centres on two theories which have a strong link with the study problem. These are structuralism theory and ethno-centricism theory of culture. Structuralism originated in 1900s. The proponent of this theory Strauss, (1980), argues that specific domain of culture may be understood by means of cultural structures which are attached to meaning produced and reproduced through various practices, phenomena's and activities that serve as systems of signification. This may include religious rituals, serving rituals, food preparation rituals, songs and other forms of entertainment. These systems of signification affect the individual perception of others and their ability to interact with them. This approach also reinforces cultural determinism; the position that ideas, meanings, beliefs and values learned by the society determines human nature and their perception and understanding of the world around them and that people are what they learn from the environments. Strauss (1980) notes that there are no limits on the abilities of human beings to

do whatever they want. This theory informs this study in that humans can choose their way of life depending on their perception of the reality within their environment. The desire to seek guidance and counselling services by the students is therefore a function of their perception on the value attached to the discipline. A negative perception reduces students' ability to seek guidance and counselling services

Ethno-centricism theory on the other hand is also used to explain cultural prejudices in the society. The theory rests in the peoples' belief that one's culture is more important than the other. The ethno-centricism ideology is hinged on judging other groups on the basis of their ethnic culture and that the ethnic differences are used to define identity. This creates separatists ideology and becomes a basis of cultural aggression on other communities which is a recipe of conflicts. This ideology of judging others based on one's ethnic background may affect the counselling practice especially in a multi-cultural environment. This theory informs this study in that the teacher-counsellors perception of the school environment is a critical determiner of their ability to offer effective counselling service to students.

North Rift region has suffered a number of cultural related conflicts which stems from the belief that one ethnic group (the aggressor) is superior than the other group (the aggressed) and this ideology for a long time has formed the basis for various psychosocial problems such as inter-community conflict, conflict over water and pasture, poor academic performances and anxiety challenges. Rituals both religious and serving have been used to bless raids. Songs are used to praise those who have successfully raided other ethnic communities. These structures have continued to perpetuate the culture of conflicts. The cultural aggression ideology has been the basis of inter-community conflicts in the North Rift region which has led to several students dropping out of school. These conflicts have also led to the closure of schools for fear of insecurity which consequently has resulted in students' poor academic performance. Several families have been displaced as a result of conflicts and this has been a source of anxiety and stress among day school students (Kimenju, 2003).

## **2.9 Conceptual Framework**

The conceptual framework is based on the following theories; psycho-social theory and cultural ethno-centricism theory. It is also based on the effectiveness of guidance and counselling services in addressing psycho-social challenges facing students in day secondary schools. The independent variable is the guidance and counselling services and the dependent



variables is psycho-social well-being of students. The extraneous variables include students' IQ levels, government policy, culture, age and gender of respondents.

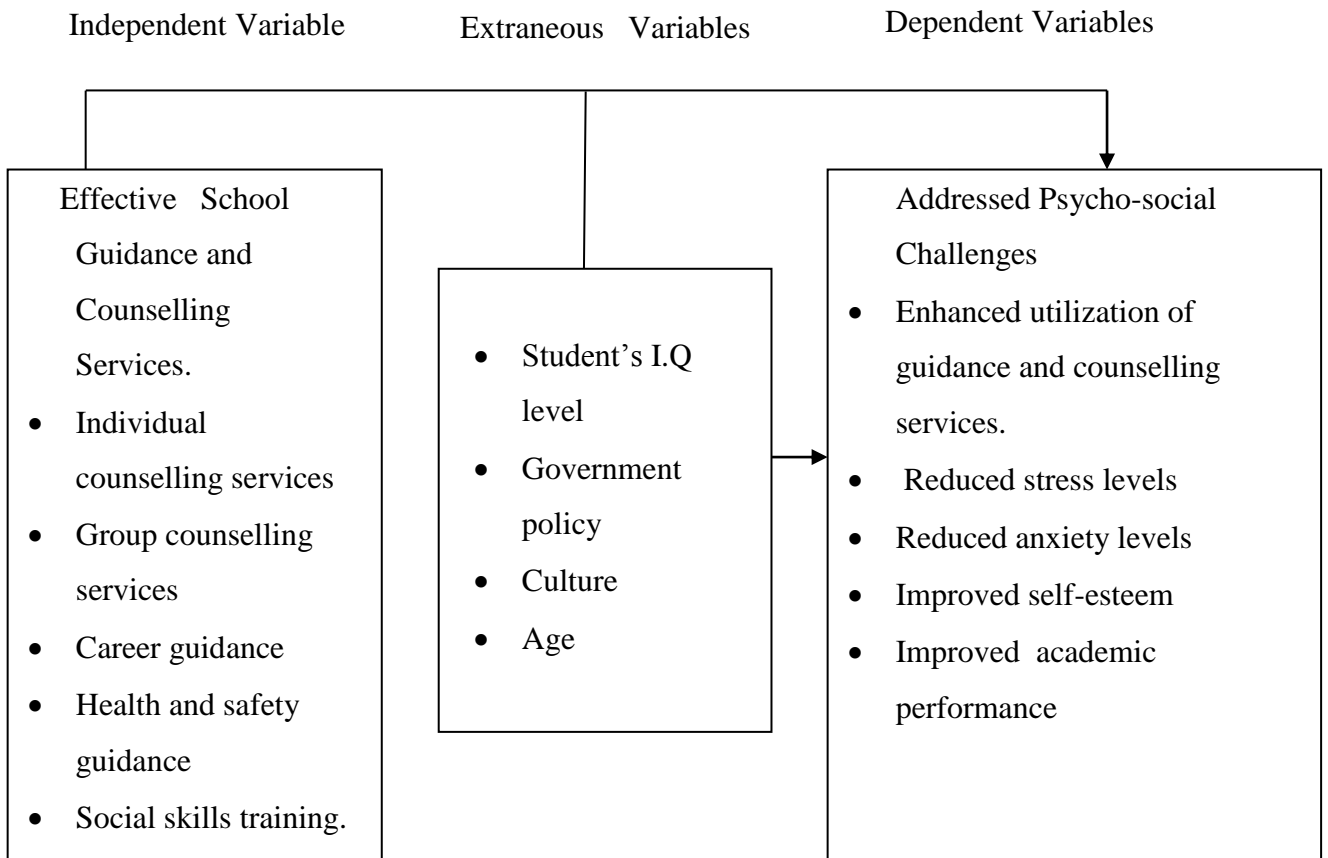


Figure 2: A Model Showing the Interaction between Guidance and Counselling Services and how it addresses Psycho-social Challenges in Day Secondary School.

In the conceptual framework, the independent variable is guidance and counselling services and the dependent variable is addressed psycho-social challenges in day secondary schools. When guidance and counselling services are effective, it addresses psycho-social challenges and therefore its impact in improving psycho-social well-being of teacher- counsellors' and students will be felt which may include; enhanced utilization of guidance and counselling services, reduced stress, reduced anxiety levels among students, improved students' self-esteem and improved academic performance; these are issues that have a significant impact on teacher-counsellors and students' psycho-social stability and wellbeing in school.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter deals with the procedures that were followed in conducting the study. This included the description of the research design, location of the study, the study population, the sample and sampling procedures, instrumentation, data collection methods and procedures, validity and reliability of instruments and finally data analysis procedures.

#### **3.2 Research Design**

The study utilized the descriptive survey design. Mason (2011) asserts that the purpose of survey is to explore and describe the characteristics of a population. Survey design also collects its data generally at one point in time and has more breadth and larger samples. In a survey design, questionnaires, interviews and focus group discussions are used to determine the opinions, preferences and perceptions of groups of people of interest to the researcher over a given variable (Cohen, Manion and Morrison 2008). The study was concerned with getting in depth information of the teacher-counsellor and student perceptions on the effectiveness of guidance and counselling services in addressing psycho-social challenges facing students in day secondary schools. The study utilized questionnaires and focus group discussion. The design was therefore appropriate for the study because it enabled the researcher to examine in depth data on the teacher-counsellor and student perceptions of the effectiveness of guidance and counselling services in addressing psycho-social challenges facing students in day secondary schools.

#### **3.3 Location of the Study**

The study was carried out in Baringo and Elgeiyo/ Marakwet counties. Baringo County has six sub-counties namely; Baringo North, East Pokot,(Tiaty), Baringo South, Central, Mogotio and Eldama Ravine. Baringo County has an area of 1,970.00 sq. Kms and a household of 110,649. It is about 260 km West of Nairobi. In Elgeiyo/ Marakwet County the sub-counties are Elgeiyo North and South, Marakwet East and West. The climate in these areas is partially arid and semi-arid especially in the lower regions. The temperatures range between 25° C to 35° C and rainfall is between 600mm in the lower regions and 1000mm to 1500mm in the Highlands. The inhabitants come from the sub-tribes of the larger Kalenjin community and are pastoralists, small scale farmers and bee- keepers (KIRA, 2014).

### 3.4 Population of the Study

The target population of this study was 6190 Form three students from all day secondary schools in the North Rift region of Kenya. The study also targeted 115 teacher-counsellors. This gave a total of 6,305 respondents. The accessible population was 1200 Form three students and 60 teacher-counsellors from Baringo and Elgeiyo/ Marakwet County, giving a total 1260 respondents.

Table 1

Accessible Population, Number of Schools and the Sub-counties.

County / Sub-counties	No. of Day Schools (N )	Students' Population(N)		Teacher- counsellors Population (N)		Total
		Male	Female	Male	Female	
<b>Elgeyo-Marakwet</b>						
<b>County</b>						
Marakwet	09	90	162	04	06	262
Elgeiyo	10	110	202	04	07	323
<b>Baringo County</b>						
Baringo	30	150	270	13	16	449
East Pokot (Tiaty)	09	90	126	03	07	226
<b>Total</b>	<b>58</b>	<b>440</b>	<b>760</b>	<b>24</b>	<b>36</b>	<b>1260</b>

Source: Director of Education Baringo, Elgeyo- Marakwet County Offices (2014).

The study targeted form three students because they have been in school long enough to understand the psycho-social challenges facing students in schools. They are also more aware of guidance and counselling services and could have probably sought assistance on various social, Personal or academic challenges. Therefore, they were better placed to understand the effectiveness of guidance and counselling services in the school. This makes

them suitable respondents for the study. The study was undertaken in September thus the form four students were not include because they were preparing for their final examinations.

### 3.5 Sampling Procedure and Sample Size

Simple random sampling was used to select eighteen schools for this study. Six day schools from Elgeiyo/ Marakwet County and twelve day schools from Baringo County were randomly sampled. Stratified sampling was used to select ten boys and ten girls in Form three from each of the eighteen sampled school, giving a total of 360 students. The number twenty was considered sufficient enough for a survey where the minimum sample size for each minor sub-group is between 20-50 respondents (Kathuri & Pals, 1993). The researcher also purposely sampled out one teacher-counsellor from each of the randomly sampled school. This gave a sample of 18 teacher-counsellors. In effect a total of 378 respondents were selected for this study.

Table 2

Sample Respondents per School and County

County / Sub-counties	School Sample Size (n)	Sample Student(s) (n)		Teacher-counsellors Sample (n)		Total
		Male	Female	Male	Female	
<b>Elgeyo-Marakwet County</b>						
Marakwet	03	27	49	01	02	79
Elgeiyo	03	33	60	01	02	96
<b>Baringo County</b>						
Baringo	09	45	81	03	06	135
East Pokot (Tiaty)	03	27	38	01	02	68
<b>Total</b>	<b>18</b>	<b>132</b>	<b>228</b>	<b>06</b>	<b>12</b>	<b>378</b>

Source: Director of Education Baringo, Elgeyo-Marakwet Offices (2014).

### 3.6 Instrumentation

The researcher in this study used triangulation method to collect data. Triangulation method involves the use of two or more instruments to collect data from the respondents (Mason, 2011). The data collection tools were questionnaires that included the Student Questionnaires (Appendix C), Teacher-counsellor Questionnaire, (Appendix D) and teacher-counsellor focus

group discussion schedule (Appendix E). The instruments were designed and developed by examining the research objectives and the literature review.

### **3.6.1 The Student Questionnaire**

The students' questionnaire (Appendix C) had six sections (A to F), this included four (4) items on demographic information, thirty (30) items on the psycho-social challenges facing the students -items on stress, anxiety and self-esteem, ten (10) items on students' perception on the effectiveness of guidance and counselling services in addressing psycho-social challenges facing students, ten(10) items on the activities undertaken by guidance and counselling departments in day secondary schools, ten (10) items on ways through which guidance and counselling services can be improved in day secondary schools and ten(10) items on the possible sources of inter-community conflicts in North Rift region. Likert scale was used to score the items on students' perception on the effectiveness of guidance and counselling service in addressing psycho-social challenges among day school students. Likert scale is used when parametric analysis of data is needed.

### **3.6.2 The Teacher-Counsellor Questionnaire**

The teacher- counsellor questionnaire (Appendix D) had five sections(A to E), this comprised four(4) items on demographic information, ten (10) items on psycho-social challenges facing students in day secondary schools, ten (10) items on challenges handled by teacher-counsellors while offering counselling services to students, ten (10) items on perception of teachers on the effectiveness of guidance and counselling services in addressing students' psycho-social challenges, five(5) items on major issues that guidance and counselling services address in schools and five(5) items on the strategies used to improve guidance and counselling services in day secondary schools to effectively address students' psycho-social challenges.

### **3.6.3 The Teacher- Counsellor Focus Group Discussion Schedule**

Teacher- counsellor focus group discussion schedule (Appendix E) was developed to provide qualitative data on teacher-counsellors' perception on the effectiveness of guidance and counselling services in addressing psycho-social challenges facing day secondary school students in the North Rift region. The focus group discussion schedule also had items on psycho-social challenges facing day secondary school students. It also sought to elicit information on ways used to effectively address these psycho-social issues, the activities that

guidance and counselling departments engaged in to address students' psycho-social challenges, challenges facing teacher-counsellors in the provision of effective guidance and counselling services, and the strategies used to improve guidance and counselling services.

### **3.7 Validity and Reliability of Instruments**

This section presents the validity and reliability of the research instruments that was used for data collection.

#### **3.7.1 Validity of Instruments**

To validate the instruments for this study, the researcher first constructed items on the instruments based on the objectives of the study and the literature review. The researcher sought the advice of other research lecturers. The two instruments (Questionnaires and the focus group discussion schedule) were given to my two supervisors for review on content validity. The content validity was found appropriate for the task under consideration; it captured well the content of the study. Validation of the instrument was done prior to piloting. Piloting of the teacher-counsellor and the student questionnaire was conducted before the actual study.

#### **3.7.2 Reliability of Instruments**

To establish the reliability of the questionnaire, piloting was done on two randomly sampled day secondary schools from two sub-counties which were not included in the actual study, one in Elgeiyo South sub-county and another in Baringo Central sub-County). This was done to help establish the reliability of the questionnaire items, check on the time taken by respondents and assess item difficulty or ambiguity. Forty (40 Form three students and two (2) teacher-counsellors were used during the piloting of the questionnaire. The students in the schools piloted experience similar challenges as those experienced in actual sampled area of study. Piloting serves to check the clarity of the questionnaire items, instructions and layout. It also eliminates ambiguities in wording, checks the time taken to complete the questionnaire and identifies redundant questions and commonly misunderstood items (Murray, 2003). To further establish the reliability of the questionnaire, data from the pilot study was used to compute the reliability. Cronbach's coefficient alpha method was used. Cronbach's coefficient alpha is good in measuring internal consistency of the items and suitable for non-standardized items (Mason 2011). The acceptable threshold was 0.70 which was considered sufficient for internal consistency of the questionnaire items (Kathuri & Pals, 1993). In this study, the reliability coefficient of items in the student questionnaire was 0.775

in effectiveness of guidance and counselling in addressing boy/girl relationship, 0.789 for handling anxiety, 0.775 in addressing stress, and 0.789 in addressing low- self-esteem.

### **3.8 Data Collection Procedure**

The researcher was given a letter of clearance to collect data by Egerton University .The letter was used to apply for a research permit from National Commission for Science, Technology and Innovation (NACOSTI). The Directors of Education in the counties (Elgeyo/Marakwet and Baringo) from which the study was based were notified of the researchers' visit before data collection. Each respondent for each sampled school was given a questionnaire to fill during data collection. The researcher was assisted by two (2) research assistants to distribute the students' questionnaires. The research assistants were those with 'O' level qualification with C (stand) mean grade at K.C.S.E and above. The researcher identified them through the Local chiefs and briefed them on data collection procedures for two (2) days at Kenya school of government, Baringo. The questionnaires were serialised to determine those that would be returned by the respondents.

Eight (8) teacher-counsellors were taken through a focus group discussion by the researcher and notes on their responses were taken and presented as themes. The researcher also verified the themes to ensure objectivity was adhered to and that most responses were captured. The respondents for this study were informed prior on the confidentiality at which the results were to be treated.

### **3.9 Data Analysis**

This study generated both quantitative and qualitative data hence the choice of research questions and focus group schedule in the study. To analyse quantitative data from the instruments, the researcher first coded the data to allow for in-depth analysis. Percentages of each response were also calculated in each individual questionnaire. The t-test statistic was computed to determine if the mean scores of teacher-counsellor and student perceptions on the effectiveness of guidance and counselling services in addressing psycho-social challenges were significantly different for various variables. By so doing, it was possible to find the sum total of weighing of varied perception of the respondents on each instrument. The mean and standard deviation was also calculated. The information was then presented in tabular form to facilitate accurate interpretations.

The qualitative focus group discussion responses of eight (8) teacher- counsellors were recorded through hand written notes and presented as themes. The SPSS programme version 17.0 for windows was used to aid in data analysis of the quantitative data. Independent t -test for quantitative data on the response from teacher-counsellors' questionnaires were calculated to check if there was a significant difference in the two groups of respondents' perception on the effectiveness of guidance and counselling services in addressing students' psycho-social challenges in day secondary schools in the North Rift region. According to Mugenda and Mugenda (1999), t-test is an ideal statistical tool when comparing the means of two or more groups that are more than thirty in numbers.



## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.1 Introduction

This chapter examines results and discussions of the findings of the study. Data was analyzed using both descriptive and inferential statistics. Qualitative data from teacher-counsellor focus group discussion is presented as themes. Qualitative data was generated to supplement quantitative information. All the analysis was done on the basis of the study's research questions. The inferential statistic used was t- test. All the statistics were tested at 0.05 level of significance.

The first objective of the study was to determine the Psycho-social challenges faced by students enrolled in day Secondary Schools in the North Rift region.

The second objective of the study was to establish Teacher –counsellor's perception on the effectiveness of guidance and counselling services in addressing psychosocial challenges facing students in day secondary schools in the North Rift region.

The third objective of the study was to establish the students' perception on the effectiveness of guidance and counselling services in addressing psycho–social challenges facing students enrolled in day secondary school in North Rift region.

The fourth objective was to compare teacher-counsellor and student perceptions on the effectiveness of guidance and counselling in addressing psycho-social challenges facing day secondary school students in the north rift region.

The final objective was to establish the suggested strategies used to improve effectiveness of guidance and counselling services in addressing psycho – social challenges facing students in day secondary schools in the North Rift region.

The study answered the following research questions:

- i) What are the Psychosocial Challenges that face Students Enrolled in Day Secondary Schools in North Rift region?

- ii) What is the Teacher-counsellors' Perception on the Effectiveness of Guidance and Counselling Services in addressing Psycho-social Challenges facing Students in Day Secondary Schools in North Rift region?
- iii) What is the Students' Perception on the Effectiveness of Guidance and Counselling Services in addressing Psycho-social Challenges facing Students in Day Secondary Schools in the North Rift region?
- iv) Is there any Significant Difference between the Teacher-counsellors and the Students' Perception of the Effectiveness of Guidance and Counselling in Addressing Psycho-social Challenges Facing Students in Day Secondary Schools?
- v) What are the Suggested Strategies that can be used to Improve Guidance and Counselling Services so as to address effectively Psycho-social Challenges facing Students in Day Secondary Schools?

## **4.2 Demographic Data of the Respondents**

This section sought data on students' response on their gender, school category, and place of stay after school closes for the day, place of stay during holidays, distance covered from home to School, and who paid their school fees. The teacher-counsellors' demographic information included; their gender, school category, the position they hold in guidance and counselling and their professional training in guidance and counselling. This information was presented in Table 3 and 4.

### **4.2.1 Student's Socio-Demographic Information**

The study sought the demographic information of the students, (Appendix C section A). The data captured included students' gender, category of the school and the place of stay after school in the evening and during school holidays. The study also sought information on the distance covered by students from home to school and who paid their school fees. This information is presented in Table 3.

Table 3

## Students' Responses on Socio-demographic Information

Variable		Frequency	Percent (%)
Gender:	Male	132	37
	Female	228	63
Place of stay in the evening after school:	With parents	174	48
	With relatives	52	14
	Alone in a rent house	54	15
	with colleagues in a rent house	80	23
Place of stay during holidays:	With parents	321	89
	Put up with relatives	23	6
	Stay in a friend's home	11	3
	Stay in a rent premise	5	1
The Distance you cover from school to home daily in km:	0-2	64	18
	3-5	94	26
	5-8	68	19
	Above 8 km	134	37
Who pays your school fees:	Parents	299	83
	Relatives	82	23
	Well-wishers	90	25
	I do manual jobs	90	26

Table 3 reveals that the students who rent houses on their own in the centres were (15%), those who stayed with colleagues in a rented house (23%) and those who went back home to stay with their parents were (48%). The rest (14%) stayed with relatives. The findings further indicate that (37%) of the students still travelled for over 8 Km from home to school on a daily basis particularly in schools that were located in the rural areas. The students still went

back to stay with their parents over the holiday (89%). A small number (1%) still lived in the rented premises even over the holidays.

The findings reveal that (6%) of the students stayed with relatives when schools close. Those who rent houses in the nearby centres may have felt free from their parents care. The qualitative findings from the teacher –counsellor focus group discussion revealed that students desired more to rent a house than go home after school. This could be because of the lure of freedom associated with renting a house and living alone. Kauffman (1989) observes that cases of delinquency behaviour among the youth could be attributed to absence of parental guidance. This may be the case in North Rift region where most day secondary schools students rent houses to stay after school hours.

Those who rent houses in the nearby centres may have the freedom to do what they wish to; a thing that may have attracted the other students. One teacher- counsellor in the focus group discussion observed that some students had pressurized their parents to rent for them houses in the nearby centres instead of operating from home. Although they may have the freedom of living alone, these students may lack the necessary privacy, clean water and are likely to be exposed to social evils at an early age (Kauffman, 1989). Howe (2005) suggests that the absence of a parent in a child's life is responsible for irrational and aggressive behaviour among adolescents in later life. Neglect is responsible for truant characteristics among the children, lack of confidence and anxiety characteristics (Baron & Grazino, 1991 & Horwath 2007).

The distance from school to home is a critical factor in the psycho- social stability of students in day secondary schools (Jakero & Ayodo, 2009). The findings of this study revealed that of the 360 respondents, (37%) travelled over 8km to and from school. Those who covered between 3-8 km on a daily basis to school were (45%) of the respondents. Walking to and from school is not only tedious but also a source of emotional and psychological fatigue. Worries set in among the students especially when the weather is unfavourable. Distance on its own as observed by Rana, (2000) is a stressor. The students who travel such distances especially in rural areas become fatigued when at school and when they come home in the evening; they find no time to study. Such students exhibit feelings of inadequacy and perform poorly at school academic tasks (Mungai, 2003). If a student feels alienated and disengaged from learning contexts in school, the potential to master fundamental concepts is likely to be

reduced. The fact that most students in this region travel for more than 8km (37%) is critical not so much for the distance but more for security concerns because this is a region that suffers frequent conflicts, cattle rustling, raids and inter-community conflicts. Bandits may strike any time which could lead to lose of life. Pkalya(2012) points out that raiding in the North Rift has become complex and unpredictable. Raiders have little regard for life, they shoot to kill rape and abduct the person they capture which has become a source of anxiety among students.

On payment of school fees, the findings reveal that most parents (83%) are the ones who pay school fees for their children, relatives come in to support (23%) as well as well-wishers (25%). The students also do manual jobs so as to enable them meet their school fees demands (26%). Although parents pay school fees with little support from well-wishers and the church, fee payment remains low given the fact that parts of North Rift region suffers constant drought. Poverty levels are still high with cases of insecurity and constant violence making it even worse. Janpeter, (2012) observe that in the North Rift region of Kenya raiding has become more frequent, violent and more destructive and has adversely affected the source of livelihood and transfer of food and wealth.

The percentage of students who pay their own fees (8%) may seem insignificant. However, this could be an indicator that they fend for themselves not only to pay fees but to provide for other basic needs. This could be related to the findings that students do manual jobs to pay fees (18%). This indicates further that, although students may be in school for the whole week, they could be busy over weekends engaging in non-academic activities to provide for themselves and to pay their own school fees. The findings could further be pointing out on lack of parental commitment in school activities, which may be caused by high poverty levels. Horwath (2007) says that poverty can isolate children from their peers; lack of shoes, neat clothes and other school necessities may be a contributing factor to cases of low self-esteem and increased isolation among students.

#### **4.2.2 Teacher-counsellors' responses on Socio-demographic Information**

This section provides information on the teacher- counsellor demographic characteristics. The variables analyzed were; the respondents gender, category of the school, the position held in guidance and counselling department and the professional training levels of practising teacher -counsellors. This information is presented in Table 4.

Table 4

## Teacher-counsellors' responses on Socio- demographic Information

Variable		Frequency	Percent
Gender:	Male	06	33.3
	Female	12	66.7
School Category:	Mixed day school	18	100
Position in Guidance and Counseling:	Head of department	7	39
	Member of guidance and counseling	8	44
	Teacher of guidance and counseling	3	17
	Member of Chaplaincy	0	0
Professional Training in guidance and counselling:	PhD	0	0
	Masters	1	6
	Higher diploma	0	0
	Diploma	3	17
	Certificate	2	11
	Not trained	12	67

The findings from the socio-demographic characteristics of teacher-counsellors indicate that (33.3%) of the teacher-counsellors in North Rift were male while (66.7%) were female. However, the majority of the teacher-counsellors are only members of guidance and counselling departments and only (17%) are trained teacher-counsellors who are fully in charge of guidance and counselling services in their schools. On their professional training, (17%) had diploma training in guidance and counselling, (11%) had certificate training and the majority (67%) had no training on guidance and counselling. These findings suggests that in North Rift region, most teachers offering guidance and counselling services in day secondary schools have no formal training on guidance and counselling as a discipline. This corroborates well with the findings of Sessional Paper No. 1 (2005-2010) which records that most teachers in charge of guidance and counselling in rural schools have no formal training in guidance and counselling. Wango (2006) pointed out that the seminars and workshops that teacher-counsellors attend hardly go beyond one week which is insufficient to impart the necessary counselling skills and knowledge to assist students manage the psycho-social

challenges that they face in school. Teacher-counsellors who lack training are ill-equipped to handle the many psychological and social challenges that students face. The few who are trained are overburdened by teaching workloads and hence ineffective in offering counselling services.

#### **4.3. Psycho-social Challenges Faced by Students in Day Secondary Schools in North Rift region.**

The first objective of this study was to determine the psycho-social challenges faced by students enrolled in day secondary schools in the North Rift region. North rift is a region that has suffered frequent instances of cattle rustling, inter-community conflicts, displacement of population and poor academic performance. These are issues that may contribute to stress, anxiety and low-self-esteem. The study sought to find out these challenges from the students' and the teacher -counsellors' perspective. The students were asked to mention the psycho-social challenges at three levels; stress-related challenges, anxiety- related challenges and self- esteem related challenges. Each of the categories had ten (10) items that were used to rate students responses on a five point Likert Scale (SA, A, U, D, SD). The quantitative findings were tabulated; frequencies, percentages were sought and the information presented in Table 6, 7, 8 & 9. The variables; stress, anxiety and self –esteem were measured based on the intensity of the respondents' response on the likert scale.

##### **4.3.1 Stress -related challenges**

An analysis of the response on the stress levels among students was sought. The students were asked to indicate their level of agreement on ten stress-related items. The data was computed and presented in frequencies and percentages as shown in Table 5.

Table 5

## Students' responses on Stress -related Challenges

Respondents' Statement.	Strongly Agree (SA) %	Agree (A) %	Undecided (U) %	Disagree (D) %	Strongly Disagree (SD) %
I don't have time to study at home	136 (38)	60 (17)	11 (3)	83 (23)	70 (19)
Pressure to do well is too much	123 (34)	76 (21)	42 (12)	54 (15)	65 (18)
I am stressed by work at home	81 (23)	85 (24)	25 (7)	69 (18)	100 (28)
My parents are not supportive enough	76 (21)	48 (13)	18 (5)	82 (23)	136 (38)
I find hard to select appropriate career	56 (16)	71 (20)	52 (14)	68 (19)	113 (31)
pressure is reason for not doing well	72 (20)	72 (20)	29 (8)	61 (17)	126 (35)
Easily irritated by students' criticism	101 (28)	77 (21)	38 (11)	63 (18)	81 (23)
Difficulty maintaining high grades	75 (21)	94 (26)	26 (7)	87 (24)	77 (22)
Constantly suffering from headache	50 (14)	63 (18)	29 (8)	85 (24)	133 (37)
Difficulty in sleeping well at night	43 (12)	32 (9)	20 (5)	79 (22)	186 (53)

Figures in Parentheses indicate percent. Also for purposes of interpretation, the responses have been grouped as indicated,

SA, A – in support of the statement (A),

U – not decided (U)

SD, D – does not support the statement (D)

On stress levels, (55%) of the students agreed that they lacked time to study at home and the pressure to perform in school was too much for them. The students also found difficulty in maintaining high grades at school (47%) and are easily irritated by other students' criticism (49%). These findings suggest that the students may be suffering from stress-related problems. The findings indicate further that while the pressure to perform in school is too high (55%), the students hardly get time to study at home (55%). The possible reason for this could be because while at home, the students could be engaged in domestic chores. The students indicated that they are stressed by work at home (47%). This findings of this study support (Chepchieng & Kiboss 2004) who observed that students especially from low socio-economic backgrounds find no time to study or complete academic assignments while at home.

The students indicated that their parents were supportive enough (61%), this perhaps could suggest that parents do their best to support their children. It could also point out that the students didn't want to present their parents as not being supportive while (34%) supported



this statement; some students still felt that there was not much parental support. Although most students (75%) did not have difficulty in sleeping at night, this may not mean that they were not stressed; a good number (47%) found it difficult to maintain high grades in school which could point among others stress related challenges. Horwath (2007) pointed out that failure by students to maintain high quality grades in school could be a sign that they are suffering from high levels of stress.

The chores they engage in at home after school was also pointed out by students as a stressor (41%) and this could be the reason why students do not have time to study at home and consequently finding it difficult to maintain high grades at school. These findings corroborates with Morley (2012) who observe that if a student feels alienated and disengaged from learning contexts in school, his/her potentials to master fundamental concepts is likely to be reduced.

#### 4.3.2 Anxiety- related challenges

To capture on the psycho-social challenge of anxiety levels among students, the study asked the students to indicate their level of agreement on ten anxieties -related items. The items were analyzed separately and percentages given as shown in Table 6.

Table 6  
Students' responses on Statements on Anxiety

Respondents' Statement.	Strongly Agree (SA) %	Agree (A) %	Undecided (U) %	Disagree (D) %	Strongly Disagree (SD) %
I worry about academic performance	111 (31)	108 (30)	15 (4)	67 (19)	58 (17)
I have difficulty concentrating in class	86 (24)	79 (21)	17 (5)	96 (28)	81 (23)
I fear to be punished for being late	170 (47)	91 (25)	14 (4)	31 (9)	54 (15)
I experience sleepless nights at home	62 (17)	45 (13)	35 (10)	103 (29)	115 (32)
I frequently suffer lack of appetite	42 (12)	34 (9)	39 (11)	92 (26)	152 (42)
I experience constant fatigue at school	68 (19)	86 (24)	32 (9)	86 (24)	88 (24)
I constantly worry of work at home	87 (24)	71 (20)	19 (5)	72 (20)	110 (31)
I sometimes experience blank mind	82 (23)	75 (21)	37 (10)	73 (21)	92 (26)
I always worry of insecurity cases	177 (49)	63 (18)	13 (4)	43 (12)	64 (18)
I get anxious when others make noise	186 (52)	111 (31)	10 (3)	19 (5)	32 (9)

Figures in Parentheses indicate percent. In the discussion given, the responses were categorized as;

SA, A – in support of the statement on anxiety (A)

U – Not decided whether anxious or not (U)

SD, D – does not support the statement on anxiety (D)

The students rating on anxiety level as a psycho-social challenge affecting them was also sought by the study. The findings reveal that most students (61%) worry about their academic performance. They also fear being punished by teachers for coming late to school (72%). This fear could be caused by the long distances that students have to travel to and from school. The constant complain of fatigue (43%) could be caused by the daily trekking to school and the heavy responsibilities that await them at home. This could be the reason they worry constantly of the domestic chores (44%) to be performed later at home. Another possible reason for this anxiety could be insecurity; a total of (67%) of the respondents blamed insecurity cases for their anxiety. Constant conflict in this region causes anxiety among the students; the violent conflicts pose a significant threat to life and the source of livelihood which are already under pressure from drought, diseases and marginalization. Inter-community conflicts lead to displacement of people, loss of life, loss of property, forced migration and closure of schools (Mkutu, 2010). Students suffering from anxiety are easily annoyed, are moody and suffer emotional problems at home and in school. The respondents for this study observed that they are easily annoyed by noise makers in class (83%). The possible reason for this could be that they have no time to study at home and thus the school becomes a haven where they could do personal reading hence making noise at school denies them the opportunity to do personal reading.

The findings further reveal that (61%) of students experience sleepless nights at home. This could be a pointer to high levels of anxiety. Lack of appetite was not cited by students in this study as a major challenge. Research has shown that lack of appetite may not be a good indicator of anxiety because people who suffer anxiety-related problems tend to eat a lot (Calisto, 2004). A number of respondents (44%) expressed that they experience blank mind sometimes at school. This could be an indicator of anxiety or simply confusion. Jakero and Ayodo (2009) say that anxiety among students may make them miss out on important class learning activities and career opportunities because it disengages them from the learning process.

### 4.3.3 Self –esteem related challenges

The level of self-esteem among students was a psycho-social challenge that the study sought to establish. The study sought to find out the students level of self-esteem. Items on self-esteem were developed and the respondents were asked to rate their level of agreement on a five point likert scale SA, A, U, D, SD. Frequencies and percentages were then tabulated as shown in Table 7.

Table 7

Students’ responses on Statements on Self-esteem

Respondents’ Statement.	Strongly Agree (SA) %	Agree (A)%	Undecided (U) %	Disagree (D) %	Strongly Disagree (SD) %
Other students gossip about me	48 (13)	67 (19)	44 (12)	88 (24)	113 (31)
Always compare performance with others	194 (54)	114 (32)	11 (3)	18 (5)	23 (6)
Rarely share secrets with other students	79 (22)	101 (28)	15 (4)	69 (19)	95 (26)
Rarely participate in answering questions	106 (29)	61 (17)	18 (5)	53 (15)	122 (34)
I feel this school is not good enough	46 (13)	34 (9)	33 (9)	51 (14)	195 (54)
I may not be achieving my academic dreams	49 (14)	29 (8)	21 (6)	55 (15)	206 (57)
Parents rarely recognize my achievement	95 (26)	68 (19)	20 (6)	74 (21)	103 (29)
I fear being criticized by fellow students	68 (19)	112 (31)	42 (12)	71 (20)	66 (18)
I experience unexplained aches and pains	48 (13)	50 (14)	42 (12)	92 (26)	126 (35)
Experience loss of interest in daily school activities	70 (19)	46 (13)	22 (6)	87 (24)	135 (38)

Figures in Parentheses indicate percent. Data was grouped as given. SA, A, indicates they agree (A)S.D, D, indicates they disagree (D).

The level of self-esteem affects students’ variables such as academic performance, perception of guidance and counselling services; students’ interests and their future career prospects (Bassey, 1996). The findings from this study reveal that (86%) of the students have the habits of comparing their performance with those of other students. This may suggest that they are worried and suffer low self-esteem (Morley, 2012) a fact that they rarely share their information with other students (50%) which could further indicate lack of confidence. The findings also indicate that most students(48%) rarely participate in answering questions in

class because teachers rarely recognize their academic achievement, (45%) of the students seem to have lost hope in their class performance and this could be the reason why they rarely participate in class discussions (Sanders & Phye, 2004). The low self-esteem could be caused by the fear of being criticized by other students. According to the students (68%) pointed out that the schools they were in were not good enough. The students could have enrolled in these schools because they had no other choices given their previous poor performances in K.C.P.E. This could also explain the fact that they find it difficult maintaining high grades (47%) at their schools. The students may have also lacked financial support to attend better boarding schools. Lack of parental support in fees payment in this region is a challenge as indicated by (34%) of the respondents.

#### **4.4 Teacher-counsellors' Perception on the Effectiveness of Guidance and Counselling Services in addressing Psycho-social Challenges facing Students in Day Secondary Schools**

The second objective of this study was to establish the teacher-counsellors' perception on the effectiveness of guidance and counselling services in addressing psycho-social challenges facing students in day secondary schools. This was done through the teacher-counsellor questionnaire. The teacher-counsellors were asked to mention the psycho-social challenges they frequently handled among students and the ones facing them in the provision of effective guidance and counselling services. This was done under four (4) sub-headings; student-related challenges, school-related challenges, parental-related challenges and environments-related challenges and whether guidance and counselling services effectively addressed these challenges. These were discussed and presented in Table, 8, 9, 10, and 11.

##### **4.4.1 Student-related Psycho-social Challenges**

The teacher -counsellors were asked to identify the frequent psycho-social challenges that students brought to their attention. These were analysed and presented as given in Table 8.

Table 8

Teacher-counsellors' response on the Psycho-social Challenges faced by Students

Frequent Student Psycho-social challenges	Frequency	Percentage (%)
Poor academic performance	7	87.5
Boy/girl relationship	7	87.5
Low self-esteem	6	75
Lack of parents support	6	75

The challenges that were frequently reported to the teacher-counsellors were poor academic performance (87.5%), the problem of boy-girl relationship (87.5%), problems of low self-esteem (75%) and lack of parental support (75%). These findings suggest that poor academic performance and boy/girl relationships are frequent psychosocial challenges that teacher-counsellors handle in their provision of guidance and counselling services. Bassey, (1996) observe that effective guidance and counselling services in schools help curb unconventional sexual behaviours emanating from boy/girl relationship and which may lead to teenage pregnancies. High academic failure is also common in schools where boy/girl relationship is frequent especially when boys and girls begin to pair (Morley, 2012). In such school environments, students could easily engage in drugs and substance abuse, suffer anxiety due to the fear of the problem being known by teachers, they will lack self-confidence and suffer low self-esteem (Wamacho, 2003).

#### **4.4.2 School- related Challenges**

The teacher counsellors were asked to mention school-related challenges that they handled in the provision of guidance and counselling services. The findings were analyzed and presented in frequencies and percentages as shown in Table 9.

Table 9

## Teacher-counsellors' responses on School- related Psycho-social Challenges

School -related challenges	Frequency	Percentage (%)
Heavy teaching work load	7	87.50
Lack of guidance and counselling office	7	87.50
Low staffing levels	6	75.00
Limited support from colleagues	6	75.00
Limited trainings on guidance and counselling	5	62.50
Teacher-student relationship	5	62.50
Inadequate materials for guidance and counselling services	4	50.00
Lack of administrative support	3	37.50
Lack of scheduled time for guidance and counselling in the time Table	2	25.00

The findings from Table 9 reveal that heavy teaching workload is a challenge teacher-counsellors faced has indicated by (87.5%) of the respondents. This heavy workload could be attributed to low staffing levels and limited support from other colleagues. Kwesiga, (2002) in her study of Northern Ugandan schools pointed out those teachers with such heavy workload, will definitely lack time to provide effective counselling to students in schools. Limited training in counselling skills and techniques become a stressor to the teacher-counsellors who also offer therapy to students and when coupled with heavy workload, it then becomes a risk factor to the emotional as well as physical health of teachers providing counselling services in schools (Sessional Paper No. 1 of 2005).

The lack of guidance and counselling office was cited by (87.5%) of the respondents. When teachers are faced with this situation, they counsel students under trees and in the open fields. This does not promote privacy and affects confidentiality of information which respondents must be guaranteed. Schools of this nature provide little reinforcements to teachers (Goodwill, 2000). Solomon,(1997) observe that the physical characteristics of a school evoke complex human responses in feelings, desires and values. The good quality of the physical environments in the counselling office relate to non-cognitive outcomes such as better perceptions of the teacher and increased interest and commitment to their tasks. Although counselling office is necessary, Rana (2000) argues that the person of the counsellor is a

major instrument in the success of the counselling relationship. However, this may not be the case where teacher-counsellors lack administrative support, limited training on guidance and counselling and is loaded with other teaching responsibilities (Nyaga, 2011).

In a study on factors affecting implementation of guidance and counselling services in secondary schools in Bungoma West Sub-county, Wanyama (2012) cited lack of time scheduled for guidance and counselling, inadequate materials, heavy workload and low advocacy as variables that has made guidance and counselling unpopular among teachers in secondary schools. This is also the case in North Rift region where insecurity problems, negative perception from parents and socio-cultural issues has added to teacher-counsellor challenges in the provision of effective guidance and counselling services in schools.

#### 4.4.3. Parental -related Challenges

The study sought to find out parental -related challenges that the teacher-counsellors faced in their provision of guidance and counselling services to students. The teacher-counsellors were asked to identify the challenges and the findings were also tabulated as shown in Table 10.

Table 10

Teacher-counsellors' responses on Parental -related Psycho-social Challenges

Parent- related psycho-social challenges	Frequency	Percentage (%)
Lack of parental commitment on students' academic work	7	87.50
Negative perception towards day schools	6	75.00
Failure to provide students basic needs	6	75.00
Drug and substance abuse among parents	4	50.00
Withdrawal of students for early marriage	3	37.50
Parents do not support teacher-counsellors in the guidance and counselling of their children	2	12.50

The findings in Table 10 reveal that (87.5%) of the respondents indicated that parents lacked the commitment on checking their children academic work. They also have negative perception towards day schools (75%) and fail to provide their children with basic needs

(75%). According to Kweyu, (2009) Lack of parental commitment towards school work is closely related to negative perceptions by students towards their academic work and low achievement in school. Students who lack material support from their parents are withdrawn, frustrated and exhibit aggressive behaviours. The failure to provide basic needs could be attributed to negligence and don't care perception among parents. The failure to provide students with basic needs and low levels of involvement in the academic work affect the students at school. These students exhibit feelings of poor-self-image, the feeling of inadequacy sets in and lack of daily living skills such as good grooming and failure to undertake basic hygiene practices (Mungai, 2003). This is a risky issue because according to Kelly (2000) students who lack basic needs become victims of exploitation and all sorts of crime especially those who are day scholars.

The findings from the qualitative data of teacher-counsellors points out that the students are exploited sexually by villagers who provide material and financial support especially the girls who often benefit from free 'Boda Boda' (motor cycle) rides to school. The boys become 'Boda Boda' riders at night and are exposed to all sorts of ills. They also become easy targets for drug peddlers at night as they pick clients in social places so as to earn the extra money to meet their own basic needs.

#### 4.4.4 Environments- related Challenges

Teacher -counsellors were asked to mention environmental-related challenges that they handled and which were likely to affect their provision of effective guidance and counselling services in their schools. These environmental -related challenges were analyzed and discussed in Table 11.

Table 11

Teacher-counsellors' responses on Environmental -related Psycho-social Challenges

Environmental - related challenges	Frequency	Percentage (%)
Problem of insecurity through cattle rustling	7	87.50
Engaging in 'Boda boda' business	6	75.00
Taking of alcohol after school by students	6	75.00
Long distance to school	5	62.50
Students engaged in cultural rites	5	62.50
Harsh climatic conditions.	2	25.00



The findings in Table 11 reveal that the problem of insecurity (87.5%) through cattle rustling was seen as a major set-back in the provision of guidance and counselling services in day schools in North Rift region. Insecurity increases levels of poverty, leads to displacement of families and disruption of school programmes including guidance and counselling services (Kamenju, 2003). Teacher-counsellors are often forced to flee for their lives and work under fear; others often seek to transfer from their schools. The teachers who come from the 'enemy' areas are viewed with suspicion by students and colleagues which is a big impediment to providing guidance and counselling services. The findings corroborates with an observation by Mkutu (2008) who points out that violent conflicts in North Rift region has led to lose of human life, forced migration, disruption of means of production and increased hatred among bordering communities.

An emerging phenomenon in day secondary schools is the challenge of students engaging in '*Boda boda*' business after classes in the evening and weekends. School boys are employed to replace the '*boda boda*' riders at night at a small fee. This is common among students who live in rental houses on their own. This arrangement exposes them to night clubs particularly those in urban areas, where night clients are common. Further they may end up being exploited by engaging in sexual relations with clients who may want free rides. This findings seem to agree with Wamacho (2003) who observed that students exposed early to anti-social behaviours find difficulty concentrating in school work and at times become truant or completely drop out of school.

These findings further support Horwath (2007) who said that poverty can isolate children especially those at adolescent stage whose emphasis is on self-image and peer approval. Engaging in '*boda boda*' business by students could be a predisposing factor to the consumption of alcohol over the weekends and after school as cited by (75%) of teacher-counsellors. This challenge could be related to poverty, negative perception towards school and more so the cultural rites such as early marriage and female genital mutilation as indicated by (62.5%) of the teacher-counsellors.

This findings seem to agree with Odhiambo(2015) who observed in his study that '*Boda Boda*' business was to blame for pregnancy, early marriage, high dropout rates and low academic achievement in Siaya county. The dropout rates stands at 11.6 per cent compared to the national rate of 6.6 per cent. In her study on F.G.M among the Marakwet people of

Kenya, Kiptiony (2012) also points out that socio-cultural rite such as female circumcision rites contributed to high school dropout rates among the girls.

In this study, long distance to school was cited by (62.5%) of the respondents as an environmental related challenge. Findings from the demographic data indicated that most students travelled for more than 8 km to their schools. These findings may suggest that teacher counsellors do not get time to offer counselling services after school as most students travelled for over 8km and therefore have to be released early. The respondents indicated that harsh climatic condition was a less significant challenge. This could be attributed to the fact that the students in day schools are within their geographical backgrounds and they may be used to this hence not seen as a serious challenge.

#### **4.4.5 Adequacy of Resource for Guidance and Counselling in Day Secondary Schools**

The adequacy of guidance and counselling resources were sought by the study. Teacher-counsellors were asked to indicate their level of agreement on the adequacy of guidance and counselling resources in their schools. This variable has a bearing on effective provision of guidance and counselling services in schools. The findings were analyzed based on their gender response. The results were presented in Table 12.

Table 12

## Adequacy of Guidance and Counselling Resources in Schools

Resources	<u>Male</u> (n =06) (%)			<u>Female</u> (n =12) (%)		
	A	MA	NA	A	MA	NA
Office space for guiding and counselling	2 (33.3)	3 (50)	1 (16.7)	1 (8.3)	8 (66.7)	3 (25)
Magazines on guidance and counselling	1 (16.7)	3 (50)	2 (33.3)	1 (8.3)	8 (66.7)	3 (25)
Video materials	1 (16.7)	4 (66.7)	1 (16.67)	0 (0)	10 (83.3)	2 (16.7)
Chairs	1 (16.7)	4 (66.7)	1 (16.7)	2 (16.7)	8 (66.7)	2 (16.7)
Lighting	2 (33.3)	3 (50)	1 (16.7)	8 (66.7)	2 (16.7)	2 (16.7)

**Key:** n- Sample                      A- Adequate                      MA – Moderately Adequate  
 NA – Not Adequate      (Percentages is put in brackets)

The data given in Table 12 shows that guiding and counseling resources available in day secondary schools are not adequate. Male teacher-counsellors felt that office space was moderately adequate 50% and of the female teacher-counsellor 66.7% said that the office was moderately adequate. Magazines for guidance and counseling were also moderately adequate at 50% for the male and 66.7% for female teacher-counsellors.

However, chairs were moderately adequate for both genders, male 66.7 %and female 66.7%. The lighting system was adequate for female 66.7% while 33.3% of the male said that it was adequate.

According to Wamacho (2006), the adequacy of guidance and counseling resources is important for the counseling departments in schools because they enhance the effective provision of guidance and counseling services to students. The teacher-counsellor feels supported when the administration provides the necessary resources. However, for this study

the absence of these resources may have an influence on the perception of both the teacher-counsellors and the students towards guidance and counseling services.

Adequacy of space is important for the clients, guiding and counseling offices should allow free space, should be well ventilated and should have adequate lighting system, and it should not be too overcrowded with chairs and tables. Clients should not be anxious due to too many drawings or pictures on the counsellors' room. Anxiety is generated when the office is dimly lit and dusty and has to be cleaned before counseling starts (Nyaga, 2011).

#### 4.5 Perception on the Provision of Guidance and Counselling Services in Day Secondary Schools

The study sought to find out areas of provision of guidance and counselling in day secondary schools. The respondents were asked to indicate yes or no for the areas given. The data was analyzed and presented in Figure 3.

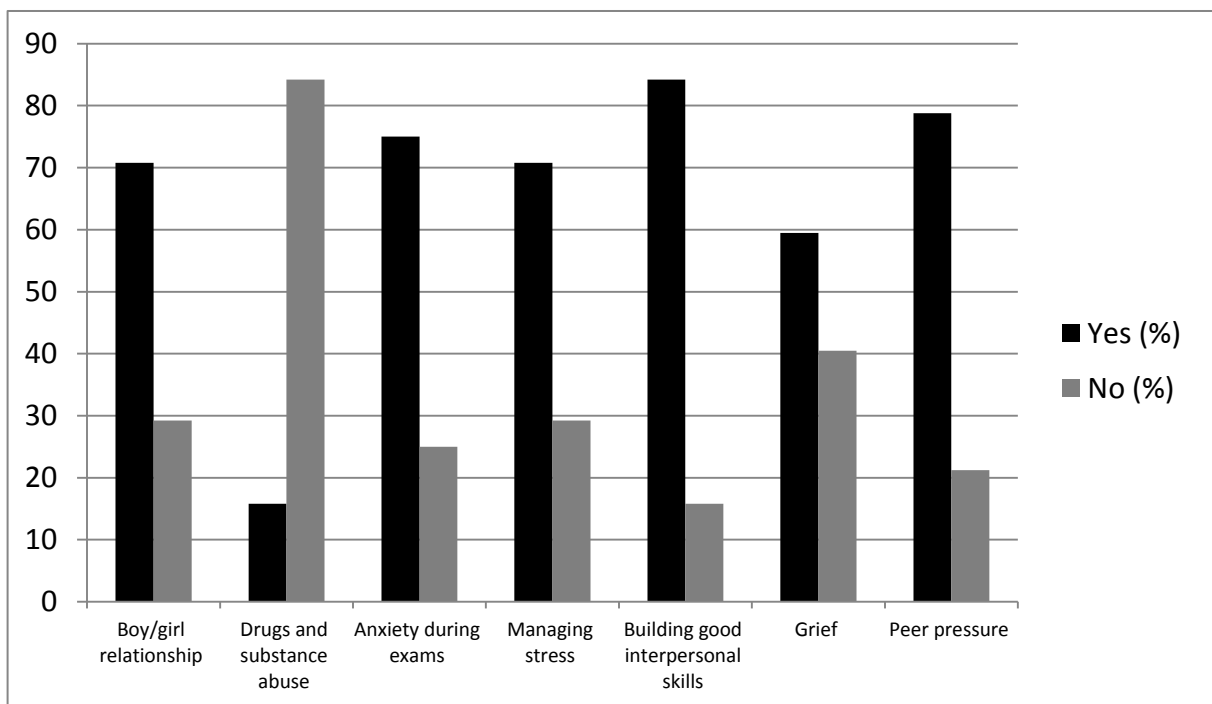


Figure 3

#### Areas of Provision of Guidance and Counselling Services in Day Secondary Schools

Figure 3 reveal that the main areas provided by guidance and counseling services included peer pressure (78.8%), boy/girl relationship (70.8%), anxiety (75%) and managing stress (70.8%). Managing drugs and substance abuse was indicated by a few respondents (15.8%) as an area that guidance and counseling departments in schools handled. Managing grief was

also not highly indicated (59.5%) of the respondents indicated no for this item. The explanation for this could be that teacher-counsellors may not be adequately trained to handle emotional problems of grief among students. This findings seem to agree with Howe (2005) who observe that children who suffer neglect and emotional abuse at home may not get adequate support in schools were teachers of guidance and counselling do not have the necessary training to handle emotional -related problems.

#### **4.6 Psycho-social Challenges handled by Teacher-counsellors**

To further understand teacher-counsellors perception of the psycho-social challenges, the study sought to establish the psycho-social challenges handled by male and female Teacher-counsellors. This was to establish whether the challenges where significantly similar or different according to the gender.

##### **4.6.1 Independent Sample t-test of Means on the Psycho-social Challenges handled by Male and Female Teacher -Counsellors**

Data analysis of t-test statistic on the psycho-social challenges handled by male and female teacher -counsellors in the provision of guidance and counselling services in day schools was computed and presented as indicated in Table 13.

Table 13

Independent Sample t-test of Means on Psycho-social Challenges faced by Male and Female Teacher-counsellor in Day Secondary Schools

Variables	Gender	n	Mean	St.dev	Std.error	t-value	Sig.
lack of G &C office	Male	06	1.22	1.309	0.308	-3.968	0.001
	Female	12	1.00	0.767	0.181		
Heavy work load	Male	06	1.333	1,029	0.270	-5.497	0.037
	Female	12	1.278	1.364	0.321		
Inadequate counselling Materials	Male	06	1.000	0.767	0.181	-5.332	0.000
	Female	12	1.611	1.415	0.270		
Lack of administrative Support	Male	06	1.000	1.372	0.323	-3.092	0.007
	Female	12	1.500	1.150	0.271		

Sample t- test, significant level at 0.05 for all the Variables. St.dev- means Standard deviation; Sig. shows Significance

The results in Table 13 reveal that there were some significant mean differences between male (1.22) and female (1.00) teacher -counsellors in lack of office for guidance and counselling. The mean difference is statistically significant because the computed t- value (-3.968) is smaller than the critical P- value (0.05). This implies that both genders felt that lack of office for guidance and counseling service was a problem in addressing students' psycho-social challenges.

The findings further reveal that significant mean differences also slightly existed between males (1.333) and females (1.278) on heavy work load. The implication is that both genders felt that heavy work load affected their provision of guidance and counseling services to students. The computed t-value (-5.497) was smaller than the critical P value (0.05). On adequacy of guidance and counseling materials, there also existed a significant mean difference between the Males and the Females at (1.000) and (1.611) respectively. Hence, it can be concluded that both Males and Females lacked adequate counseling materials in their

provision of guidance and counseling services. The computed t- value (-5.332) was smaller than the critical P-value of (0.005).

The findings also reveal that on lack of administrative support, there was a significant mean difference between Males (1.000) and Females (1.500). This mean difference is statistically significant because the t -value -3.092 is less than the critical P- value (0.05) hence both male and female teacher counsellors lacked adequate administrative support to enable them provide effective counseling services to students.

The findings corroborates with Mutie and Ndambuki (2003) who observe that certain constraints such as lack of guidance and counselling office, inadequate materials, lack of administrative support and teacher overload affects the effectiveness of teacher-counsellors to provide effective guidance and counselling services in the school set-up. This may be more pronounced in day schools especially those in North Rift region where parents find it a challenge to pay school fees because of poverty and constant cases of cattle rustling.

#### **4.7 Qualitative Response of Teacher-counsellors Perception on the Effectiveness of Guidance and Counselling in Addressing Psycho-social Challenges facing Students in Day Secondary Schools in North Rift region**

In order to seek in-depth information on the challenges facing teacher-counsellors in the provision of guidance and counselling services to students in day secondary schools and their perception on whether guidance and counselling was effective in addressing psycho-social challenges facing students, teacher-counsellors were put in a Focus Group Discussion and their responses presented as themes. Excerpts from the eight teacher-counsellors are given in this discussion. The names used do not reflect the real names of the respondents which were meant to conceal their identities and maintain confidentiality of information. Qualitative data was done to strengthen the quantitative findings.

## Excerpt 1

### Teacher-counsellors' Perception of the Effectiveness of Guidance and Counselling Services.

**Question 1:** In your honest opinion are there challenges that affect the effectiveness of guidance and counselling services in addressing students' psycho-social challenges facing students in the school?

**Ben:** Yes! The workload is too much. I teach 28 lessons in English (F1-F4) and still expected to guide and counsel students. There is also no office to use in counselling students; I often do counselling under this Acacia shade or in the staffroom. There is lack of materials for students to read on issues of guidance and counselling. With this teaching load and the other challenges that I encounter, I feel I am not effective in addressing the students concerns.

**Rose:** Yes! There is lack of administrative support. For example for the four years I have been a teacher counsellor, I have not gone for any workshop or seminar. I rarely receive invitation letters for workshops or seminars. Those boys who are initiated rarely come to seek help, they feel they are okay. There is no office where I can practice after classes. I also have too many responsibilities. A part from being in charge of guidance and counselling, I am also in-charge of games, library and a class teacher. I feel the programme is not effective as such.

**Joyce!** I do encounter several challenges. The parents do not care especially in the provision of basic needs to the students such as pens, soap, shoes and uniform. They do not buy the girls sanitary towels. I also lack an office to use for counselling services, my colleagues are not supportive to this department and I have attended very few workshops/ training on guidance and counselling services. I also handle students who are parents and those mistreated by relatives. . As I speak, I support some of them financially to enable them buy their children drugs and take them to dispensary. I am accommodating two girls in my house. The truth is that with inadequate training and the lack of an office to provide guidance and counselling services, the services provided in this school is ineffective in addressing students' challenges

**Mark** Yes! I do not own an office to use for guidance and counselling. Due to inadequate staffing, I am asked to take too much workload (26 lessons per week). The problem of role conflict; I am the deputy principal and also the teacher-counsellor. It is hard assisting students



who lose parents due to insecurity and other forms of illnesses. Finally, conflicts are always brought to school and students at times fight. Low school grades among students are a challenge for me in the guidance and counselling department. Therefore may I say that guidance and counselling services given to students is inadequate in addressing the psycho-social challenges facing them.

**Emily:** yes! There are so many of them. The students are not open enough to share their problems and I once knew that a girl was expectant through a colleague. I am not a trained counsellor and find it hard to handle cases of grief and lose. I counsel them on boy-girl relationship. I also have a lot of work; I am heading the Department of Mathematics, I am also a Geography teacher, music teacher and also in charge of games. Cases of student-teacher relationship are a big problem because this happens after classes when students retire to their rental houses or homes. Cultural rites such as early marriages, ‘*Sapana*’ and ‘*Adongo*’ take students out of school and only come back to school when this season ends. The students are not given the attention they need. I sometimes do not get time to attend to them even when they need my services.

**Stephen:** yes! I face so many challenges. My colleagues are not supportive enough; they throw all cases of indiscipline to the guidance and counselling department. This is a challenge to me because I already have heavy work load and other responsibilities outside the class work. As for the effectiveness of guidance and counselling services, I think it is not effective. There is so much that needs to be done.

**Michael:** Yes! First of all, most of my female students drop out of school due to pregnancy. I feel bad because this happens when I am willing to assist them but they rarely call on me for counselling help. I also lack support from the administration in terms of materials. I rarely get the opportunity to attend workshops and seminars on guidance and counselling. The services provided in this department do not address all students’ needs. For it to be effective the administration need to provide adequate support to the teacher-counsellor. There is also need for the students to change their perceptions towards guidance and counselling services.

**Anne:** Yes! I do. There is so much pressure from the administration to perform in class and I spend more time teaching than counselling. Some parents are not cooperative enough and when called upon to attend counselling cases for their children they hardly appear.

For me I am fed up. Anyway, something should be done to improve the guidance and counselling services and provide counselling materials to teachers and students so as to make it effective. As for now it is ineffective. From the qualitative data responses; most teacher-counsellors felt that too much work load was a hindrance to their provision of guidance and counselling services. Some teachers thought 28 lessons in English from form one to form four because they were the only ones in their schools. In addition, they had other responsibilities; games teacher, library teacher, class teacher and also the teacher in charge of guidance and counselling in the school.

Another challenge was lack of office for practicing counselling. The teacher counsellor indicated that they counsel students in the open fields, under the trees and at times in the staffroom. Effective counselling requires that confidentiality must be maintained. Counselling in the open may not be well received especially by students who suffer from low self-esteem. Counselling services require privacy and a peaceful environment where the clients feel free to talk about their issues (Nyaga, 2011). Counselling office need to be located in a place which allows the students to visit at any time without feeling intimidated, it should allow privacy so that the students can discuss any issues of their personal life with ease (Wango, 2003). This cannot happen in a crowded place like the staffroom. Although Rana (2000) argues that the person of the counsellor is a major instrument in the counselling relationship, the ultimate success of counselling service goes beyond the counsellors' presence and skills. Confidentiality guarantees trust in the counselling relationship and enables clients explore and disclose their experiences and feelings which is the hallmark of any therapeutic relationship.

Perception is a key component in the provision of effective counselling services in schools. The problem of negative perception and the misconception that guidance and counselling service is for those students with serious problems was also cited by teacher-counsellors as a challenge in the provision of guidance and counselling services to the students. This makes students shy away from the helpers (Morley, 2012). The findings could suggest the same for other teachers. This is why the teacher-counsellors felt that they do not receive adequate support from their colleagues and that the burden of guidance and counselling is left solely to them. This perhaps could be attributed to negative perception of the counselling service by their other colleagues; a thing which could be attributed to lack of training and professional competence of the teacher-counsellors. Adequate training imparts the necessary skills and

knowledge and competencies which are attached to respect. When the teacher counsellor is a trained professional; he/he will know how to hand attitudinal problems and can easily win confidence and support from other teachers (Sessional Paper no. 1 of 2005-2010). Training for teacher-counsellors is thus paramount.

In conclusion, the teacher-counsellors saw guidance and counselling services as ineffective in addressing psycho-social challenges facing students in day secondary schools. Mutie and Ndambuki (2003) observe that counselling service cannot be carried out effectively as long as it is left to teachers who have other duties to attend to beside the counselling exercise. This information may suggest that the teacher-counsellors in these schools are strained and may easily suffer burnout. The challenge of role conflict came out strongly. A teacher-counsellor was also the school deputy principal and a member of disciplinary committee. It becomes hard to effectively provide guidance and counselling at the same time one is expected to determine students' disciplinary cases and pass disciplinary measures. The effect of this comes down to the students who may develop negative perception towards guidance and counselling services.

#### **4.8 Teacher-counsellors Assessment of the Psycho-social Challenges that face Students while in School and at Home**

The study sought the teacher-counsellors assessment of the psycho-social challenges facing day secondary schools students while in school and at home. This was done to enrich the second objective of the study.

##### **4.8.1 Challenges facing Students at School**

The teacher-counsellors were asked to give the psycho-social challenges that they may have observed among their students while at school. Their responses were presented in frequencies and percentage as in Table 14 &15.

Table 14

Teacher-counsellors' response on the Psycho-social Challenges facing Students while at School

Psycho-social Challenges	Frequency	Percentage (%)
Poor academic performance	7	82.5
Parents fail to pay school fees	6	75
Lack of personal effects at school	6	75
Challenges of boy/girl relationship	6	75
Low self -esteem	6	75
Frequent change of teachers	5	62.5
Parents' failure to follow-up on students' academic progress	5	62.5

From Table 15, the teacher-counsellors' perception of psychological challenges facing students in day secondary schools indicate that, the common challenges that students face while at school included : poor academic performance which could be attributed to parents' failure to pay school fees on time. Low self-esteem, frequent change of teachers and parents failure to make a follow up was cited as a challenge to students. These factors may have forced students to be out of school more often than not.

The findings in Table 15 further revealed that students lacked personal effects while at school something that may stress them. This finding corroborates with Kelly (2000) who suggested that lack of personal effects such as soap, exercise books, pens, school socks, shoes among others is a predisposing factor to exploitation of all forms. These items are basic to a students' life at school and must be met so as to make students become stable in school and subsequently translate to good academic performance. Students who miss on personal effects at school often perform poorly on class exercises. Some end up being tossed from school to home and back. They hardly find any time to study and concentrate on class work because they are always on the road. This makes them end up becoming emotionally stressed and some engage in maladaptive behaviors. This could suggest why teacher-counsellors felt that boy/girl relationship is a serious psycho-social challenge in their schools. Lack of provision of personal effects by parents could make the girls seek help from boys and hence could explain the increase in the boy/girl relationship. This finding corroborates with Howe (2005) who observed that students lacking in personal effects end up performing poorly in class

activities and exhibit withdrawal symptoms, low self-esteem and become victims of exploitation. The teacher-counsellors felt that frequent change of teachers and parental failure to follow-up on their children academic progress could also be the cause of poor academic performance in their schools.

A study by Calisto (2004) pointed out that teachers are less attracted by schools that offer little reinforcement in terms of learning resources. He further says that if teachers perceive the school as an area of academic failure, and expect little from the students who are enrolled in school, then the amount of input they will contribute to it is minimal. This may be the case in the North Rift where schools lack adequate resources and cases of insecurity are frequent.

#### **4.8.2 Challenges facing Students while at Home**

The study further sought to find out the teacher –counselors assessment of the psycho-social challenges faced by day secondary school students while at home. The findings were tabulated as shown in Table 15.

Table 15

Teacher-counsellors’ response on the Psycho-social Challenges facing Students at Home

Psychosocial challenges	Frequency	Percentage (%)
Frequent inter-community conflicts	7	87.5
Family violence	6	75
Too much domestic chores	5	62.5
Taking care of sick relatives	5	62.5
Absentee parents	5	62.5
Lack of food	3	37.5
Mistreatment of relatives	4	50

The findings in Table 15 suggest that inter-community conflicts was seen by teachers as a major psychosocial challenge facing students. Pkalya (2012) points out that inter-community conflict in North Rift region has led to families being displaced loss of human life and disruption of socio-economic activities which leads to loss of wealth and subsequent failure to provide basic needs for children at home. This issue has been worsened by the proliferation of small arms among pastoralists in the North Rift region (Kipsang, 2013).

Family violence was cited as another challenge facing students at home. Kauffman, (1989) in his study of American youth points out those children who witness frequent violence at home tend to become aggressive at school and exhibit bullying characteristics. The problem of absentee parents was cited by respondents as a psychosocial challenge facing students at home. The findings corroborates with Howe (2005) who observed that children from absentee parents become easily irritable and exhibit aggressive behavior patterns while at home or in school to compensate for the absent parental love.

Parental neglect at family level significantly contributes to the emotional trauma and instability of the students both at home and at school (Baron & Grazinno, 1991). This kind of neglect forces children to escape from home to put up with relatives who consequently exploit and mistreat them (Boyden, 1993). The teacher-counsellors felt that students in day secondary schools in North Rift region took care of their sick relatives, the frequency of family violence and the inter-community conflicts could explain this phenomenon of sick relatives; these relatives who could easily deny them opportunities to attend school as expected. Poor hygiene due to the remoteness of the region could have led to this condition. Kipsang (2012) observes that in the North Rift region, competition for pasture, control of natural resources such as water points and the desire to get wealth through cattle rustling led to lose of life and at times rendered people disabled or wounded.

Too many domestic chores were cited as among the challenges facing students by the respondents. Excess domestic chores deny students opportunities to study at home. Howe (2005) says that domestic chores make children fail to complete their assignments on time; they sleep late and fail to wake up early. Those who stay with relatives are hard hit because they may end up doing everything that house helps would have done. This is likely to make some students miss out on completing school assigned tasks (Rana, 2000).

#### **4.9 Inter- community Conflicts as a Psycho-social Challenge facing Students in the North Rift region**

In order to understand more on the psychosocial challenges facing students the study sought the sources of inter-community conflict in the North Rift region which is a psycho-social challenge that impacts heavily on the lives of the community. Cattle rustling, conflicts over pasture, water and boundaries has led to displacement of the population and subsequent instability of both teachers and students in schools (Pkalya, 2012). This study sought to find

out the sources of inter-community conflicts as a psycho-social factor which may influence effective provision of guidance and counseling services in day secondary schools. Analysis of gender difference on the sources of these conflicts was also computed to establish if there was significant gender difference on sources of inter-community conflicts. This is given in Table 16 and 17.

Table 16

Students' Response on the Sources of Inter-community Conflicts in the North Rift region

Statement: inter-community conflict is caused by:	Strongly Agree (SA) %	Agree (A) %	Undecided (U) %	Disagree (D) %	Strongly Disagree (SD) %
Competition for pasture and water	165 (46)	73 (20)	15 (4)	41 (11)	63 (18)
Widespread availability of small firearms	94 (26)	72 (20)	40 (11)	59 (16)	89 (25)
Demands to meet high cost of dowry	107 (30)	80 (22)	32 (9)	69 (19)	71 (20)
Competition over boundaries	137 (38)	79 (22)	37 (10)	41 (11)	62 (17)
Incitement of communities by politicians	87 (24)	77 (21)	61 (17)	56 (16)	74 (21)
High level of poverty	159 (44)	74 (21)	38 (11)	43 (12)	43 (12)
Retaliatory attacks on other communities	139 (39)	74 (21)	27 (8)	53 (15)	64 (18)
Desire to get rich quickly	117 (33)	53 (15)	28 (8)	66 (18)	93 (26)
High recognition that raid successfully	102 (28)	58 (16)	41 (11)	57 (16)	99 (28)
Fulfillment of cultural expectations	108 (30)	65 (18)	42 (12)	71 (20)	71 (20)

Figures on parentheses shows percentage

(SA, A) –Agree (SD, D) –Disagree

The findings in Table 16 reveal the students response on sources of inter-community conflicts in the North Rift region. The major sources as cited by students included competition for pasture and water (66%), pressure to meet high cost of dowry (55%), competition over boundaries (61%), high levels of poverty (65%) and retaliatory attacks on other communities (59%). These findings support Eaten (2008), Kaimba (2011), and Janpetter (2012) who studied on raiding motives among pastoralist communities in Kenya and Uganda and found that among other reasons; demand for high dowry, competition for limited resources and drought and hunger was a trigger to violent conflicts in the North Rift region. Behnke (2008) in his study of nomadic lifestyles of the people in the horn of Africa also points out that these socio-economic factors are associated with conflicts among the pastoralist communities.

However, the students did not see widespread availability of small arms (46%) and political incitements (45%) as a major cause. The reason for this could be attributed to the fact that these are emerging issues / new trends in the conflicts in North Rift region and which respondents may not have been aware of.

#### 4.9.1 Independent Mean Differences on the Sources of Inter-community Conflicts in the North Rift region

In order to analyze the various sources of inter-community conflicts in the region, which was indicated as a psycho-social challenge facing students, the students were asked to fill the questionnaire (Section, F) which captured this issue. The analysis sought to establish if these sources differ significantly based on gender? All the analysis was done at 0.05 level of significance.

Table 17

Students Response on the Sources of Inter-community Conflicts in the North Rift region

Variable		Sum of Squares	df	Mean Squares	F ratio	Significance
Competition for pasture and water	Between Groups	23.140	1	23.140	0.947	0.331
	Within Groups	866.750	355	24.440		
Demands to meet high cost of dowry for marriage	Between Groups	155.120	1	155.120	6.689	0.010
	Within Groups	8232.510	355	23.190		
Retaliatory attacks on other communities	Between Groups	44.260	1	44.260	1.843	0.175
	Within Groups	8526.660	355	24.020		

Table 17 shows that the F-ratios for the variables are significant at 0.05 levels which mean that these factors act differently in causing conflicts in the region. In other words, both female and male students concur that the main triggering sources for conflicts are: competition for pasture and water (F= 0.947); demands to meet high cost of dowry for marriage (F= 6.689);



and retaliatory attacks on other communities ( $F= 1.843$ ). The finding suggests that any of these reasons can cause conflicts. The higher the F-value the more the variable makes a greater difference (impact) in causing conflicts.

The respondents observed that demands to meet high cost of dowry for marriage' is a greater triggering factor than 'retaliatory attacks on other communities. However, the other factors (widespread availability of small firearms and competition over boundaries) were not significantly different and were not included in the analysis, meaning that they cause conflicts merely out of chance. Availability of small arms was not significantly mentioned because of its sensitivity given that the disarmament programme was on going at the time of study and students may have withheld the facts. The concept of competition over boundaries and expansionist ideology is an emerging cause of inter -community conflicts in the region, it is a new trend (Eaten, 2008) hence respondents may not have responded to it well. However, the demand for high dowry has been associated with cattle rustling over ages (Kimenju, 2003).

#### **4.10 Comparison of Student and Teacher-counsellor Perceptions on the Effectiveness of Guidance and Counselling Services in Addressing Psycho-social Challenges Facing Students in Day Secondary Schools**

The fourth objective of this study was to compare teacher-counsellor and student perceptions on the effectiveness of guidance and counselling in addressing psycho-social challenges facing students in day secondary schools in the North Rift region. Mean scores, percentages, standard deviations and Independent sample t-test was calculated to establish whether differences existed between the two groups on how they perceived the effectiveness of guidance and counselling services in addressing psycho-social challenges facing students in day secondary schools. To measure effectiveness the students were asked to rate their response on a five scale (likert) very effective (5), effective (4), undecided (3), moderately effective (2) ineffective (1). Their response was tabulated in frequencies and percentages as given in Table 18.

Table 18

Students' Response on the Effectiveness of Guidance and Counselling Services in Addressing School- related Psycho-social Challenges

Rate the Effectiveness of Guidance and Counselling services in this School in:	Very Effective		Effective		Undecided		Moderately Effective		Not Effective	
	(V.E)	%	(E)	%	(U)	%	(M.E)	%	(N.E)	%
Managing challenges related to stress	158	(44)	102	(28)	17	(5)	43	(12)	40	(11)
Training on being assertive	165	(46)	111	(31)	25	(7)	26	(7)	33	(9)
Dealing with issues of low self-esteem	140	(39)	116	(32)	36	(10)	37	(10)	30	(8)
Dealings with problems of exam anxiety	131	(36)	112	(31)	31	(9)	44	(12)	41	(11)
Dealing with boy-girl relationships	166	(46)	70	(19)	14	(4)	33	(9)	77	(21)
Dealing with problems of peer pressure	164	(46)	82	(23)	29	(8)	30	(8)	55	(15)
Dealing with examination fear	128	(36)	97	(27)	28	(8)	38	(11)	69	(19)
Handling inter-personal conflicts	133	(37)	109	(30)	32	(9)	32	(9)	54	(15)
Handling academic weak areas	214	(59)	77	(21)	16	(4)	28	(8)	25	(7)
Handling drug and substance abuse	82	(23)	41	(11)	11	(3)	41	(11)	185	(52)

Figures in Parentheses indicate percent. The responses were also grouped as;

(V.E, E) – Indicate effectiveness

(M.E, N.E) – Indicate not effective

The students' perceived guidance and counselling services as effective in addressing a number of psycho-social challenges such as those related to stress (72%), issues of low-self-esteem (71%), dealing with exam anxieties (67%), handling problems of peer pressure (69%) and addressing areas of academic weakness among the students (80%). However, students did not find guidance and counseling service as being effective in handling drugs and substance abuse (63%). One possible explanation for this could be that drugs and substance abuse may not be a serious psycho-social challenge to students in these schools. Another probable reason is that the students did not mention this because they did not want to be seen as abusing drugs. Most cases of drug and substance abuse may go unnoticed by teachers in the schools given the fact that all the students are day scholars. The students may have also given socially desirable responses.

#### 4.11 Independent Sample t-test for Gender Means on Students' Perception of the Effectiveness of Guidance and Counselling Services

The study sought to determine whether gender differences existed in the perception of the effectiveness of guidance and counselling services in addressing psycho-social challenges among students in day secondary schools. For this analysis, five variables were analyzed because the others had been analyzed earlier in table 19. The variables analyzed were how effective guidance and counseling services offered in day schools in addressing the challenges of; boy-girl relationship, exam anxiety, stress- related challenges, low self esteem and drugs and substance abuse. The independent t-test findings are shown in Table19.

Table 19

Independent Sample t-test for Means on the Effectiveness of Guidance and Counselling Services by Gender

Variable	Gender	n	Mean	St.dev	Std.error	t	df	Sig.
Handling boy-girl relationship	Male	132	8.080	6.540	0.340	-2.3434	359	0.000
	Female	228	7.750	6.980	0.370			
Handling exam anxiety	Male	132	15.060	12.260	0.650	-2.3292	359	0.000
	Female	228	7.890	6.680	0.371			
Managing stress problems	Male	132	7.422	14.032	0.741	-1.0028	359	0.001
	Female	228	7.751	6.0120	0.320			
Addressing low self-esteem	Male	132	7.750	6.480	0.340	-2.2690	359	0.002
	Female	228	7.895	6.682	0.352			
Dealing with drugs and substance abuse	Male	180	5.730	6.013	0.340	-2.2690	359	0.000
	Female	180	5.643	5.602	0.305			

Independent sample t- test, significance level at 0.05; St.dev -means Standard deviation; Sig. shows Significance.

The finding in Table 19 reveal that at 0.05 level of significance, there is a statistically significant gender mean difference between the population means of Males(8.080) and Females(7.750) on the effectiveness of guidance and counselling in handling issues of boy-girl relationships as indicated by  $p < 0.000$  which is less than the critical value  $p < 0.05$ . The Females perceived guidance and counselling has having helped them more in handling issues pertaining boy-girl relationship. However, this was not the perception of Males. The females may have had challenges in handling boy-girl relationship and therefore found it easier to seek guidance and counseling services than boys who may have seen themselves as men and may have been socialized to believe that this challenge does not affect them in any way.

On the issues of exam anxiety, the mean difference between the two genders was significant at 0.05. The findings reveal that there existed mean difference between Males (15.060) and the Females (7.890) on the perception of guidance and counselling in helping students handle exam anxiety. However, the Males felt that the service helped them more. The p value  $< 0.000$  is less than the critical value  $p < 0.05$  with a t-value of -2.3292 indicating statistically significant difference This may suggest that more male students sought counselling services on examination related issues than Females. This could be a pointer of the societal expectation where Males are expected to do better than girls in academic performance which could have been the source of this anxiety. This finding support Were (2009), who observed that the society expects Males to perform better than Females in academic work and therefore pressure to do well is placed more on boys than the girls. Kwesiga (2002) made the same observation in her study of Northern Uganda. She found out girls were not expected to perform well in school and that academic excellence was a preserve of the boy child.

On managing stress problems, the means of Males (7.422) and that of Females (7.751) was significantly different. The boys felt that guidance and counseling services was less effective in assisting them manage stress related problems and the girls felt that it assisted them more in managing stress related problems. The findings seem to suggest that more girls may have sought guidance and counseling services to help them handle stress related challenges emanating from both school and home. At home the girls may be engaged in domestic chores which deny them an opportunity to get ample time to study and complete their assignments (Wango, 2006). This could explain why they seem to seek more counseling services. The computed P-value  $P < 0.001$  is less than the critical value  $< 0.05$ .

Therefore, it can be concluded that guidance and counseling services in secondary schools have significantly assisted more female students to manage stress related challenges at school than male students.

On low self-esteem, the study further reveal that guidance and counseling services was perceived differently by boys and girls on assisting to address the psycho-social challenges of low self-esteem. There was a mean difference between the two boys (7.750) and girls (7.895) with a t-value of -2.2690. This indicates that girls perceived guidance and counseling has having assisted them more on improving their self-esteem than the boys. This mean difference is not quite significant implying that guidance and counselling services addressed low self-esteem. The computed P-(0.002) was smaller than the critical value ( $P < 0.05$ ). Therefore, it can be concluded that more girls perceived guidance and counseling as being effective in addressing the challenge of low self-esteem. Kelly (2009) points out that the society socializes the girls to improve their self-image through proper grooming and that parents were more willing to assist girls improves their perceptions, confidence and outlook. This has a direct influence on self- esteem. Horwath (2007) observe that lack of neat clothes, school shoes and clean socks make students feel ashamed and suffer low self-esteem. The findings in this study seem to point out that the girls had higher self-esteem at school than boys. This could be explained by the fact that their basic needs had been gathered for and their social standing had improved. It may also point out that guidance and counselling services addresses low self-esteem. Kwesiga (2002) notes that for girls in rural areas, attaining secondary education is reason enough to improve their self-esteem levels.

The results on Table 19 further reveal that the mean scores on the effectiveness of guidance and counseling services in assisting students to handle drugs and substance abuse was significantly different at (5.730) for boys and (5.643) for girls. This implies that both boys and girls did perceived guidance and counseling services as not assisting in addressing issues of drugs and substance abuse. The possible reason for this significant difference may be due to social desirable factors. It could also be attributed to the fact that the students could be involved in drugs and substance outside the school. The teacher- counselors may not therefore be informed on the students involved in the habit. Alternatively, this issue may not be a serious problem in the schools sampled or the students gave socially desirable responses. However, Horwath (2007) observe that children deprived of basic needs from childhood, deprived of love, warmth and parental closeness exhibit withdrawal characteristics at school.

They also suffer anxiety and exhibit low self-esteem. This being the case, students tend to seek direction from peers who may introduce them to drugs and substance abuse.

#### 4.12 Students' Perception of the Effectiveness of Guidance and Counselling Services

To further understand the students' perception on effectiveness of guidance and counselling services, three independent psychosocial challenges: low self-esteem, anxiety and stress among students were computed in terms of percentages and the results presented in Table 20, 21 and 22.

Table 20

Students' Perception on the Effectiveness of Guidance and Counselling Services in Addressing Low Self- Esteem

Guidance and Counselling is Effective in Addressing Low Self Esteem.	<u>Gender of Respondents</u>				Total
	Male	%	Female	%	
Strongly agree	55	41.6	62	27.2	117
Agree	25	18.9	32	14.0	57
Undecided	9	6.8	26	11.4	35
Disagree	10	7.5	43	18.8	53
Strongly disagree	33	25	65	28.5	98
Total	132		228		360

From Table 20, the findings show that there are more male students (41.6%) than female (27.2%) who strongly agree that guidance and counselling service was effective in addressing low self-esteem among students. These findings could be attributed to the high regard the society places on the male students. The schools could have provided the boys with enough opportunities for co-curriculum activities which helped boost their self-esteem. Mayberry (1992) observes that the quality of physical and social environments affects the emotional state of students. The finding corroborates further with Horwath (2007) who observe that the

level of self-esteem among students is a function of their perception towards their teachers, their school and their peers. Positive student perception towards the school increases the level of self-esteem.

Table 21

Students' Response on the Effectiveness of Guidance and Counselling Services in Addressing Anxiety Levels

Guidance and counselling effectively deals with anxiety over examinations.	<u>Gender of Respondents</u>				Total
	Male	%	Female	%	
Strongly agree	60	45.45	70	30.70	130
Agree	22	16.67	45	19.73	67
Undecided	3	2.27	27	11.84	30
Disagree	7	5.30	31	13.59	38
Strongly disagree	40	30.30	55	24.12	95
Total	132		228		360

Table 21 shows that there were more male (45.45%) than female students (30.70%) who strongly agree that guidance and counselling services was effective in handling anxiety among students. The cases of anxiety could be attributed to the parental demand to see their children perform well academically and the reality of inadequate learning resources in the schools. According to Morley (2012), if a student feels anxious and alienated in school due to academic inabilities or lack of support, his/her potentials to master fundamental skills, concepts and develop effective learning skills are likely to be reduced. This increases anxiety their levels in school.

Table 22

Students' Perception on the Effectiveness of Guidance and Counselling Services in Addressing Stress Levels

Guidance and Counselling is Effective in Assisting us Cope with the Challenge of Stress.	Gender of Respondents				Total
	Male	%	Female	%	
Strongly agree	53	40.15	94	41.22	147
Agree	30	22.72	59	25.87	89
Undecided	7	5.30	13	5.70	20
Disagree	20	15.15	30	13.15	50
Strongly disagree	22	16.67	32	14.03	54
Total	132		228		360

From Table 22, there are more female students than males who strongly believe that the guidance and counselling department is effective in assisting them cope with stress. However, more male students disagree strongly that guidance and counselling department assist in coping with stress. The majority of the female students agree that guidance and counselling is effective in assisting them coping with stress. The guidance and counselling department may have assisted students cope with stress related challenges. Mutie and Ndambuki (2003) observe that effective counselling service in schools should assist students cope with challenges of anxiety, stress and family related problems. However, this was not the feeling of all the students. Equally Okoth (2002) also pointed out that although schools lack adequate materials, lack of confidential files and teachers have heavy teaching work load, the personality of the teacher-counsellors is paramount in the provision of effective counseling services.



#### 4.13 Inferential Analysis of the Teacher- counsellors' and Students' Perception of the Effectiveness of Guidance and Counselling Services

The fourth objective of this study was to determine whether differences existed in the students' and teacher-counsellors perception on the effectiveness of guidance and counseling services in addressing various psycho-social challenges in day secondary schools in North Rift region. A t-test analysis of the respondents perception on five psycho-social challenges were computed, these were stress-related challenges, anxiety-related challenges, challenges of low self-esteem, drugs and substance abuse and challenges of boy-girl relationship. Table 23, 24, 25 and 26 shows the t-test analysis on these variables.

Table 23

Independent Sample t-test for Means on the Effectiveness of Guidance and Counseling in Addressing Stress

Variable	Category of Respondents	n	Mean	Std. dev.	t-value	df	Significance
Managing stress	Teacher counsellors	18	27.5612	7.9232	-4.162	376	0.000
	Students	360	31.3840	9.3612			

The t-test results in Table 23 indicate that there was a statistically significant difference between teacher-counsellor and student perceptions on the effectiveness of guidance and counseling in addressing the psycho-social challenges related to stress. The calculated P value <0.000 is less than the critical P-value <0.05 with a t-value of -4.162. Therefore, the null hypothesis for this study was rejected. An analysis of the means of the two groups of respondents indicates that there was also a mean difference on the teacher-counsellors (27.5612) perception and the students' perception (31.3840). The findings suggest that the students perceived guidance and counseling as more effective in addressing stress-related psycho-social challenges.

According to Kwesiga (2002) teacher-counsellors are overburdened with heavy teaching loads in addition to providing guidance and counseling services. The heavy work load does not give them room to be effective in the provision of counseling services. Sessional Paper No. 1 (2005) points out that the teacher-counsellors in rural schools lack the necessary training to handle student psycho-social challenge of stress, peer pressure, violence and identify crisis. The training offered to the teacher-counsellors by the ministry of education hardly goes beyond a week and does not have significant impact on the provision of counseling services by the teachers. This could explain why the teacher counsellors did not perceive the guidance and counseling services they offer as being effective in addressing the stress-related challenges in the schools. Goodwin (2000) further argues that perception of guidance and counseling services in schools is an important component that determines whether students will seek the help of teacher counsellors or not. It also affects the quality of services provided by service providers. Therefore, the negative perception of the effectiveness of guidance and counseling services in addressing stress-related challenges by the teacher-counsellors could impact negatively on their perceptions towards guidance and counseling in schools.

Table 24

Independent Sample t-test for Means on the Effectiveness of Guidance and Counseling in Addressing Anxiety

Variable	Category of respondents	n	Mean	Std. dev.	t-value	df	Significance
Managing anxiety	Teacher counsellors	18	26.1324	7.4163	-3.9861	378	0.001
	Students	360	34.6320	10.3148			

The findings in Table 24 reveal that the P value < (0.001) is less than the critical value P <(0.05) with a t-value of -3.9861. This means that there was a statistically significant difference between teacher-counsellors and students in their perception of the effectiveness of guidance and counseling in addressing the psycho-social challenge of anxiety. Therefore, the null hypothesis was rejected. The mean score of students (34.6320) was higher than that of

the teacher-counsellors (26.1324). The findings reveal that students perceived guidance and counseling as effective in addressing the psycho-social challenges of anxiety. This implies that the teacher-counsellors did not perceive guidance and counseling as effective in addressing anxiety problems among students.

The possible explanation for these differences in perception could be attributed to what Ayers (2000) observed in his study, that guidance and counseling helps students deal with negative thoughts, negative perceptions, anxiety and in correcting maladjusted behavior. The teacher counsellors may have perceived anxiety problems emanating from frequent cases of insecurity in North Rift Region as beyond their competencies. Kaimba (2011) notes that insecurity and inter-community related conflicts results in ineffective utilization of resources and these factors combine to undermine productivity.

Eaten (2008) points out that the history of violent conflicts and revenge in North Rift is unpredictable, erratic and can happen anytime and anywhere. It has become so complex and dynamic and each day it takes a different dimension. Mkutu (2010) observes that insecurity has led to a shift in the factors of production, livestock loss, injuries, loss of human life, rape and abduction. This generates extreme levels of anxiety among students and the rest of the population. This dynamism could explain why teacher-counsellors did not perceive guidance and counseling service as being effective in addressing anxiety challenges in their schools. Insecurity issues could also be blamed for the anxiety over examinations suggested by the respondents. Students in North Rift region especially around areas where insecurity is prevalent hardly get time to study at home, they lack reading materials at school and some lack parental support at home; psychosocial challenges that may affect their academic achievement. Chepchieng & Kiboss (2004) observe that students in parts of Baringo North Sub-County hardly find time at home to study because they lack electricity at home and the source of light is only a tin lamp.

Table 25

Independent Sample t-test for Means on the Effectiveness of Guidance and Counselling in Addressing Low Self Esteem

Variable	Category of respondents	n	Mean	Std. dev.	t-value	df	Significance
Improving self – esteem	Teacher counsellors	18	28.6631	10.5233	-3.160	378	0.003
	Students	360	33.5364	12.2030			

The findings in Table 25 reveal that the mean scores between teacher -counsellors and students on the effectiveness of guidance and counseling in addressing the problem of self-esteem is significantly different. The students mean (33.5364) was higher than that of the teacher-counsellors' mean (28.663). This implies that the students perceived guidance and counseling as being effective in addressing the problem of self-esteem. The t-test results (-3.160) also revealed that there was statistically significant difference between the teacher – counsellors' and the students' perception on the effectiveness of guidance and counseling in handling self-esteem related challenges. The computed P-value (0.003) and the t-value (-3.160) is smaller than the critical P-value (0.05). The conclusion drawn therefore is that the teacher-counsellors and the students' perception on effectiveness of guidance and counseling were significantly different.

Banister (2004) points out that self-esteem is a critical component in academic performance. Those students who suffer low self-esteem become withdrawn, depressed, and irritable and find it difficult to concentrate in class. They rarely ask questions and hardly finish their assignment which is a recipe for poor academic performance in school. Mayer (1993) emphasizes on the need of teacher-counsellors to enhance a positive learning school climate where students feel recognized, an environments that is more desirable and which enhances greater student motivation. He further observes that such a climate strengthens desired positive behaviours and facilitates productive work habits and positive interpersonal interactions among students. Mungai and Wango (2007) stressed that the role of effective

guidance and counseling services is not only to identify the students suffering from anxiety, poor performance, stress and low-self-esteem but to identify and make appropriate referrals to assist such students especially where the teacher-counsellor feels incompetent to offer counseling services.

Table 26

Independent Sample t-test for Means on the Effectiveness of Guidance and Counselling Services

Variable	Category of respondents	n	Mean	Std. dev.	t-value	df	Significance
Drug and substance abuse	Teacher counsellors	18	29.9936	10.03140	4.370	378	0.345
	Students	360	30.1242	10.5936			

The findings from Table 26 indicate that the mean difference between teacher-counsellor and student perceptions on the effectiveness of guidance and counseling in addressing the challenge of drugs and substance abuse is not significantly different. Although the teacher-counsellors' mean (29.9936) is slightly lower than the students' mean (30.1242) the difference is minimal. This implies that students and teacher-counsellors perceived guidance and counseling services as not having been effective in handling the challenge of drugs and substance abuse. The calculated P-value (0.345) is greater than the critical P-value (0.05). The null hypothesis was therefore accepted. This suggests that both the teacher-counsellors and the students did not perceive guidance and counseling as helping in handling drugs and substance abuse among the students in the North Rift region. The mean difference between them and the teacher-counsellors perception was insignificant. One possible reason for this is the fact that students may be abusing drugs outside the school hours. These being day schools, teacher-counsellors may not have control of the student behavior outside the class hours.

According to Calisto (2004) children who suffer parental neglect at home tend to engage in drugs and substance abuse in the hope of forgetting the problems they go through. Howe (2005) further points out that those children from dysfunctional families or those prone to frequent conflicts often become victims of drugs and substance abuse. Such children often become exploited and tend to exhibit low self-esteem while at school, they become easy victims of peer pressure and this could affect their academic performance.

Table 27

Independent Sample t-test for Means on the Effectiveness of Guidance and Counselling in Addressing the Challenge of Boy / Girl Relationship

Variable	Category of respondents	n	Mean	Std. dev.	t-value	df	Significance
Handling boy/girl relationship	Teacher counsellors	18	29.4210	6.4931	-3.015	376	0.001
	Students	360	33.4132	10.2364			

The findings in Table 27 indicate that the mean difference between the teacher-counsellors and the students on the effectiveness of guidance and counseling in handling boy/girl relationship and was statistically significant. The students mean (33.4132) was higher than that of the teacher-counsellors mean (29.4210). The students felt that guidance and counseling services assisted them handle the challenges of boy/girl relationship. The calculated P-value (0.001) and the t-value (-3.015) is smaller than the critical P-value (0.05).

The findings agrees with Bassey (1996) who notes that effective guidance and counseling services should help curb social challenges among students such as absenteeism, truancy, influence of mass media, teenage pregnancy and challenges of boy/girl relationship in school. The guidance and counselling service should help students adjust comfortably to school environments and develop positive and healthy interpersonal relationship.

#### **4.14 Qualitative Description of Teacher-counsellors Perception on the Effectiveness of Guidance and Counselling Services**

To enrich quantitative data, the study further sought qualitative information on the teacher-counsellors' perception on the effectiveness of guidance and counselling services in addressing various students' psycho-social challenges. The teacher counsellors were taken through a focus group discussion and were asked to mention whether the guidance and counseling services they offered to students in their schools were effective or not. Eight respondents were involved in this discussion. The names used here do not reflect the real names of the respondents.

##### **Excerpt 3**

**Researcher:** In your opinion, how do you rate the effectiveness of guidance and counselling services in your school in addressing students' psycho-social challenges? Give reasons for your answer.

**Ben:** I find it ineffective. This is because there is lack of parental and administrative support. The academic performance of students is poor and students still have negative perception towards guidance and counselling services. Furthermore, there is no office to use for counselling services and counselling is done in the open which I feel is not proper because some students may fear to seek help because others will see and know they have gone for counselling, the ethics of confidentiality is thus broken.

**Rose:** To me I think it is ineffective. This is because the department lacks the necessary materials for effective counseling services. I do not have an office where I can practice counseling services. Apart from counseling students I am also the deputy head teacher which I feel is a conflict of roles and thus makes counseling in this school ineffective. There is so much workload for me and I do not get time to address students' issues.

**Joyce:** I consider the service ineffective. This is because there is no serious counselling in this school. Teachers in teaching practice and those in BOG are given to be in-charge of counselling. Some of them are not trained on counseling and others lack the professionalism of a teacher-counsellor. There is no allocated time for guidance and counseling services in the time table and students come to school at 8.00am, attend classes and leave at 5.00pm after games. There are few role models to help students in this school. The counselling department

lacks an office and there is little commitment from the school administration towards building one.

**Mark:** Allow me to be specific here. It is ineffective. The department lacks material support and financial support. There is lack of time to provide counselling service to the students; the little guidance and counseling services given to students is done at the teachers-counsellors discretion. The parents are not supportive to check on their children's discipline cases and the teacher-counsellor is burdened with heavy responsibilities which is too much. Cases of early pregnancy among the girls in our school are on the increase and the students abusing drugs (alcohol) are also many. Absenteeism is also high in this school, a sign that students do not take their studies seriously. The guidance and counseling department has not been able to manage these problems.

**Emily:** For my school, the guidance and counseling programme is ineffective. As the teacher in charge of guidance and counseling services, I do not get adequate support from colleagues. The school administration ought to hold regular talks with the students particularly the girls. This does not happen. Parents rarely talk to their children on dangers of boy-girl relationship during parents' days. A peer counselling programme is yet to be started. The cases of dropout have increased among the female students.

**Stephen:** The programme is ineffective. The teachers involved in guidance and counselling are not trained. Students still experience cases of anxiety during examination period. Cases of dropout are common and I feel a lot has to be done by the teacher-counsellors.

**Michael:** I feel the programme is not quite effective. This is because issues of boy/girl relationship are common. This has seen most female students drop out of school. The numbers of those who drop because of fees problems are still high.

**Anne:** It is ineffective. The self-esteem level of our students is still low. The teacher counsellors try their best but they are also de-motivated. This place is far from town and cases of bandit attacks are frequent. I feel scared of insecurity problems and given a chance I will easily transfer.

From the qualitative information given by the teacher-counsellors on the effectiveness of guidance and counselling services in addressing psycho-social challenges facing the students in day secondary schools in the North Rift, the findings reveal that guidance and counselling



is seen by the teacher-counsellors as ineffective. The respondents' feeling is that the teacher-counsellors lack offices to practice, they also lack materials for guidance and counselling, teacher-counsellors on their part are overburdened with heavy teaching workload, others lack training materials for guidance and counselling and do not get support from colleagues and the parents. Negative perception of the guidance and counseling service is a challenge in most schools. The challenge of time was also a common factor that made the teacher-counsellors feel that the service is ineffective. Students come to school at 8.00 am and leave at 5.00 p.m, others come from over 8 km away and retaining them in the evening is difficult.

#### **4.15 Services offered by Guidance and Counseling to Address Psycho-social Challenges in Day Secondary Schools**

To further check on the student perception of the effectiveness of guidance and counseling services in schools, the study sought to find out the services undertaken by guidance and counselling departments to address students' psycho-social challenges in day secondary schools. The students were asked to list the activities undertaken by the guidance and counselling departments in their schools. The responses were tabulated and percentages calculated and presented in Table 28.

Table 28

Students' Response on Services Provided by Guidance and Counselling Departments in Day Schools

Guidance and Counselling in this School;	Frequency			
	Yes	%	No	%
Guide students to handle boy girl/ relationship	260	(72)	100	(28)
Guide students on challenges of drug and substance abuse	54	(15)	306	(85)
Assist students who are anxious about exams	270	(75)	90	(25)
Offer training on managing challenges of stress	209	(58)	151	(42)
Teaches on how to be assertive	241	(67)	119	(33)
Offer guidance on managing problems of low self-esteem among students	284	(79)	76	(21)
Help students build good social skills among peers	302	(84)	58	(16)
Talk to students manage problems of negative thoughts	274	(76)	86	(24)
Help students who suffer from self-blame	252	(70)	108	(30)
Assist students who are affected by loss/grief	256	(71)	104	(29)

Figures on parentheses shows percentage

The findings in Tables 29 indicate the students' response on the services provided by guidance and counseling department to address psychosocial challenges in day schools. The responses show that the department guides students on issues of boy-girl relationship (72%), help manage problems of low-self-esteem (79%) assist students who are anxious about exams (75%) and assist students suffering from loss/grief (71%) and managing stress (58%). Guiding on the challenge of drugs and substance abuse (15%) was cited as a least activity undertaken by guidance and counseling department. Training to be assertive was not cited by many students as they did in the other variables. These findings suggest that guidance and counseling departments in schools engage in assisting students address several psychosocial challenges. Although the respondents were positive in their observation, the reality is that guidance and counselling may not be effective if the departments lack the necessary manpower and adequate resources to effectively handle students' problems.

The study also points out that teachers of guidance and counseling in North Rift region are ill-equipped with the necessary counselling skills, they lack the necessary training and offices to provide the service hence though the students feel that they handle these psychological challenges, the quality of the services offered may be constrained by inadequate resources and lack of necessary pedagogical skills to offer effective services..

#### **4.16 Teacher-counselor Response on Areas Addressed by Guidance and Counselling Services.**

In order to further understand the teacher-counsellors perception on the effectiveness of guidance and counselling services. The study sought to find out from the teacher-counsellors the areas guidance and counselling services has been addressing among students in day secondary schools. The responses were tabulated, percentages calculated and presented in Table 29.

Table 29

Response on the Areas that Guidance and Counselling Department has been Addressing among Students

Areas of Guidance and Counselling	Frequency	Percentage (%)
Handling students' anxiety	5	27.78
Time management	8	44.44
School fee problems	13	72.22
Low academic performance	11	61.11
Peer pressure	6	33.33
Drugs and substance abuse	9	50.00
Low self-esteem	8	44.44
Cases of absenteeism	10	55.55
Cases of disrespect to teachers	8	44.44
Student-student conflicts	3	16.67
Students being found with mobiles	1	5.50
Boy/girl relationship	16	88.88
Cases emanating from inter-community conflicts	11	61.11
Cases of student-parents	3	16.67

The findings in Table 29 reveal that guidance and counselling department handle a number of psycho-social challenges among students in day secondary school. A high percentage of the teacher-counsellors (88.88%) cited boy-girl relationship. This may be a common problem in day schools because some students rent premises near the school where they stay alone and are far from their homes. The students also leave school and walk together towards home at times late in the evening and pairing up could easily occur. As indicated earlier, boys in some cases support the girls financially and could be the reasons why boy-girl relationship is common in day schools in North Rift. The problem of absenteeism is common as indicated by (55.55%) of the respondents. Absenteeism could be caused by economic and social factors such as lack of school fees (72.22%), drugs and substance abuse (50%) and peer pressure (33.33%). According to Ingule and Rono (1996), when adolescents interact constantly with alcoholics, an issue common among day school students, the likelihood that these adolescents will become problematic drinkers is high. This may be the case in day schools where the

students always find themselves at home every evening and over the weekends and during public holidays.

Time management features as a common problem handled by the guidance and counselling department as cited by (44.44%) of the teacher respondents. The students in day schools operate from their homes and often may become late to school owing to the problem of flooded rivers during rainy seasons, family responsibilities and general disorganization. Rana (2000) observes that children who are neglected, deprived of food, clothing and love may find school taxing. For such a student meaningful learning may not take place. Inter-community conflicts were another challenge as indicated by the teacher-counsellor (61.11%). This is not a new phenomenon in the North rift. Kimenju (2003) observe that in Kerio -Valley violent cattle rustling and conflict over pasture and water has led to closure of humanitarian organizations that helped students in schools. According to Kipsang (2012), insecurity and inter-community conflicts in the North rift has resulted to among others loss of life, displacements of the population, rape, and indiscriminate killing and frequent school closures.

A small number of teacher-counsellors (5.5%) saw mobile phone as being one of the challenges that faces the department of guidance and counselling. The findings should be interpreted with caution because mobile phones in schools have been outlawed. Being a day school, the challenge of mobile phones may be a serious problem because students leave school at 5.00 P.M and could access and use these gadgets once they are out of the school compound. A notable area where guidance and counselling department has been handling is the cases of student-parents as cited by (16.67%) of the respondents. The findings seem to point out cases of students who double up as parents in schools. The genesis of this could be attributed to the fact that these students are exposed to adult behavior once they are out of school. As indicated by teacher –counsellors ‘*Boda boda*’ riders and sand harvesters take advantage of school girls by providing material and financial support in exchange of sexual favors.

## 4.17 Suggestions on the Strategies that can be employed to Improve Guidance and Counselling Services in Schools

### 4.17.1 Teacher-counsellors Suggestions.

The fifth objective of the study was to establish the strategies suggested by teacher-counsellors and students on how guidance and counselling services can be improved in schools so as to effectively address psycho-social challenges affecting the students. First, the teacher-counsellors were asked to give their suggestions on the strategies to improve guidance and counselling services in their schools. The findings were presented in Table 30.

Table 30

Response on the Strategies Suggested by Teacher-counsellors to Improve Guidance and Counselling Services

Ways to improve guidance and counselling services in schools	Frequency (f)	Percentage (%)
Increase number of sessions on guidance and counselling services	6	33.33
Encouraging teacher-parental counselling in schools	3	16.67
Invite motivational speakers on guidance and counselling	12	66.67
Organize open forums for students to share their issues	2	11.11
Provide guidance and counselling department with material support		
Train guidance and counselling teachers	10	55.55
Identify and use local role models on guidance and counselling who will act as live examples to others	14	77.77
Provide guidance and counselling literatures to students	12	66.67
Employ qualified guidance and counselling teachers	15	83.33
Build a guidance and counseling office	12	66.67
Make guidance and counselling as a subject examinable	12	66.67
Encourage the use of peer counselling	3	16.67
Provide a school chaplain to handle spiritual matters	1	5.5
Bench-marking other schools	2	11.1
	1	5.5

The findings in Table 30 indicate that building a guidance and counselling office in the school was a strong suggestion on making the department effective cited by (83.33%) of the

respondents. Goodwin (2000) observes that the counselling office must be built in such a way that it provides for confidentiality. Students who seek guidance in the staffroom, open spaces and under trees as revealed by the study may fear doing so because those who seek counselling are seen as weak and have a multiple of behavioral problems (Wango, 2006). This finding is consistent with Okoth (2002) who attributed the low standards of guidance and counselling in schools to inadequate facilities, lack of files, cabinets and reference books. There is need to reduce the teacher-counsellors' workload as indicated by (66.67%) of the respondents. The finding agrees with what Wango (2006) observed. In his study he observed that it is difficult for a practicing teacher-counsellor to handle students and at the same time perform other duties such as teaching other lessons, heading a department or at times being in charge of co-curricular activities. This overburdens him/her and renders the counseling work ineffective. A teacher-counsellor just like any other H.O.D should have a maximum of 18 lessons per week. This will give the teacher-counsellor ample time to provide the students with counselling services. This study suggests that there may be no need to make guidance and counselling a compulsory teaching subject as cited by (5.5%) of the respondents or provide a school chaplain. Benchmarking in other schools was also least cited by (5.5%) of teacher-counsellors as well as the use of local models.

The findings of this study seem to suggest that other activities such as providing counseling materials to students such as brochures, books, CDs, magazines and pamphlets was a priority as cited by (60.67%) of the respondents. This was seen as more urgent and necessary than the others. Qualified and well trained teacher-counsellors are a necessary tool for effective counselling service. Kwesiga (2002), Wango (2006) and KESSP report (2005-2010) all point out on the need for training the teacher-counsellors. A well trained teacher counsellor has the pedagogical knowledge on how to handle the multiple challenges presented by students. They are able to influence students' perceptions positively. Perception is crucial in the success of the counselling process.

The students' perception of guidance and counselling service is a critical determiner of their willingness to seek counseling services (Ayers, 2000). Training of teacher-counsellors equips them with skills to practice within the context of even multi-cultural environments. Ezewu (1986) points out that the essence of counseling is the focus on helping students develop necessary life skills to deal with psycho-social challenges such as low self-esteem, drugs and substance abuse, peer influence and lack of positive self-image.

This cannot be practical where the teacher-counsellors (helper) lack the necessary skills and continuous training which helps the teacher-counsellors provide effective counselling service.

Peer counseling need to be utilized in schools, (66.67%) of the respondents suggested this as a measure to address psycho-social challenges. Corey, (1991) observes that the quality of peer -counsellors in the school influences the effectiveness of any counseling program. Students tend to be freer with fellow students than with the teacher- counsellors. School teacher -counsellors should organize for peer training to help them address the psycho-social challenges that face students in day schools. Opportunities for them to attend counselling seminars may be provided or schools can organize for in-house trainings. The overall essence is to equip the peer counsellors with the know how to help their colleagues handle day to day challenges. In the selection of the peer counsellors to be trained, several issues must be factored in; confidentiality, acceptability by the other peers, good interpersonal skills and qualities of empathy, congruence and unconditional positive regard (Nyaga, 2011).

The teacher-counsellor should go beyond mere provision of knowledge. There is need to train on human relation skills and ethical considerations that govern the guidance and counselling process.

The teacher-counsellors suggested that extra time be provided (33.33%) to enable them adequately address the students concerns. This cannot happen in an environment where workload is beyond 26 lessons per teacher (Wango, 2006). The findings express the need for fewer lessons for the teacher-counsellors so as to get to read and be informed on current developments. Guidance and counselling sessions and dates should be made known to the students. Organizing for open forums for students to share issues and learn from each other was not seen as critical (11.11%) of the respondents cited this. Teacher –counsellors felt that students hardly have time for this, the teacher-counsellors may be overworked already and are often tired at the end of the day, and thus organizing for such forums may not be a priority thing among the teacher -counsellors.

#### **4.17.2 Students' Suggestions**

To establish the strategies suggested by students on how to improve guidance and counselling services in school, 360 students were asked to make their suggestions to this item. This was an open question and similar responses were merged and presented as given in Table. 31

Table 31

## Students' Response on the Suggested Strategies to Improve Guidance and Counseling Services in School

Suggestions given	Frequency	Percentage (%)
Employ and post trained counsellors in the school	170	47.2
Reduce workload for teachers in charge of guidance and counseling	44	12
Invite to school professional speakers in guidance and counseling	38	10.5
Organizing meetings on guidance and counseling	68	18.8
Provide materials on guidance and counseling services	108	30
Benchmarking other neighboring school on guidance and counseling services	48	13.34
Inculcate positive perception on students towards guidance and counseling services in the school	90	25
Encourage peer guidance and counseling services	186	51.3
Teachers to be friendly to students during counseling	60	16.67
Guidance and counseling offices be located far away	38	10.5
Provide materials for guidance and counseling department	67	18.61

From the data presented by respondents in Table 31, students felt that there was need to have trained counsellors (47.2%). This means that most teacher-counsellors in the North Rift may not be fully trained and there was need for the training to be conducted. The students also felt that there was need to encourage peer counsellors (51.3%) to assist the teacher-counsellors.

Nyaga (2011) notes that peer counseling is critical in providing guidance and counseling services, peers can easily share information, understand each other, they can receive issues which they may not be told to the teacher-counsellors. Inviting of speakers to talk to students was also cited as a strategy to improve guidance and counseling by the students. Reducing workload for teachers was not a serious strategy to improve guidance and counseling according to the students (12%). This may be so because the students are not involved in both the guidance process and the teaching exercise and because of this, they may not see it as a serious thing to them. However, they observe that the department should inculcate positive



perceptions towards the counseling program among the students (15%), a pointer that they could be having negative perceptions towards the service. The teachers rarely organize meetings with them (18.8%). This findings corroborates with Mungai and Wango (2007) who observe that guidance and counseling department serves several functions in a school set up which include; helping manage stress, provide peer counseling support, deal with problems of low self-esteem and challenges emanating from the family level.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The study sought to determine the perception of the teacher-counsellors and students on the effectiveness of guidance and counselling services in addressing psycho-social challenges facing day secondary school students in North Rift region of Kenya. North Rift is a region that has suffered frequent incidences of insecurity due to cattle rustling and inter-community conflicts. It has also suffered drought-related challenges and poverty level is high in some areas. Questionnaires were developed for 360 Form three students and 18 teacher-counsellors. Focus group discussion schedule was also developed for eight (8) teacher counsellors and was used to collect qualitative data. This was meant to elicit qualitative information on the teacher-counsellors' perception on the effectiveness of guidance and counselling services in addressing students psycho-social challenges. This chapter examines therefore the summary of the major findings, conclusions based on the findings of the study, implications and recommendations. Further suggestions to the research study are also given.

#### 5.2 Summary of Major Findings

Based on the findings of the study, the study revealed that:

- (i) The students suffered a number of psycho-social challenges such as stress, anxiety, low self-esteem, poor academic performance, drug and substance abuse, fear of insecurity arising from inter-community conflicts and low parental commitment towards school work.
- (ii) The teacher-counsellors considered the guidance and counselling services offered in day secondary schools as ineffective in addressing the psycho-social challenges that face students in the North Rift region.
- (iii) The students' perception on the effectiveness of guidance and counselling services provided in their schools differed with that of the teacher-counsellors. The students observed that the counselling services offered in school was effective in addressing a number of psycho-social challenges such as stress, anxiety, low self-esteem and boy/girl relationship. However, they observed that the guidance and counselling

services provided in their schools did not address effectively cases of drugs and substance abuse.

- iv) There was statistically significant difference on the teacher-counsellor and student perceptions on the effectiveness of guidance and counselling services in addressing various psycho-social challenges in day schools.
- v) Some of the strategies suggested by teacher-counsellors and the students to improve the effectiveness of guidance and counselling services in schools included; employing and posting trained counsellors in secondary schools, training of teachers on counselling skills particularly those already providing guidance and counselling services in secondary schools, inviting motivational speakers, building and equipping guidance and counselling offices in schools and providing adequate materials to the guidance and counselling departments.

### **5.3 Conclusion**

From the findings of the study, the following conclusions were made for the study:

- (i) Students in day secondary schools in the North Rift region face a number of psycho-social challenges such as: Increased anxiety levels, low self-esteem, stress, poor academic performance and insecurity.
- (ii) Teacher-counsellors perceived guidance and counselling services as ineffective in addressing students' psycho-social challenges. This was attributed to lack administrative support, inadequate guidance and counselling materials, negative parental perception towards day schools and the teacher-counsellors' heavy teaching work-load.
- (iii) Students perceived guidance and counselling services as effective in addressing psycho-social challenges but not in addressing the challenge of drugs and substance abuse.
- (iv) The teacher-counsellors perceived guidance and counselling services as ineffective in addressing the psycho-social challenges facing students. Due to this variation in

perception, it was imminent that there existed significant differences in the perception of teacher-counsellors and students perception. This differences was attributed to the fact that the teacher-counsellors' may have understood effective guidance and counselling service as going beyond the usual guidance process.

- (v) There is need to put in place the suggested strategies to improve the effectiveness of guidance and counselling services which include: continuous training of teacher-counsellors, providing adequate guidance and counselling materials, inviting professional counsellors to train peer counsellors among students and establishing and utilizing peer counselling services in schools.

#### **5.4 Recommendations**

The findings of the study revealed that many students in day secondary schools face a lot of psycho-social challenges. The study further pointed out that there was significant difference between the teacher-counsellor and student perceptions on the effectiveness of guidance and counselling services in addressing psycho-social challenges facing the students in day secondary schools. It is also evident that guidance and counselling services in secondary schools play a critical role in assisting students manage day to day challenges especially those in day schools who are in constant contact with the home environments. Therefore, effective guidance and counselling in schools is not an option. Based on these findings, the following recommendations are made:

- (i) There is need for various agencies especially non-governmental organizations working in North Rift region to come up with more initiatives that will help minimize the effects of psycho-social challenges facing the day secondary school students.
- (ii) To improve teacher-counsellor and students' perception on the effectiveness of guidance and counselling in schools, the government agencies should come in to provide adequate resources for guidance and counselling services and enhance mandatory training of teachers offering guidance and counselling services in secondary schools.
- (iii) The government should develop a policy on teacher-counsellors training and deployment to secondary schools

- (iv) To enhance effective utilization of guidance and counselling services among the students in day schools, the Ministry of Education should reduce teacher-counsellors' class room work load .
  
- (v) The study recommends that the division in charge of guidance and counselling programmes in the Ministry of Education need to make frequent visits to schools to ensure that guidance and counselling services are effective in addressing students' psycho-social challenges.

### **5.5 Suggestions for Further Studies**

Based on the findings of this study, further research can be conducted on the following suggested areas;

- (i) A study can be conducted on the dynamism of selected socio-cultural practices and its influence on effective guidance and counselling services in primary schools in the North Rift region.
  
- (ii) A comparative study can be carried out on the students' perception on the effectiveness of guidance and counselling services in addressing psycho-social challenges in other regions of Kenya.

## REFERENCES

- American School Counselor Association (2012). *The ASCA National Model*- retrieved August 20<sup>th</sup> <http://www.Aasca.com>
- Ayers, H., & Murray, A. (2000). *Perspective on Behaviour. (2<sup>nd</sup> Ed) A Practical Guide to Effective Intervention for Teachers*. London: David Fulton Publishers.
- Ayot, E., & Briggs, A. (1988). *Economics of Education*. Nairobi: Kenyatta University Press.
- Banister, A. (2004). *Creative therapy with Traumatized Children*. London: Jessica Kingley Publishers.
- Baron, R. M. & Grazinno, G. S. (1991). *Social Psychology*. Chicago: Rinehart and Winston Inclusive Publishers.
- Behnke, R. H. (2008). The Economic Contributions of Pastoralism. Case Studies from the Horn of Africa and Southern Africa. *Journal of Nomadic People*. Vol. 12 (1) 45-49, No. 1.
- Bermark, F. (2000). 'Transforming the Role of the Counsellor to provide Leadership in Educational Reform through Collaboration'. *Professional School Counselling*. Vol.39323- No. 3310.
- Bassegy, M. (1999). *Teachers for a Changing Nation*. New Zealand: Willington Publishers.
- Biswalo, M. (1996). *An Introduction to Guidance and Counselling in Diverse Africa Contexts*. Dare salaam: Dare salaam University Press.
- Boit, L. M., & Chepchieng, M. C. (2011) Factors Influencing the Effectiveness of Secondary School Teacher Counsellors in Guidance and Counselling Services within Nakuru Municipality. *Kenyan Journal of Guidance, Counselling and Psychology*. Vol. I. No. I. Pg 38-48.
- Boyden, J. (1993). *Families*. United Kingdom: Gaia Book Publishers Ltd.
- Calisto, G. (2004). *Teenagers and their Problems*. Nairobi: Focus Publishers Ltd.
- Chepchieng, M. C., & Kiboss, J. (2004). Influence of Family Socio-Economic Background and Gender on Students' Academic Achievement. A Study of Secondary Schools in Kabartonjo Division. *Journal of Education and Human Resource*. Vol. 2, no. 2 Pg (51-61).
- Cohen, L, Manion, L., & Morrison, K. (2008). (5th Ed). *Research Methods in Education*. London: Routledge Faimer Publishers.
- Coles, N. (1998). *Alcohol Exposure*. Retrieved July 16<sup>th</sup> 1999. <http://www.google.a.k.022.61.al>.

- Corey, G. (2009). *Theory and Practice of Counselling and Psychotherapy*. Monterey: Bertolt Thomson Publishing Company.
- Dabson, J. (1997). *The New Date to Discipline*. London: Kingsway Publishers.
- Eaten, D. (2008). *Violence, Revenge and the History of Cattle Raiding among the Kenya-Uganda Border*. Halifax. Dalhouse University Press.
- Erikson, E. (1968). *Identity: Youth and Crisis*: New York: Norton Publishers.
- Ezewu, E. (1986). *Sociology of Education*. Lagos: Longman Publishers Ltd.
- Gibson, L. R., & Mitchel, H. M(2003). *Introduction to Counselling and Guidance*. 6<sup>th</sup> edition. New Delhi. Mcgraw Publishers.
- Ginsborg, L., & Gal, I. (1994). The Role of Beliefs and Perceptions in Learning Statistics, Towards Perception Framework. *Journal of Statistics Education*. Vol. 2.
- Goodwin, B.(2000). *Raising Achievement of Low Performing Students*. Retrieved. January 1<sup>st</sup> 2011. <http://www.mcrel.org>.
- Government of Kenya (1964). *Report on the National Committee on Educational Objectives and Policies*. Nairobi: Government Printer
- Government of Kenya (1999). *Totally Integrated Quality Education and Training (TIQET). Report of the Commission of Inquiry into the Education System of Kenya*. Nairobi.
- Government of Kenya (2001). *Report on Task Force on Students Discipline and Unrest in Secondary Schools*. Nairobi: Government Printer
- Government of Kenya (2002). *Policy Framework for Guidance and Counselling in Education*. Nairobi: Kenya Institute of Education: Government Printer.
- Government of Kenya (2004). *Sessional Paper on Policy Framework for the Education Sector for Meeting the Challenges of Education and Training in Kenya in the 21<sup>st</sup> century*. Nairobi: MOEST.
- Government of Kenya (2005). *Sessional Paper number one of 2005: A Policy Framework for Educational Training and Research*. Nairobi: Government Printers.
- Horwath, J. (2007). *Child Neglect. Identification and Perception*. New York: Palgrave MacMillan Publishers.
- Howe, D (2005). *Child Abuse and Neglect: Attachment, Development and Intervention*. New York: Macmillan Publishers.
- Ingule, F., Rono, R., & Ndambuki, P. (1996). *Introduction to Educational Psychology*. Kampala: East African Educational Publishers.

- Jakero, N. O., & Ayodo, T. M. (2009). Factor analysis: An Evaluation of Home Environmental Factors Affecting Performance of Day Secondary Students in Kenya. *Kenya Journal of Education Planning, Economics and Management*. Vol. 1 Pg 82-95.
- Janpeter, S. (2012). *Raiding Pastoral Livelihoods: Motives and Effects of Violent Conflicts in North Western Kenya*. Retrieved 3<sup>rd</sup> Dec, <http://www.pastoralism.journal.com/content>.
- Jeremy, R. (2001). *Children in Society. Contemporary Policy and Practice*. New York: Palgrave Publishers Ltd.
- Jones, N.R. (2013). *Introduction to Counselling Skills*. 4<sup>th</sup> Edition. New Delhi: Sage Publications.
- Kabiru, M., & Njenga, A. (2007). *General Psychology*. Nairobi: Mwana Mwendu Press.
- Kaimba, G. N., & Guliye, A (2011). Effects of Cattle Rustling and Household Characteristics on Migration Decisions and Herd Size among Pastoralists in Baringo District, Kenya. *Journal of Research, Policy and Practice*. Vol. 1 pg. 1-18.
- Kamenju, A., Wairagu, F., & Singo, M. (2003). *Peace, Security and Development: An Agenda for the North Rift Region of Kenya*. Nairobi :Security Research and Information Centre Ltd.
- Kasomo, D. (2007). *Techniques of Guidance and Counselling Made Simple*. Nairobi: Jomo Kenyatta Foundations.
- Kathuri, J. & Pals, D. ((1993). *Introduction to Educational Research*. Njoro; Kenya: Egerton University Press.
- Kauffman, M. (1989). *Characteristics of Behaviour Disorders of Children and Youth*. (4th ed). London: Merrill Publishers Company.
- Kayson, M. A. (2007). *The Transformed School Counsellor*. Boston: Houghton Mifflin ltd.
- Kelly, P. (2000). *Alcoholism*. Retrieved 1<sup>st</sup> July 2000. <http://www.google.alco.doi.122>: Pg (143-149)
- Kenya Interagency Rapid Assessment (KIRA) (2014). Baringo and Elgeiyo/ Marakwet County Baseline Analysis. Retrieved April 4<sup>th</sup> 2015. [http://www.knbs.or.ke\\_county\\_data.php](http://www.knbs.or.ke_county_data.php).
- Kerlinger, F. N. (2000). *Foundation of Behavioural Research*. (6th ed). India: Surjeel Publishers.
- Kimenu, D. (2003) “*Terrorized Citizens-Guns in the Borderlands*”. Nairobi: SRIC Report Pg. 10.



- Kiminyo, D. M. (2005). *Introduction to Educational Statistics for Teachers and Students*. Nairobi: Education Research and Publications Ltd.
- Kindiki J. N. (2009). *Educational Research and Review*. Vol. 4. (Pg 252-259).
- Kipsang, W. (2012). "Schools Closed after Bandits Attack on Villages" The Daily Nation. 18<sup>th</sup> October, 2012. Pg. 36
- Kithogo, W. (2009, March 10<sup>th</sup>). *School Crisis, High Fees to Erode Gains*. Saturday Standard, Pg 21.
- Kwesiga, J. C. (2002). *Women's Access to Higher Education in Africa. Uganda's Experience*. Kampala: Foundation Publishers Ltd.
- Kweyu, D. (2009 August 14th). *Type of Education for your Children*. Daily Nation, pg 11.
- Kyungu, S. & Mutie, E. (2011). *Guidance and Counselling for Schools and Colleges*. Nairobi: Oxford Educational Publishers.
- Landy, E. (1980). *Guidance in American Education. The Colombia Encyclopedia (6th ed) Vol. 3*. Retrieved February 15<sup>th</sup> 2010. <http://www.encyclopedia.com>.
- Lee,C.(2001).Culturally Responsive School Counsellors and Programs: Addressing the needs of all Students. *Journal of Professional School Counselling*. Vol.4 Pg163-171
- Leonardo, Z. (2003). *Ideology, Discourse and School Reform*. West Port. Pager Ltd
- Lubega, M. K. (2003). *Handling Adolescent Children*. Kampala: Fountain Publishers.
- Makinde, O. (1984). *Fundamentals of Guidance and Counselling*. London: Macmillan Education Ltd
- Mason, J. (2011). *Qualitative Researching*. 2<sup>nd</sup> edition. London: Sage Publishers.
- Mayberry, M. (1992). *Effective Educational Environments*. Oregon Document Reproduction Services.
- Mayers,G.R.(1993).A Dropout Prevention Program for at-risk High School Students: Emphasizing Consulting to Promote Positive Classroom Climate. *Journal of Education and Treatment*. Vol. 16.Pg135-146.
- Mcleod,J. (2009). *Counselling: a Radical Vision for the Future*. Retrieved on September from <http://www.therapytoday.net>. Net.532.
- Mcleod, J. (2011). *Qualitative Research in Counselling and Psychotherapy*. (2<sup>nd</sup> Ed). London. SAGE Publications.
- Mkutu, K. A. (2008). *Guns and Governance in the Rift Valley: Pastoral Conflicts and small Arms*. Bloomington. Indiana University Press.

- Mkutu, K. A. (2010). Complexities of Livestock Raiding in Karamoja. *Journal of Nomadic People*, Vol. 14. Pg. 87-105.
- MOEST, (2004). *Kenya Education Sector Support Programme 2005-2010. Delivering Quality Education and Training to All Kenyans*. Nairobi: Ministry of Education.
- MOE. (2004). *The National Report on the Development of Education in Uganda at the beginning of the 21<sup>st</sup> century. A Report on the 47<sup>th</sup> Session of the International Conference on Education*, Geneva. Switzerland, 8<sup>th</sup>-11<sup>th</sup> September.
- MOEST, (2008). *Safety Standards: Manual for Schools in Kenya*. Nairobi: Church Word Service Publishers.
- Morley, M. (2012). "Students in the Classrooms and their Perceptions". Retrieved May 6<sup>th</sup>. <http://www/invisibletears.co.ke>.
- Morse, D. & Justras, F. (2008). Implementing Concept-based Learning in a Large Undergraduate Classroom. *Journal of Educational Psychology*. Vol. 7 (Pg. 243-253).
- Moser, C. & Kalton, G. (1977). *Survey Methods in Social Investigations*. London: Heinemann Publishers.
- Mugenda, O., & Mugenda, A. (1999). *Research Methods. Quantitative and Qualitative Approaches*. Nairobi: Acts Press Publishers.
- Mungai, E. & Wango, G. (2007). *Counselling in the Schools. A Handbook for Teachers*. Nairobi: Phoenix Publishers.
- Mungai, E. (2003). *Guidance and Counselling. Teacher-counsellors' Handbook*. Nairobi: Phoenix Publishers.
- Murray, R.T.(2003). *Blending Qualitative and Quantitative Research Methods in Thesis and Dissertations*. New York: Corwin Press Ltd.
- Mutie, E. & Kyungu, S. (2011). *Guidance and Counselling for Schools and Colleges*. Nairobi: Oxford Publishers.
- Mutie, E. & Ndambuki, P. (1999). *Guidance and Counselling for Schools and Colleges*. Nairobi: Oxford University Press.
- Mwamwenda, T. S. (1995). *Educational Psychology. An African Perspective*. Durban: Heinemann Publishers Ltd.
- Nyaga, D. (1988). *Child Guidance and Counselling*. Nairobi: General Printers.
- Nyaga, V.K. (2011) *Effectiveness of Guidance and Counselling Services on University Students' Development of Academic, Social and Personal Competencies. A Comparative study of Public and Private Universities in Kenya*. Unpublished PhD Dissertation, Chuka University College.

- O'Brien, T. (1998). *Promoting Positive Behaviour*. London: David Fulton Publishers.
- Odhiambo, O. (2015) 'Boda Boda' on the Spot over School Dropouts. The Standard Wednesday, May 13<sup>th</sup> Pg 8.
- Ogunniyi, M. B. (1984). *Educational Measurement and Evaluation*. Ibadan: Oxford University Publishers.
- Okech, E., & Ngumba, W. (1991). *Principles of Guidance and Counselling*. Nairobi: Nairobi University Press.
- Okoth, S.G. (2002). *A Comprehensive Manual for Guidance and Counselling Teachers*. Nairobi: World Link press.
- Olweus, D. (1993). *Bullying at School: What we Know and What we can do*. London : Blackwell Publishers.
- Omollo, A. (2012). A Study of Psycho-social Sources and Effects of Stress among Instructors in Rehabilitation Centres in Kenya. *Kenyan Journal of Guidance, Counselling and Psychology*. Vol.2. No. 1 Pg 20-29.
- Parks,A.L. (1996). *Managing Violent and Disruptive Students: Crisis Intervention Strategies for School- Based Helpers*. New York: Guildford publishers.
- Pkalya, R. (2012). "Conflict in the North Rift, Kenya". Retrieved June 16<sup>th</sup> 2012, <http://www/practicalaction.org>.
- Rana, R. (2000). *Counselling Skills*. London: Macmillan Press Ltd
- Sadker, M. & Sadker, D. (1994). *Failing at Fairness: How America's Schools Cheat Girls*. New York; Charles Scribner's sons ltd
- Sanders, E., & Phye, N. (2004). *Bullying: Implication for the Classroom*. London. Elsevier Inc. academic press ltd.
- Scharf, X. (2007). *Primary School is not Enough: Proposal for Safe and Affordable Secondary Education for Girls in Malawi*. Washington, DC: World Bank.
- Sindabi, A. M. (1992). *An Analysis of the Guidance and Counselling Programmes in Selected Kenyan Secondary Schools*. Unpublished Ed. Dissertation, Virginia Polytechnic and State University, Falls Church, Virginia.
- Slavin, R. (1998). *Education Leadership*. New Zealand: Wellington Press.
- Solomon, D. (1997). Teacher Practices Associated with Students' Sense of Classroom as Community. *Journal of Social Psychology of Education*. Vol 1.Pg 235 - 267.
- Symes, B. & Levy, C. (2001). *Teachers Perspective on the Family Background*. New Zealand: Wellington publishers.

- Tartar, M. (2009). *Counselling and Psychotherapy Research*. Vol. 9 issue 3. Retrieved. September 3<sup>rd</sup>, 2009. <http://www.livestrong.go.ke>.
- UNHRC Report (2001). *Discussion Paper on Protracted Refugee Situation in the African Region*. African Bureau Press.
- Wanyama, R. (2012). Factors Affecting Implementation of Guidance and Counseling Services in Secondary Schools in Bungoma West Sub-county, Kenya. *Kenyan Journal of Guidance, Counselling and Psychology*. Vol. 2 No.1 pg 96 -107.
- Wamacho, F. (2003). *Development of Guidance Programme for Students with Special Education Needs in Kenya. A Study of Personal Orientation*. Unpublished Doctorate Dissertation. Kenyatta University.
- Wango, G. M. (2006). *Policy and Practice in Guidance and Counselling in Secondary Schools in Kenya*. Birmingham: PhD Thesis. University of Birmingham Press.
- Wanjohi, G. J. (1981). *Cultural Unity and the Diversity in Black Africa*. Nairobi: Oxford University Press.
- Wayne, W. (2004). *Psychology: Themes and Variations* (6<sup>th</sup> Ed). U.S.A Wordsworth Inc. Ltd
- Weiss, M. (2008): *Focus Group Discussion with Lokori Peace Education Coordinator*. Retrieved. August, 17<sup>th</sup> 2003. <http://www.peace.or>.
- Were, D. (1986). *Samburu Sub-county Socio Cultural Profile*. Nairobi: Government Printers.
- World Bank Report. (1993). *Poverty Reduction Handbook*. Washington D.C: The World Bank Publishers.

APPENDIX A

RESEARCH PERMIT



NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION

Telephone: +254-20-2241349, 20-267 3550,  
0713 788 787, 0735 404 245  
Fax: +254-20-2213215

Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke

9<sup>th</sup> Floor Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Date:

When replying please quote

20<sup>th</sup> September, 2013

Our Ref: NCST/RCD/14/013/1528

David Kipkorir Kiptui  
Egerton University  
P.O.Box 536  
Egerton.

**RE: RESEARCH AUTHORIZATION**

Following your application dated 16<sup>th</sup> August, 2013 for authority to carry out research on "*Effectiveness of guidance and counselling services in addressing psycho-social challenges facing students on Day Secondary Schools in the North Rift Region, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Baringo and Elgeyo Marakwet Counties for a period ending 31<sup>st</sup> December, 2014.

You are advised to report to the County Commissioners and the County Directors of Education, Baringo and Elgeyo Marakwet County before embarking on the research project.

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

  
SAID HUSSEIN

FOR: SECRETARY/CEO  
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner  
The County Director of Education  
Baringo County.

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT

Prof. Dr. Mr. Mrs. / Miss / Ms / Institution  
David Kipkorir Kipmuli  
if (Address) Egerton University  
P.O. Box 536, Egerton

has been permitted to conduct research in

Egerton District

On the topic: Effectiveness of guidance and  
counselling services in addressing psycho-social  
challenges facing students in Day Secondary  
Schools in the North Rift Region, Kenya

for a period ending: 31<sup>st</sup> December 2014



Research Permit No. NCST/RCD/1-V/013/1528

Date of issue: 20<sup>th</sup> September, 2013

Permit received

KSH: 2000

Applicant's Signature

For Secretary

National Commission for Science, Technology & Innovation

**CONDITIONS**

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No: A/10/2013/1528

CONDITIONS: see back page

## **APPENDIX B**

### **LETTER OF INTRODUCTION**

Dear respondent,

I am a Doctoral Candidate of Egerton University, Njoro. The attached survey instrument is part of my research thesis. The research is on The Teacher-counsellor and Student Perceptions on Effectiveness of Guidance and Counselling Services in Addressing Psycho-Social Challenges facing Students in Day Secondary Schools in the North Rift region, Kenya. Please do not indicate your name or name of your school in this questionnaire. Kindly, provide your honest response to each item given. Any information provided will be treated with utmost confidentiality.

Your cooperation will be highly appreciated.

Yours sincerely,

David Kipkorir Kiptui  
Doctoral Candidate,  
Egerton University, Njoro  
P.O. Box 536, Njoro.

## APPENDIX C

### STUDENT QUESTIONNAIRE

Please answer the questions below to the best of your knowledge. The information you give will be treated with **strict confidentiality**. Please tick (✓) or write your answers in the spaces provided where applicable. Kindly give your honest response to each question.

#### SECTION A

##### 1. Demographic Information

(a) Your gender?

Male ( )

Female ( )

(b) Category of your school?

Mixed Day ( )

Day ( )

2. (a) Whom do you stay with after school in the evening?

(i) My parents ( )

(ii) My relatives ( )

(iii) I have rent a house where I stay after school ( )

(iv) I stay with other colleagues in a rent house ( )

Any other place, please specify.....

.....

(b) When school closes for holidays, where do you often stay?

(i) I go back home to my parents ( )

(ii) I put up with my relatives around ( )

(iii) I stay in my friends' home ( )

(iv) I stay alone in a rent premise ( )

Any other place, please indicate.....

3. How far do you travel from school to your home daily?

(i) 0-2 km ( )

(ii) 3 – 5 km ( )

(iii) 6 – 8 km ( )

(iv) Over 8km ( )



4. Who pays your school fees? (You may tick more than one).

- (i) My parents ( )
- (ii) Relatives ( )
- (iii) Well-wishers ( )
- (iv) Self ( )
- (v) I do manual jobs to assist in fee payment ( )
- (vi) Any other source? Please specify.....

**SECTION B**

The following are Psycho-social challenges that you may face in this school. On a five (5) point scale, please indicate your level of **agreement** and **disagreement** by ticking (√) the appropriate space.

- 1. Strongly Agree (SA) 2. Agree (A) 3. Undecided (U)**  
**4. Disagree (D) 5. Strongly Disagree (SD)**

**1. Psycho-Social Challenges Facing Students in Secondary Schools**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
<b>(a) Statements on Stress</b>					
(i) I do not get time at home to study due to too much domestic work.					
(ii) I find the pressure to do well in this school too much for me.					
(iii) I am stressed by the amount of work I do at home after school.					
(iv) I find my parents not supportive enough towards my academic work.					
(v) I find it hard to select my appropriate career					
(vi) Peer pressure is the reason why I do not do well in my studies					
(vii) I easily get annoyed by students who criticise me					
(viii) It has been difficult maintaining high grades in my studies					
(ix) I find myself suffering constantly from headache					
(x) I find difficulty in sleeping well at night					

<b>(b) Statements on Anxiety</b>	<b>S.A</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>S.D</b>
(i) I constantly worry about my class academic performance.					
(ii) I find concentrating in class difficult especially during examination period.					
(iii) I fear being punished by teachers for being late to school.					
(iv) I always experience sleepless nights during exams.					
(v) I often suffer from lack of appetite.					
(vi) I always feel extremely tired after classes					
(vii) I constantly worry about the amount of work waiting for me at home after school.					
(viii) I sometimes experience feeling as if my mind is going blank.					
(ix) I often worry of insecurity problems from inter-community conflicts in this region.					
(x) I easily feel annoyed by students who make noise in class during lessons.					
<b>(c) Statements on Self-esteem</b>					
(i) Other students always gossip about me.					
(ii) I find myself always comparing my performance in class with those of others.					
(iii) I rarely share my secrets with other students.					
(iv) I rarely participate in answering questions during lessons.					
(v) I feel this school is not good enough for me.					
(vi) I feel I may not achieve my academic dreams if I continue staying in this school.					
(vii) My parents rarely appreciate my good academic achievements.					
(viii) I fear being criticised by my fellow students.					
(ix) I often experience unexplained aches and pains.					
(x) I often experience loss of interest in most school daily activities.					

**SECTION C.**

**(a) Students' Perception on the Effectiveness of Guidance and Counselling Services in Addressing Psycho-social Challenges in Day Secondary School.**

Using the given scale indicate your level of agreement on how guidance and counselling services in your school have been effective in helping you address psycho-social challenges.

Please tick (√) where appropriate.

<b>Guidance and Counselling Services in this School has helped me in:-</b>	<b>Very Effective</b>	<b>Effective</b>	<b>Undecided</b>	<b>Moderately Effective</b>	<b>Not Effective)</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
(i) Managing challenges related to stress at school					
(ii) Gaining enough courage to communicate my wishes.					
(iii) dealing with problems of low self-esteem					
(iv) Dealing with problems of examination anxiety					
(v) Dealing with problems of boy-girl relationship					
(vi) Dealing with problems related to peer pressure					
(vii) Dealing with examination fear					
(viii) Handling challenges of student and student conflicts.					
(ix) Knowing how to handle my academically weak areas					
(x) Providing me knowledge on drug and substance abuse					

**(b) In your own honest opinion, do you think guidance and counselling has been effective in addressing psycho-social challenges that students face in this school? Give reasons for your answer.**

**SECTION D. Activities Undertaken by Guidance and Counselling Department in Schools.**

The following are activities undertaken by guidance and counselling department to address psycho-social challenges facing students in your school. Please tick (√) where appropriate.

<b>In this school, the guidance and counselling department;</b>	<b>Yes</b>	<b>No</b>
(i) Guides students in handling issues of boy-girl relationship.		
(ii) Guides students on challenges of drug and substance abuse.		
(iii) Assists students who are anxious about examinations.		
(iv) Offer training on managing challenges of student stress at school.		
(v) Teaches on how communicate ones' feelings well.		
(vi) Offers guidance on managing problems of low self-esteem among students.		
(vii) Help students build good interaction skills among one another.		
(viii) Talk to students on how to manage problems of self negative thoughts.		
(ix) Help students who suffer from self-blame		
(x) Help students who have lost a family member or relative.		

**SECTION E: Students Response on Strategies to Improve Guidance and Counselling Services.**

Kindly give some suggestions on what strategies can be used to improve guidance and counselling services in your school.

.....

.....

.....

.....

.....

.....

.....

**SECTION F: Sources of Inter -community Conflicts in North Rift region.**

The following statements touch on the sources of inter-community conflicts in this region.

Tick (✓) where appropriate.

<b>Inter-community conflict in this region is as a result of;</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
(i) Competition for pasture and water					
(ii) Widespread availability of small firearms(guns)					
(iii) The need to pay high cost of dowry for marriage.					
(iv) Disagreement over boundaries.					
(v) Incitement of the communities by politicians.					
(vi) High level of poverty.					
(vii) The desire for revenge on attacks by other communities.					
(viii) The desire to sale the stolen animals and get rich quickly.					
(ix) The high praises/respect given to those who raid successfully and bring animals home.					
(x) Fulfilment of what is expected by the culture.					

**APPENDIX D**

**TEACHER – COUNSELLOR QUESTIONNAIRE**

Please answer the questions below to the best of your knowledge. The information you give will be treated with **strict confidentiality**. Please tick (√) or write your answers in the spaces provided where applicable. Kindly give your honest response to each question.

**SECTION A**

**Demographic information:**

1. Your gender?

Male ( )

Female ( )

2. Category of your school?

Mixed day ( )

Mixed day and boarding ( )

3. Your position in guidance and counselling department

Head of Department ( )

Member of Guidance and counselling department ( )

A member of Chaplaincy department ( )

4. Your professional training in guidance and counselling

PhD ( )

Masters ( )

Higher Diploma ( )

Diploma ( )

Certificate ( )

Any other, please specify.....

.....

## SECTION B

### Teacher-counsellors Response on the Psycho-social Challenges Facing Students in Day Secondary Schools

The following statements touch on psycho – social challenges that face students in this school. Using a five point scale please indicate your level of agreement or disagreement by ticking (√) the appropriate space.

5. Strongly Agree (SA)      4. Agree (A)      3. Undecided (U)  
2. Disagree (D)      1. Strongly Disagree (SD)

Teacher-counsellor Response on Psycho-social Challenges Facing Students.	5	4	3	2	1
	SA	A	U	D	SD
<b>In this school ;</b>					
(i) There is adequate parental support on students' academic performance.					
(ii) Students rarely exhibit anxiety related problems					
(iii) Students often participate in school daily activities					
(iv) Students exhibit high level of self – esteem.					
(v) There are few cases of inter-students conflict in this school					
(vi) Problems of inter-community conflicts have not affected students in this school.					
(vii) The students exhibit high levels of self-awareness.					
(viii) Students hardly engage in drug and substance abuse.					
(ix) Students exhibit high levels of self-drive.					
(x) Students rarely exhibit stress related challenges					

**SECTION C: Challenges Facing Teacher-Counsellors in the Provision of Effective Guidance and Counselling Services**

The following are challenges facing teacher-counsellors in the provision of effective guidance and counselling services. On a five point scale, rate them according to your level of **agreement** and **disagreement** by ticking (√) in the appropriate space.

**1. Strongly Agree (SA)      2. Agree (A)                      3. Undecided (U)**

**4. Disagree (D)                      5. Strongly Disagree (SD)**

In this school:	1	2	3	4	5
	SA	A	U	D	SD
(i) There is no office allocated for guidance and counselling department.					
(ii) Materials for guidance and counselling services are inadequate.					
(iii) The teacher – counsellor has heavy teaching loads apart from the counselling services.					
(iv) There are few opportunities for teacher- training on student guidance and counselling services.					
(v) Students have negative perception towards guidance and counselling services.					
(vi) There is inadequate support from the school administration on guidance and counselling programmes.					
(vii) The cases of students to counsel are overwhelming.					
(viii) There is lack of parental support on matters of students’ guidance and counselling.					
(ix) There is inadequate support from colleagues of other departments on matters of guidance and counselling.					
(x) Students fear coming for counselling services.					



**SECTION D: The Adequacy of Guidance and Counselling Materials in Day Secondary Schools**

Please rate the adequacy of the following resources in your office.

Resources	Adequate	Moderately adequate	Not adequate
1. Office allocated for guidance and counselling.			
2. Guidance magazines.			
3. Video materials.			
4. Chairs.			
5. Office Space.			
6. Lighting.			

**SECTION E: Perception of Teacher-counsellors on the Effectiveness of Guidance and Counselling Services in addressing Psycho-social Challenges Facing Students in Day Secondary Schools.**

The following statements touch on the effectiveness of guidance and counseling services in addressing students’ psycho-social challenges. Using the scale given, indicate your level of agreement on how guidance and counseling services in your school have been effective in addressing the following students’ challenges:

<b>Guidance and Counselling Services in this School is Effective in:</b>	<b>Very Effective</b>	<b>Effective</b>	<b>Undecided</b>	<b>Moderately Effective</b>	<b>Not Effective</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
(i) Managing challenges related to stress at school					
(ii) Dealing with anxiety problems					
(iii) Improving students level of self-esteem					
(iv) Providing knowledge to students on drugs and substance abuse					
(v) Handling challenges of boy-girl relationship					

**SECTION F: Areas Addressed by Guidance and Counselling Departments in Day Secondary Schools.**

(a) Kindly list the psycho-social challenges that guidance and counseling services have been addressing among the students in this school.

- (i) .....
- (ii) .....
- (iii) .....
- (iv).....
- (v) .....

(b) What is your perception of the effectiveness of guidance and counseling services in addressing the psycho-social challenges mentioned above? Is it effective or not?

.....

.....

.....

.....

(c) Suggest the strategies which can be used to improve guidance and counseling services in this school to effectively address students' psycho-social challenges.

- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....
- (v) .....

(d) Any other, please, specify

- (i) .....
- (ii) .....
- (iii) .....

## APPENDIX E

### TEACHER–COUNSELLOR FOCUS GROUP DISCUSSION SCHEDULE

#### **Psycho-Social Challenges Facing Students in Day Secondary School**

- (1) What psycho-social challenges do your students encounter while they are:
  - (i) At school.
  - (ii) At home.
- (2) Which ones do you perceive as frequent challenges that students bring to your attention as the school teacher-counsellor.
- (3) As a teacher- counsellor, do you think guidance and counselling services in this school is effective in helping students address the psycho-social challenges that they encounter? Give reasons for your answer.

#### **Challenges Facing Teacher-Counsellor in the Provision of Guidance and Counselling Services**

- (4) Mention some of the guidance and counselling services you offer to students in your department.
- (5) Specify other activities apart from guidance and counselling services that you undertake as a teacher- counsellor in this school.
- (6) Kindly mention some of the challenges that you handle as a teacher-counsellor in the provision of effective guidance and counselling services to students in this school under the heading:
  - (i) School-related challenges
  - (ii) Parental-related challenges
  - (iii) Environmental-related challenge

#### **Teacher-Counsellor Perception on the Effectiveness of Guidance and Counselling Services.**

- (7) In your honest opinion, do you think guidance and counselling is effective in this school in addressing students' psycho-social challenges? Give reasons for your answer.
- (8). Give suggestions on the strategies that can be used to make guidance and counselling services provided to students effective in addressing psycho-social challenges facing students.

## **APPENDIX F**

### **SELECTED COUNTIES AND SUB-COUNTIES WHERE THE STUDY WAS CARRIED OUT.**

1. Elgeyo / Marakwet County – Marakwet East and Marakwet West Sub-Counties.
2. Baringo County – Baringo North Sub-County -, Tiaty Sub-County and Marigat Sub-County.

## APPENDIX G

### TABLE DETERMINING THE SAMPLE SIZE OF RESPONDENTS.

#### 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 portion P will be within plus or minus .05 of the population proportion P with a 95 percent 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 and Pals (1993). Introduction to Education Research. Njoro: Egerton University Press.

APPENDIX F  
MAP OF BARINGO COUNTY.

