

**ASSESSING THE ROLE OF GUIDANCE AND COUNSELLING IN SECONDARY
SCHOOLS IN MWALA SUB-COUNTY, MACHAKOS COUNTY, KENYA**

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SCHOOL OF EDUCATION FOR THE AWARD OF A BACHELOR DEGREE IN
EDUCATION (ARTS) OF GREYSA UNIVERSITY**

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DECLARATION

This research project is my original work and has been presented for award of a degree or any similar purpose in any other institution.

Signature *Mutinda*

Date *15/12/2020*

Mutinda Celestine Wavinya

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Supervisor's declaration

This project has been submitted with my approval as university supervisor.

For
Signature *[Signature]*

Date *15/12/2020*

Professor G. N. Reche

School of Education

Gretsa University

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DEDICATION

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ABBREVIATION AND ACRONYMS

C.B.C Cognitive Behavioral Therapy

G/C Guidance and Counselling

I.C.T Information Communication Technology

OECD Organization for Economy Cooperation and Development

T.S.C Teacher Service Commission

ABSTRACT

Education system in Kenya has been faced rapid changes that have overwhelmed the effects both on the learners/students, the teaching staff, the school itself and the whole society at large. Education policies have changed over the years including the policy that was introduced recently on the canning which now has been replaced with the guidance and counselling as a measure to prepare and enable the students to be in a position to deal with the challenges they face both inside the school compound and outside the school compound. Discipline is very important in teaching learning process all over the world in any teaching learning institution. Therefore, learners in secondary schools are in their teenage periods which is highly characterized by a lot of changes which may include reactions of being happy at some moments and other times excess sadness. The study aimed at examining the role of guidance and counseling in secondary school. The study was guidance by academic, behaviour and life skills. The study was employed cognitive and behaviour theories. Descriptive survey design was incorporated in the study. The study noted that forty-five respondents took part in the study. The researcher randomly selected respondents through a simple random sampling technique. The data will be analyzed using descriptive statistics and the instrument used for the collection of data was questionnaire. Data was analyzed quantitatively and presented in frequency tables. The findings revealed that students had been guided on how to utilize and effectively manage their time, motivational speakers and teachers were inspiring and informing students on career choices and subject focus based on their performances. The results indicated that students stated were advised to shun relationship with friends that indulged on drug and substance abuse, the need of having friends that can help them shape their morals and behaviours in and out of school. Students were guided and counseled on the biological changes that were occurring in their body and the need to familiarize with them. From the study findings, respondents argued that they were assisted on controlling and abstaining on sexual intimacy that might lead them to pregnancy and sexually transmitted diseases. The study noted that respondents argued that teachers and motivational speakers were guiding them on self-concept and self-realization. There is need for school administration to incorporate parents to fully help students overcome what affects them since parents know more about their children and also specialist for the case of students who have been addicted to drug and substance abuse.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

In this chapter, the researcher mainly concentrated into the following parts; the background of the study, the statement of the problem, the purpose of the study, conceptual framework, the objectives of the study, the research questions, significance of the study, delimitations of the study and limitations of the study.

1.1. Background of the Study

Guidance and counselling in secondary schools is exercised with the aim of giving assistance to the individuals in achieving the joy of the personal, effective and productive life in the community and the whole nation, to socialize well with others and live in a peaceful environment with persons with disabilities and different ideas and weaknesses. The need for the guidance and counselling programs has been recognized in various government reports and commissions since the year 1963 (Educational Commission Since Kenya's Independence, 1963). A lot of recommendations have been made with the aim of providing guidance and counselling in the teaching learning institutions. The main goal is to shape the career choices of the learners and later on in life through making the right choices and decisions hence curbing teenager's indiscipline, social, physical, psychological, spiritual and emotional developments.

Most of schools in Mwala Sub-county Machakos County have not fully developed guidance and counselling programs hence learners/students in this sub county needs to be informed so that they may be in a position to differentiate what is good and what is bad in their lives.

1.2 Statement of the Problem

Very many researches have been done to look for the best ways to deal with the challenges affecting the learner's morals and behaviours. There is a very great need to investigate the roles played by the guidance and counselling in secondary schools in Mwala sub county Machakos county and therefore necessitates to strengthen the guidance and counselling departments in secondary schools .This is because education policies have changed over years and as a result there are very great and rapid changes hence the need to find out the role of guidance and counselling, for example, the introduction of the policy on canning which was scraped through children's Act of 2001 and now replaced with guidance and counselling. This research sought to examine the role of guidance and counselling in secondary schools

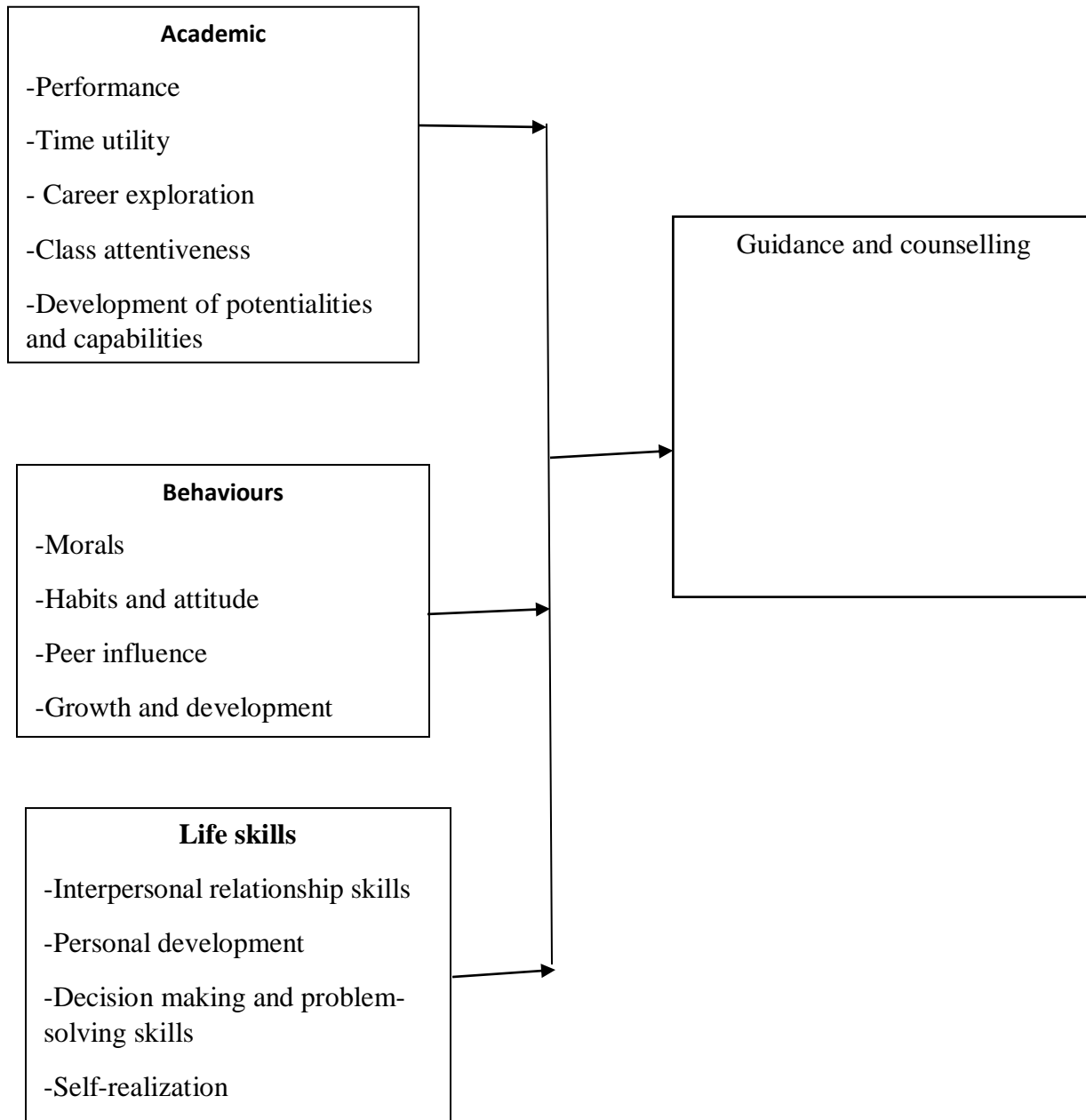
1.3 Purpose of the Study

The sole purpose of this research was to find out and investigate the role of guidance and counselling in secondary schools.

1.4 Conceptual Framework

Independent variables

Dependent variable



Source: Researcher (2020)

Figure 1: Conceptual Framework

1.5. Objectives of the Study

1.5.1. General Objective

To investigate the role of guidance and counselling in teaching learning institutions in Kenya-secondary schools.

1.5.2. Specific Objectives

1. To examine the relationship between academic and guidance and counseling in secondary schools in Kenya in Mwala Sub-county Machakos County.
2. To evaluate the relationship between behaviours and guidance and counseling in secondary schools in Kenya in Mwala Sub-county Machakos County.
3. To determine the relationship between life skills and guidance and counseling in secondary schools in Kenya in Mwala Sub-county Machakos County.

1.6 Research Questions

1. What is the relationship between academic and guidance and counseling in secondary schools in Kenya in Mwala Sub-county Machakos County?
2. What is the relationship between behaviours and guidance and counseling in secondary schools in Kenya in Mwala Sub-county Machakos County?
3. What is the relationship between life skills and guidance and counseling in secondary schools in Kenya in Mwala Sub-county Machakos County?

1.7. Significance of the Study

The research aimed at finding out the role of guidance and counselling in secondary schools in Mwala Sub-county Machakos County, Kenya. In particular, guidance and counselling assisted students to achieve personal and social aspects such as, being respectful to others.

The study findings are helpful to the policy makers such as school administrators, school counsellors and curriculum developers in coming up with best policies on guiding and counseling. It is also helpful to the future researchers interested in conducting research in similar area and it will of reference to the study.

1.8 Scope of the Study

The study focused on the role of guidance and counseling. The researcher concentrated on academic, behaviours and life skills. The study targeted students, teachers and school administration. The study was limited in Mwala Sub- County. The study focused in one school which was Bishop Ndingi High School.

1.9 Limitations of the study

During the study, the researcher faced a lot of challenges such as; insufficient funds for the researcher had to provide all the needed funds to do the research. The researcher drafted a budget for all expenses incurred.

Respondents were hesitant and reluctant in responding to the questionnaires, the researcher provided an introduction letter and assured respondents that the study was purely academic in partial fulfilment for the award of bachelor of education in Greta University.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

The chapter reviewed literature on the role of guidance and counseling guided by academic, behaviour and life skills.

2.2. Review of Literature

Guidance and counselling have gained a great importance in teaching learning processes. In many schools there are well planned efforts and procedures to provide to the individuals who are the learners in secondary schools in Kenya in this case, in making up decisions upon their future expectations especially their careers and personal affairs.

Guidance and counselling help young people to make the informed decisions about their educations and other personal issues. Individuals have to know the choices that are available in determining what exactly they really need and also want to pursue either in education or other personal related problems. The learners have to know the subject combinations and options, what the subject requires, demands and also involves in classroom, the available courses and what are future expectations of doing a particular course, available schools and colleges that offer the desired programs and educational opportunities.

Guidance and counselling also help in shaping the student's discipline and also to their behaviours. When students are used to proper guidance and counselling programs, it enables them to achieve their goals and the learners also because of been directed well can now differentiate what is good and what is wrong hence making them to be doing things in the best way possible.

According to McDonald, the main aim of guidance and counselling is to help learners and also the teachers to make available desirable qualifications and skills rather than achieving the goals of academic programs.

According to Smith, counselling is the process in which the counselor has a wide and broad discussion with the client who is the counselee in relation with the client's interest, planning and adjustment

Mbiti (1974) argues that the role of guidance and counselling is to curb indiscipline cases among the students. He also argues that this move together with training and hence avoid using corporal punishments to instill discipline of the students. This makes the individuals to be very flexible and can make better decisions and also may become responsible people in the society. Through guidance and counselling, it is clear that learners exposed to it are less likely to be found in indiscipline cases for it plays a very paramount role in building the behaviors of the learners and this creates a peaceful and a conducive environment with other people.

Peterson (1974) define guidance and counselling as a wide and a broad field of educational activities that helps individuals in making and carrying adequate plans and achieving satisfactory adjustments in life. He argues that the role of guidance and counselling is to equip a person with knowledge and techniques that enables him/her to identify and handle problems even before they confront them.

In japan, the goal of guidance and counselling in secondary schools is to help every and student develop abilities of self-understanding, decision making, life planning and action taking to be able to adjust in the career options he/she decides to pursue (Watanabe-Muraoka, Senzaki, P.101).

In France guidance and counselling in secondary schools started in 1922 and by the late 1930s it was introduced by the educational system as it was declared a very important part in teaching learning institutions. The main role of the counselors was to help learners with vocational directions and guidance.

In Uganda, peer mediators and counselors help the young people to be free and also feel free when discussing their personal issues, about their teachers or any other person in authority and maybe their parents in a free manner (Rutondoki, 2001).

Wambu and Fisher (2015) recommend the establishment of a well-developed guidance and counselling services in secondary schools ,to ensure that students choose degree programs best fitted to their needs .Ultimately the benefits that can be reaped from this are; reduction in the increased number of students who end up studding degree programs they neither like nor have passion ,better decision making skills, better awareness of learning opportunities, increased job exploration and information search activities and in the long run it is recognized that it can help improve labor market efficiency (OECD,2007).

Oliech (1991) argues that most of indiscipline cases in Kenya in secondary schools has been greatly influenced by lack of proper guidance and counselling programmes. He highlighted that most smokers are the teenagers of between 13-19 years of age. Therefore, this can be solved through guidance and counselling programs.

Kemboi et al. (2016) also adds that although there are a lot of effects that have been put into consideration for the effective guidance and counselling services, the results have been too little to bring about any important career that will assist students to make decisions and also solve

problems that they encounter, react the right way accordingly and also coordinate works inside and outside the school.

Grace and Teresa, (2015) mentioned the essence of the guidance and counselling program consists of knowledge and attitudes. Training is therefore a central theme. It is clear that learners need appropriate, usable and adequate information about their personality types and ways to deal with their attitudes and emotions.

The role of the guidance and counselling in the management of the learners' discipline has been playing a very paramount role in solving indiscipline cases of the secondary school students which may include; tolerance, drug and substance abuse, homosexuality, cheating in examination among others.

Wambu and Fisher (2015) assert that the future of school counselling in Kenya is not all bleak but that drastic measures needs to be undertaken to ensure better provision of guidance and counselling services to all learners. They argued that these changes need more sophisticated approaches to the policies and models of the school guidance and counselling programs.

All countries benefit from educational conversation and great information exchange from one place to another and from one country to another too. The main purpose for the development and establishment of guidance and counselling was to just mere exchange an also share information for various reasons. The use of internet has greatly contributed to the exchange of information and also acts as a channel of transmitting information from one place to another. In Spain, Portugal, Belgium, France, Italy among other many countries are using wed to make career and counselling information available to the experts of guidance and counselling. As school counselling continues to define itself as a profession and to show its usefulness and significant,

guidance and counselling programs and services in secondary schools are like to grow, develop and expand all over the world as an effort to satisfy one's life comfort.

2.3 The role of guidance counselor

The role of the guidance counselor is to give ways to the visions and future expectations of the young people through vocational and career-oriented guidance. She/he listens to the person's issues, problems and challenges both academic and personal. The teacher counselor focuses on improving personal development of the counselee. She/he plays an important role in discussing the academic performances with the students and tries to look for better solutions to the causes of poor academic performances which may sometimes result from; bad company, peer pressure, drug and substance abuse, stress, negative attitudes towards maybe the subject teachers or even the subject itself.

The teacher counselor helps the learners to have self-understanding [ability and interest] related to work. This is because some of young people tend to be very lazy and therefore are very reluctant, they never like working hard. They help learners to have a positive attitude towards the world of work. In the sense of willing to work in any field, without feeling inferior, fear, meaningful origin for himself and in accordance to the values and the culture for one self.

The role of guidance and counselling focuses on the personal needs such as the needs of the children in secondary schools. With regular and proper guidance and counselling programs, the teacher counselor can be able to give the desired focus to every student and keenly observe the personal needs and assistance that that particular student may need. Due to a close relations and interaction of teachers with students, this easily builds a strong bond of trust and this helps a good tune where the students can express their opinions, emotions and feelings freely without

feeling isolated. Guidance and counselling sessions are very important for they help to guide and give advices, directions to the young individuals for a bright future.

It also aims at getting the best and the right understanding of the one's situation. People will never be same and as a result, students are very special in their different unique ways and each and every student is different from the other. A proper counselling enables the teacher to understand each and every student and can how much attention do a particular student requires according to his/her needs.

Guidance and counselling also aim at maintaining the student's discipline and morals. It helps instilling good behaviors to the students by improving the relationship between the teacher and the student which is highly influences to develop self-control to every student which is an added advantage to control indiscipline cases in secondary schools very teaching learning institution has its own ways and goals to be achieved if one manages to control the student's behaviors which is only achieved through guidance and counselling. Advising and guiding students on the emerging issues such as HIV/AIDS, drug and substance abuse, abortions and homosexuality among others enables them to understand themselves better and now can be able to control their behaviors fearing to be found in indiscipline cases which may result to punishments.

Despite the government's concern on the development of the guidance and counselling programs in secondary schools, there has been rapid increase in the number of challenges facing its effectiveness. Although guidance and counselling programs has existed in Kenyan learning teaching institutions since 1970s, these institutions still experience a lot of challenges that needs to be prevented to make these services more effective.

There is lack of support to the teacher counselors by their fellow colleagues who may not be in the department of guidance and counselling although they are in the same institution. There is also lack of support from the administration especially when it comes to the matters of supervision and allocation of duties. There is also lack of motivation which may make the teacher counselors to be more reluctant and not to remain focused in delivering this service to the students who needs to be guided and directed accordingly. Sometime other fellow teachers may develop negative attitudes towards the guidance and counselling programs and this may make the teacher counselors to feel so much isolated because they are not supported well in terms of a piece of advice, gifts or presents and either money.

There are sometimes lack of enough facilities such as materials and books to be used during guidance and counselling sessions. In some secondary schools in Mwala Sub-County Machakos County have no enough chairs, tables and other furniture which are necessary for province and comfort during guidance and counselling. There also no enough books for the updates and for keeping guidance and counselling records neat and clean. There should be a guidance and counselling rooms which should be set aside only for these services, should provide privacy for confidentiality, comfort, security and good furniture and if possible, these rooms should be sound proof to ensure privacy of the information.

The services and programs offered in the guidance and counselling are also time consuming. There is a limited time allocated for guidance and counselling programs and this greatly affects the effectiveness of the process. It will be better for the students to avoid attending counselling sessions during normal class lessons to prevent exposure through permission slip or possible truancy of the learners especially in schools. There should be specific time allocated for guidance

and counselling sessions and also for the teacher counselor to adequately prepare to deliver these services.

A teacher counselor also faces a lot of challenges as a result of work load where he/she is not allocated enough time for evaluation and accountability. It is also the responsibility of the counselor to keep records of the students to form the base of the report to the administration and the management. These reports revolve around the number of students who attended the guidance and counselling sessions by the year study, gender and the category of presenting challenges within a given period of time.

The teacher counselors also face a lot of challenges due to the high demands and expectations from the institutions. This comes out when the institutions and sometimes the management expects too much from the guidance and counselling departments and also sets very high goals and targets from them. This may include some expectations that the teacher counselor has the mandatory to detect and prevent all forms of violence, drug and substance abuse and indiscipline cases among the students and this becomes a very great challenge for them.

Culture is also a challenge whereby as a result of different students coming from very different backgrounds and ethnic groups with different ways of living, greatly challenges the teacher counselor. As a result, the counselor is forced do understand almost every community's way of living so that he/she can be able to deal and handle every student comfortably despite his/her cultural background.

Tolerance is a very great influence to the students. School counselor's help in instilling discipline to the students by helping them understand and accept others regardless of the sex, age, race, sexual orientation, culture, disability or even the religious beliefs. Students who have a tendency

of abusing others in one way or another, it is the responsibility of the teacher counselor to be the first person to discover such incidents and then report them to the proper authorities or even rather find out the most appropriate measures to be taken.

The teacher counselor has been trained to assist teachers and also learners in case of violence in schools and also to find and establish violence prevention measures. School violence such as bullying and fighting are controlled by the counselor's through establishing better methods to control them and by making bullying unacceptable in the school and this therefore marks a powerful way to provide a safer and more inclusive and a conducive teaching learning institution.

The banning of the corporal punishments has greatly influenced a lot of indiscipline case (Oganya, 2007). Drugs such as alcohol, tobacco, miraa and bhang continue to be a serious challenge in secondary schools' students. As a result, the role of guidance and counselling in this situation is to understand the effects of these drugs and then assist the students to develop substance abuse control measures and better ways to solve these problems. The teacher counselors can also as well talk to the individuals who are highly affected with this problem and explain more to the effects caused by use of drug and drug substance such as hallucinations, lung cancer, addiction among others, therefore this helps molding indiscipline cages caused by drug abuse.

2.4 Theoretical Frame work

A theory is defined as a coherent statement or set of ideas that explains an observed phenomenon, or which sets out the laws and principles of something known or observed. Theories are formulated to explain, predict, and understand a phenomenon and in many cases to

challenge and extend existing knowledge within the limits of critical bounding assumptions. A theoretical framework is the structure that can hold and support a theory of the research study.

In this study, theoretical framework is based on the Behavioral Theory which is based on the belief that behavior is just but learned. Classic conditioning is one type of behavioral therapy that stems from early theorists Ivan Pavlov's research. Pavlov's carried out a famous study using dogs, in which he focused on the effects of a learned response e.g. a dog salivation when hearing the bell; through a stimulus eg. pairing the sound of the bell with food. B.F Skinner developed another behavioral therapy approach, called operant conditioning. He believed in the power of giving rewards to increase the like hood of a behavior and punishments to reduce or decrease the occurrence of a behavior. Behavioral therapists work on changing unwanted and destructive behaviors through behavior modification techniques such as positive or negative reinforcement.

In the 1960's, Psychotherapist Aaron Beck developed Cognitive Theory. It is a counselling theory which focuses on how people's thinking can change feelings and behaviours. The theory focuses more on the individual's current and present situation and distorted thinking than on their past. Cognitive and behavioral therapy are often combined as one form of theory practiced by counselors and therapists.

Cognitive Behavioral therapy, or CBT, has been found in the research to assist with a number of mental illness including anxiety, personality, eating and substance abuse disorders. This theory highly appreciates the significance of thought processes in determining the behavior. Thought processes may include reasoning, values, beliefs, attitudes, expectations as well as the individuals' expectations of the events. These expectations may include; person magnifies failures and minimizes success in evaluating performance, a person keeps irritational beliefs based on rigid and absolute stands for example when an individual keeps a belief that; I must be

loved by everybody, I must succeed in everything I do, I have to be in the top five in my class. When these absolute standards are not met, anger, guilty and depression may be set result in in changing life stressful and unpleasant because one cannot bear and belief such conditions.

There are many programs that are offered by guidance and counselling services in public secondary schools and as a result not all will achieve its purpose and goal as the necessary information is needed to monitor student's progress therefore when there is no feedback, a counselor may think he/she is not making enough progress and this may reduce self-efficacy hence affecting the outcomes of the process.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The chapter focused on the research methodology to be used in the study. It included research design, study area, target population, sampling techniques, sample size, research instruments, validity of the instruments, reliability of the instruments, data collection techniques and analysis and ethical considerations.

3.1. Research Design

Methodology is the systematic, theoretical analysis of methods that are to be carried out in the field of study. It also consists of the theoretical analysis of the methods and principles related with the study field. This study focused on a descriptive research design. A research design comprises of the set of methods and procedures that are applied in the collection and analysis of the variables which are specified in the research problem. The researcher collected a lot of

information from different respondents with the aim of concluding and analyzing the data collected. The researcher also approached the use of the questionnaires in this study where the respondents were very open and free responding to the questions and gave the necessary information. The questionnaires comprised of closed ended questions.

3.2 Study Area

The research was limited and carried out in public secondary schools to determine the role of guidance and counselling in secondary schools in Mwala Sub-county Machakos county Kenya. A case study in Bishop Ndingi high school. The researcher was interested in the area of the study because was very flexible and familiar with the sub county and therefore it was more convenient for her to get the necessary information from the respondents.

3.3. Target Population

The target population was Bishop Ndingi High School in Mwala Sub-county. In this study, the target population was the school principals, deputy principals, teachers and the students. Bishop Ndingi High School has a total enrolment of 500 students which is a mixed school, 18 T.S.C teachers including the school principal and the deputy principal.

3.4 Sample Size and Sampling Techniques

The study was based on random sampling technique. The research used the 50 students to participate in the study which is 10% of the 500 students. A sample of eight teachers, deputy principal and principal were also incorporated.

3.5 Research Instrument

The researcher used questionnaires. Questionnaires were constructed for teachers and students. The questionnaires were to seek the information on the role of guidance and counseling.

3.6 Validity of the Instruments

Validity refers to the extent to which the results of evaluation procedures serve the particular uses and purpose in which they are intended. According to Orodho (2004) validity is widely based with the establishment and provision of whether the research instrument such as the use of questionnaires is measuring what is supposed and required to measure. A pilot study was conducted with five respondents and researcher found out that they were able to respond to the questionnaires and their responses were valid in the study.

The researcher used the content validity which refers to the extend in which the text measures a representative sample of the domain of the task under considerations. The content validity was obtained through comparing test tasks to the test specifications.

3.7 Reliability of the Instruments

Reliability of the instrument refers to the consistency of measurements that refers to how consistent test scores are from one measurement to another. According to Mulusa (1990) reliability refers to the measure of the finding accuracy and suggests the truthfulness of the data collected.

In this study the researcher employed the use of test- retest method whereby researcher gave the same test again to the same group of the respondents within the given time interval between the two tests. Afterwards, the researcher used the results obtained and compared them and the correlation coefficient provided measures of the stability. For example, if the results were consistent over the time scores were similar and this indicates how stable the results are over the given period of time.

3.8 Data Collection Techniques

There were various methods of collecting data and in this case the study employed the use of questionnaires. Descriptive statistics was very important in organizing data for the research as its purpose was to conclude the information for data analysis. The research used the primary data. The questionnaires were very appropriate for collection of the data because they collect information that was not directly observable but they mostly enquired about feelings, motivations, experiences, values, beliefs, attitudes and expectations of the individuals. These questionnaires comprised of closed ended types of questions. Drop and pick later method of questionnaire to the respondent was employed in this study.

3.9 Data Analysis and Presentation

The data collected was grouped, organized and also subjected to the statistical package for the analysis. The data analysis was done using both qualitative and quantitative techniques. Quantitative data was analyzed using descriptive statistics methods using frequency tables. Qualitative data was analyzed according to the responses of the respondents based on the research questions and the stated objectives.

3.10 Logistical and Ethical Considerations

Budget draft was used to ensure all research expenses incurred were within the budget approximation. A time frame for this research was employed to ensure the study was completed on time.

In this study, the data collected in the research was only used and relevant for the purpose of the study and not necessarily to serve any other goal or other objectives. In order to get the adequate information during the collection of the data, the questionnaires were not be printed with the names of the respondents so that they may feel very free and flexible when giving the

information for data analysis. The questionnaires also comprised of the questions which were carefully selected to avoid direct attack or insult to the respondents either emotionally, physically or either psychologically. This is for the collection of data in a free relaxed way/environment.

CHAPTER FOUR: DISCUSSIONS AND FINDINGS

4.1 Introduction

The chapter discussed the findings of the study and presented them in frequency tables.

4.2 Response Rate

The sample size of the study was fifty students and ten teachers. However, out of fifty students, only thirty-five students returned questionnaires. The sampled ten teachers took part in the study by returning their questionnaires. The students' response rate was 70% and that of the teachers was 100% because they all returned questionnaires.

Respondents	Frequency	Percentage
Students	35	70%
Teachers	10	100%
Total	45	100%

Table 1: Response rate

4.3 Gender

The results indicated that twenty male students participated in the study. The study also noted that fifteen female students took part in the study. The findings revealed that six teachers were female while four teachers were male.

Respondents	Frequency	Percentage
Male Students	20	44%
Female students	15	33%
Female teachers	6	13%
Male teachers	4	10%
Total	45	100%

Table 2: Gender

4.4 Class

The study wanted to find out the students' class there were in. The study noted that majority of the respondents were in form four. The findings revealed that fifteen students were in form four and ten students in form two. The results also showed that six students were in form three and four in form one.

Form	Frequency	Percentage
Four	15	43%
Three	6	17%
Two	10	29%
One	4	11%
Total	35	100%

Table 3: Class

4.5 Students Time Utility and Performance

The findings revealed that students had been guided on how to utilize and effectively manage their time. It was noted that twenty students stated that they had put in practices what they were

guided by their teachers and had noted improvement in their performance and especially on the subjects they were performing poorly. The results analyzed also indicated that fifteen students had been guided accordingly but had only put in practice what they had been guided for a while and resumed to their normal way of doing things. The study showed that the fifteen students had partially improved and other had not shown any improvement.

Time utility and Performance	Frequency	Percentage
Yes	20	56%
No	15	44%
Total	35	100%

Table 4: Time utility and performance

4.6 Career Exploration and Subject Focus

The study wanted to find out if the school facilitated motivational speakers to guide students on how to make informed choices on career selection based on their performances and subject focus. The findings noted that there were motivational speakers provided more often by the school. The results showed that 25 students stated that the motivational speakers and teachers were inspiring and informing them on career choices and subject focus based on their performances. This had assisted students in creating awareness on the various courses offered and their requirements. As per the study, ten students revealed that they were informed on career choices and selections but they were confused on which course to select due to their poor performances and personalities.

Career exploration	Frequency	Percentage
More informed	25	71%
Partially informed and confused	10	29%
Total	35	100%

Table 5: Career exploration and subject focus

4.7 Academic Challenges

The study wanted to find out the challenges affecting students in their performance and how they were assisted. The study noted that fifteen students were sometimes mentally distracted in class due to financial situations of their parents and were often sent home because of school fees and teachers would guide them to apply for bursaries to partially pay their school fees. The findings revealed that ten students had stated that they could not balance all subjects and stated some were difficult. The study found that they were assisted on various ways to focus on each subject to ensure they could be able to balance the performance of every subject. The results also showed that seven respondents argued that they had challenges in communication and were guided on ways to read various materials and frequently consult their teachers on ways to improve their grammar. The findings further revealed that three students stated that they could not retain memory of what they were taught by teachers for long and forgot easily. The study noted that students ascertained that they were helped on how to retain information and the need to frequently revise what they were taught by teachers.

Academic challenges	Frequency	Percentage
Frequently sent home due to school fees	15	43%
Not able to balance subjects	10	29%
Communication challenges	7	20%
Retaining memory	3	8%
Total	35	100%

Table 6: Academic challenges

4.8 Peer Pressure

The study noted that sixteen students stated they were advised on the need to have peers that positively influence their lives. The findings also indicated that twelve respondents stated that they were advised to avoid relationship with friends that indulged on drug and substance abuse in order to save themselves from drug and substance abuse. The study further revealed that seven respondents stated that they were guided on the need of having friends that can help them shape their morals and behaviours in and out of school.

Peer Pressure	Frequency	Percentages
Positive influence	16	46%
Drug and substance abuse	12	34%
Morals and behaviours	7	20%
Total	35	100%

Table 7: Peer pressure

4.9 Students Attitude

The study wanted to find out various reactions portrayed by students towards people, subjects and things. The findings revealed that students had developed negative attitudes towards teachers and their fellow classmates. It was noted that fifteen respondents stated that they were guided and counseled on the need to perceive teachers and their fellow classmates in positive manner since hatred and prejudice would do more harm than good. They were emphasized on the need to view everybody in God image and likeness. The finding also noted that eleven respondents stated that they had negative attitude towards particular subjects but Wednesday's guidance and counseling had changed their perception towards those subjects and noted improvement in their performances. The results further showed that nine respondents stated that they were instilled positive attitude towards various things in life and inculcate positivity in society on always perceiving things in positive way to promote community development.

Student attitude	Frequency	Percentages
Teachers and classmates	15	43%
Particular subjects	11	31%
Things	9	26%
Total	35	100%

Table 8: Student attitude

4.10 Bodily Changes

As per the study, fourteen respondents stated that were guided and counseled on the biological changes that were occurring in their body and the need to familiarize with them. From the study findings, eleven respondents argued that they were assisted on controlling and abstaining on sexual intimacy that might lead them to pregnancy and sexually transmitted diseases. The study

revealed that ten respondents stated that they were shown on various ways to maintain their personal hygiene and look neat always.

Bodily changes	Frequency	Percentages
Growth and development	14	40%
Abstaining and controlling sexual intimacy	11	31%
Personal hygiene	10	29%
Total	35	100%

Table 9: Bodily changes

4.11 Student Awareness

From the results, thirteen respondents stated that they were guided and counseled on personal development. The study also noted that twelve respondents argued that teachers and motivational speakers were guiding them on self-concept and self-realization. The findings further revealed that responded affirmed that guidance and counseling had help in self-understanding and self-direction.

Student awareness	Frequency	Percentages
Personal development	13	37%
Self-concept and realization	12	34%
Self-understanding and direction	10	29%
Total	35	100%

Table 10: Student awareness

4.12 Decision Making and Problem Solving

The study found that the school was a mixed day school for both boys and girls. It revealed that eleven students argued that teachers emphasized more on healthy relationship between boys and girls. According to the study, having noted the cases of pregnancy and sexual activeness of the students due to their bodily changes, teachers counseled students on the need to have firm decision of abstaining till marriage. The findings noted that female teachers were counseling girls to avoid girls drop out due to pregnancy. From the results, fourteen students stated that more emphasis was put on the need to control emotions in decision making and look at a bigger picture of their repercussions for decision made with emotions and with a sober mind. The study also showed that seven students felt that teachers emphasized more on being critical and creative in decision making rather than the known unanimous decision-making and problem solving. The study results further revealed that three students stated that teachers had counseled students on the need to be firm with their decision and taking appropriate measures to solve their problems and avoid it reoccurring.

Decision making and problem solving	Frequency	Percentage
Healthy relationship	11	31%
Controlling emotions	14	40%
Critical and creative thinking	7	20%
Firm and appropriate measures	3	9%
Total	35	100%

Table 11: Decision making and problem solving

4.13 Teachers Years of Service in Guidance and Counseling

The study noted that ten years unanimously agreed that they frequently invited motivational speakers to speak to students. The findings also noted that every Wednesday from 4pm to 5pm, there was a guidance and counseling for all classes combined with a particular topic chosen and facilitated by teacher on duty. It was revealed that five teachers had worked in Bishop Ndingi High School for 5-10 years. The results also revealed that three teachers had worked for more than ten years. From the findings, it was further noted that two teachers had indicated that they had been teaching and going an extra mile of guiding and counseling students for 1-5 years.

Years of service	Frequency	Percentage
5- 10 years	5	50%
Above 10 years	3	30%
1-5 years	2	20%
Total	10	100%

Table 12: Years of service

4.14 Areas of Focus in Guidance and Counseling

The study wanted to find out which areas teachers focused on while guiding and counseling students. The findings revealed that four teachers stated that they focused mainly on academic and career selection. The results noted that three teachers that they focused on behaviours and discipline of students. From the findings, it was showed that two teachers focused mainly on general life skills that can help students in and out of school. The study further noted that one teacher argued that the main focus was on drug and substance abuse and relationship among students.

Area of focus	Frequency	Percentage
Academic and career selection	4	40%
Behaviours and discipline	3	30%
General life skills	2	20%
Drug and substance abuse and relationship among students	1	10%
Total	10	100%

Table 13: Area of focus

4.15 Role of Guidance and Counseling

The study wanted to find out the role of guidance and counseling in Bishop Ndingi High School.

The results revealed that four teachers stated that it had shaped the behaviours of students and reduced indiscipline cases such as bullying, fighting among students and sexual harassment of girls from boys. From the findings, it was also discovered that four teachers argued that some students had been keen in guidance and counseling and improvements in their academic performances were noted. As per the study, two teachers were of the view that guidance and counseling had played a key role especially to girls by reducing the pregnancy rate and reduced the case reported of drug and substance abuse as students had been created awareness on the need of self-retrospection, self-understanding, self-concept and self-realization.

Role of guidance and counseling	Frequency	Percentages
Reduced indiscipline cases	4	40%
Improved academic performance	4	40%
Reduced pregnancy cases and drug and substance abuse	2	20%
Total	10	100%

Table 14: Role of guidance and counseling

4.16 Inferential Statistics

4.16.1 Regression Analysis

From the study findings in table 15, a regression analysis that was conducted evaluated the role of guidance and counseling in Bishop Ndingi High School. The study results made attempt to illustrate the extent to which changes in guidance and counseling (dependent variable) could be illustrated by changes in the independent variables (academic, behaviour and life skills). As per the study, R square in table 15 was 84.8% (.848) which revealed that guidance and counseling (dependent variable) could be explained by the independent variables; academic, behaviour and life skills.

Model	R	R square	Adjusted R square	Std error of the estimate
1	.921 ^a	.848	.853	.619

Table 15: regression analysis

Predictors: (constant), academic, behaviour and life skills

4.16.2 Analysis of Variance

The study wanted to find if there was any relationship between independent variables and dependent variable. It was noted that there was a relationship between academic, behaviour, life skills and guidance and counseling. The relationship was showed in table 16 through the calculated F value which was 98.364 where tabulated value at 5% significant level with degree of freedom was 2. The study indicated that the calculated value is greater than tabulated value.

Model	Sum of square regression	DF	Mean Square	F	Sig.
Regression	57.125	2	28.160	98.364	.000b
1. Residual	44.461	128	.183		
Total	101.586	130			

Table 16: Analysis of Variance

Dependent Variable: Guidance and counseling

Predictors: (constant), academic, behaviour and life skills

4.16.3 Coefficient of Determination

The results of the coefficient of determination analyses were conducted to determine the correlation between academic, behaviour, life skills and guidance and counseling. In table 17 below, unstandardized coefficient values were constant (2.02), academic (0.89), behaviour (0.71) and life skills (0.64). The equation of coefficient of determination is $Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + c$. The values for this equation were derived from table 16 on column of unstandardized coefficient

where X1 was academic, X2 was behaviour, X3 was life skills and c was the constant coefficient. With the provided coefficient values above, $Y = 0.89X_1 + 0.71X_2 + 0.64X_3 + 2.027$. Y was guidance and counseling (dependent variable). If the independent variables were perceived to be at constant at zero so guidance and counseling would be 2.027. From the study, the level of significance (5%) and confidence (95%), the role of guidance and counseling in academic had the highest level of significance with 0.428, and the role of guidance and counseling in life skills recorded the lowest level of significance which was 0.247.

Model		Unstandardized coefficient	Std. error	Standardized coefficient	T	Sig.
		B	Std. error	Beta		
1	Constant	2.027	0.122		0.816	0.470
	Academic	0.89	0.316	0.183	0.895	0.428
	Behaviour	0.71	0.167	0.158	1.136	0.281
	Life skills	0.64	0.129	0.112	0.706	0.247

Table 17: Coefficient of determination

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provided the summary of the analyzed data and gave a conclusion based on study findings. This chapter also highlighted recommendations for practice, policy and further research.

5.2 Summary

This study investigated the role of guidance and counseling in Bishop Ndingi High School. The sampled respondents were sixty respondents but only forty-five respondents took part in this study. That is, thirty-five students and ten teachers responded. Majority of the respondents were male. Form four students comprised of majority of the respondents. The study was guided by academic, behaviour and life skills in examining the role of guidance and counseling.

The first objective was to examine the relationship between academic and guidance and counseling in secondary schools in Kenya in Mwala Sub-county Machakos County. The findings revealed that students had been guided on how to utilize and effectively manage their time. It was noted that students had put in practices what they were guided by their teachers and had noted improvement in their performance and especially on the subjects they were performing poorly. The results showed that students stated that the motivational speakers and teachers were inspiring and informing them on career choices and subject focus based on their performances. This had assisted students in creating awareness on the various courses offered and their requirements. The study noted that students were sometimes mentally distracted in class due to financial situations of their parents and were often sent home because of school fees and teachers would guide them to apply for bursaries to partially pay their school fees. The findings revealed

that students had stated that they could not balance all subjects and stated some were difficult. The study found that they were assisted on various ways to focus on each subject to ensure they could be able to balance the performance of every subject.

The second objective was to evaluate the relationship between behaviours and guidance and counseling in secondary schools in Kenya in Mwala Sub-county Machakos County. The findings indicated that students stated were advised to shun relationship with friends that indulged on drug and substance abuse in order to save themselves from drug and substance abuse, the need of having friends that can help them shape their morals and behaviours in and out of school. Students were guided and counseled on the biological changes that were occurring in their body and the need to familiarize with them. From the study findings, respondents argued that they were assisted on controlling and abstaining on sexual intimacy that might lead them to pregnancy and sexually transmitted diseases. The study revealed that respondents were shown on various ways to maintain their personal hygiene and look neat always. The findings revealed that students had developed negative attitudes towards teachers and their fellow classmates. It was noted that respondents stated that they were guided and counseled on the need to perceive teachers and their fellow classmates in positive manner since hatred and prejudice would do more harm than good. They were emphasized on the need to view everybody in God image and likeness. The finding also noted that respondents stated that they had negative attitude towards particular subjects but Wednesday's guidance and counseling had changed their perception towards those subjects and noted improvement in their performances.

The third objective was to determine the relationship between life skills and guidance and counseling in secondary schools in Kenya in Mwala Sub-county Machakos County. The study noted that respondents argued that teachers and motivational speakers were guiding them on self-

concept and self-realization. The findings revealed that respondents affirmed that guidance and counseling had help in self-understanding and self-direction. According to the study, having noted the cases of pregnancy and sexual activeness of the students due to their bodily changes, teachers counseled students on the need to have firm decision of abstaining till marriage. The findings noted that female teachers were counseling girls to avoid girls drop out due to pregnancy. From the results, students stated that more emphasis was put on the need to control emotions in decision making and look at a bigger picture of their repercussions for decision made with emotions and with a sober mind.

5.3 Conclusions

The study noted that the three independent variables (academic, behaviour and life skills) had a significant relationship with dependent variable (guidance and counseling). The study aimed at looking

5.4 Recommendations for Policy or Practice

1. The study noted that there was no guidance and counseling room hence need to establish guidance and counseling room within the school and specify days and time when students should seek consultation.
2. The study found that there were students who had performed well in their final exam and joined universities across the country. The school administration should utilize these alumni to motivate students to achieve their academic excellence.
3. The school administration should come up with guidelines on how to come up with guidance and counseling specialists to train teachers to become more competent in guiding and counseling students as some students claimed that teachers would sometimes share some personal problems with other teachers and in class.

4. There is need for school administration to incorporate parents to fully help students overcome what affects them since parents know more about their children and also specialist for the case of students who have been addicted to drug and substance abuse.

5.5 Recommendations for Further Research

There is need to conduct a further research on the role of school community in guidance and counseling in shaping the behaviour and academic performance of students. This was noted in limited consultation between school administration and surrounding community.

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APPENDICES

Appendix I: Introduction letter

Dear respondent,

The researcher is an undergraduate student at Greta University doing Bachelor of Arts in Education. I am Mutinda Celestine Wavinya and I will be carrying out a research on the role of guidance and counselling in secondary schools. I have chosen your school to be among the respondents that will help me to gather data on the role of guidance and counseling's humbly request you to assist me get the information by filling this questionnaire correctly and the best way possible.

Yours,

Mutinda Celestine Wavinya

Appendix II: Questionnaire (Students)

Academic

The following numbers indicate that 1=Agree, 2=Strongly agree, 3= Neutral, 4= Strongly disagree, 5=disagree Kindly tick appropriately within the boxes provided

Academic statements	1	2	3	4	5
I have been guided to effectively utilize my time for maximum benefit					
I have been improving my performance with the assistance of the teachers					
The school has been facilitating us with motivational speakers to guide us on our future endeavours and explore in our near future careers					
I am always guided on ways to focus much while in class and avoid distractors					
Teachers have enabled me to work on overcoming my academic weakness					
The teachers have help me to realize what I can achieve by equalizing all subjects to ensure I perform well in my subjects.					

The following numbers indicate that 1=Agree, 2=Strongly agree, 3= Neutral, 4= Strongly disagree, 5=disagree Kindly tick appropriately within the boxes provided

Behaviour statements	1	2	3	4	5
My perception towards certain subjects and things is slowly changing with guidance and counselling					
Teachers emphasizes on the need to have peers that positively influence my academic and life					
Teachers have help me instill good behaviour and morals					
I am counselled to appreciate the nature and differentiate changes that					

occurs in my body.					
I have been equipped with the knowledge of drug and abuse substance and how it can alter my behaviour					
I have come to appreciate on the need to always maintain my personal hygiene					

The following numbers indicate that 1=Agree, 2=Strongly agree, 3= Neutral, 4= Strongly disagree, 5=disagree Kindly tick appropriately within the boxes provided

Life skills statements	1	2	3	4	5
Have been nurtured on how to make decisions and solve my daily problems					
With time I have observed my personal development in planning and being accountable in my responsibilities.					

Teachers and motivational speakers have enhanced my self-concept and self-realization					
There is frequent counseling aimed at promoting healthy relationship among boys and girls					
I have been assisted to develop positive image of self through self-understanding and self-direction.					
I am assisted on the need to control my emotions					

QUESTIONNAIRES FOR THE PRINCIPAL, DEPUTY PRINCIPAL AND TEACHERS

1. What is your gender?

Male () Female ()

2. How many times in a week do you conduct guidance and counselling sessions in your school?.....

3. Do you invite Motivational speakers in this institution?

Yes ()

No ()

4. How many years have you served as a teacher counselor in this institution?

0-5 years ()

5-10 years ()

Above 10 years ()

5. What are the main causes of indiscipline cases among students in this institution?

Bullying ()

Violence ()

Drug abuse ()

Fights between learners ()

6. What are the roles of guidance and counselling in solving indiscipline cases among the students in this school?