

**AN EVALUATION OF STUDENTS' PERCEPTIONS ON GUIDANCE AND  
COUNSELING PROGRAM IN PUBLIC SECONDARY SCHOOLS IN KONOIIN  
SUB-COUNTY, BOMET COUNTY, KENYA**

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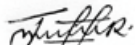
## DECLARATION AND APPROVAL

### Declaration by the candidate

This Thesis/Project is my original work and has never been presented for any academic award in any institution

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## DEDICATION

I wish to dedicate this project to my wife Millie, parents, and to my children for their patience and support they gave me during my study period.



## ACKNOWLEDGEMENT

I want to sincerely thank the Almighty God for giving me the life, courage, strength, and wisdom I needed to tackle the difficulties this study presented. My profound gratitude is extended to my supervisor, Dr. Naftal Nyang'ara, for his invaluable advice, insight, support, and tolerance during this project. Special thanks to all the lecturers of Mount Kenya University, the secondary schools principals, teachers and students for their invaluable support, tolerance and willingness towards the success of this study. I wish to appreciate my immediate family members, my wife Millie and children, Brian, Emmanuel, Nicanor and Gracious joy for their understanding, constant encouragement and patience that motivated me to the end of this successful journey



## ABSTRACT

County face various types of discipline issues, even though guidance and counseling programs are offered in schools. In order to determine how students felt about the School Guidance and Counseling Program (SGCP), how effective they believed the program to be in public secondary schools, and how they felt about the SGCP in relation to the guidance and counseling resources available in public secondary schools in Konoin Sub-County, Bomet County, Kenya, the following objectives formed the basis of this study. The study employed a descriptive survey counseling program to determine the effect of school guidance and counseling on gender disparities among students. With a sample size of 327 students, the study focused on 2200 form three students from 40 secondary schools that were chosen. A straightforward random sampling method was employed to choose study participants. Data for the study was generated using a questionnaire. The questionnaire's reliability was tested using the Split-Half reliability technique, and the Spearman Brown Prophecy formula yielded a correlation coefficient of 0.76. Statistical Package for Social Science (SPSS) version 22.0 was used to analyze the data, and frequency tables and percentages were used to display the findings. The study's conclusions indicate that a variety of factors influenced how successful guidance and counseling programs were in a subset of secondary schools. Among these factors was a lack of resources, as demonstrated by the absence of adequately furnished rooms for guidance and counseling (66.7%), inadequate training for guidance and counseling teachers (70%), a lack of special facilities for keeping confidential records (73.3%), unethical counselors, and a lack of support, including funding and training materials for the School Guidance and Counseling Program (SGCP). Students were discouraged from seeking counseling services because they believed that counselors were ineffective in their roles as guidance and counselors. According to the study's findings, the government should provide teachers with training through the MOEST. According to the study's findings, principals and other school administrators should schedule time for guidance and counseling in the school calendar, and the government should provide teachers with pertinent guidance and counseling training through the MOEST. According to the study, counselors should protect their clients' privacy.

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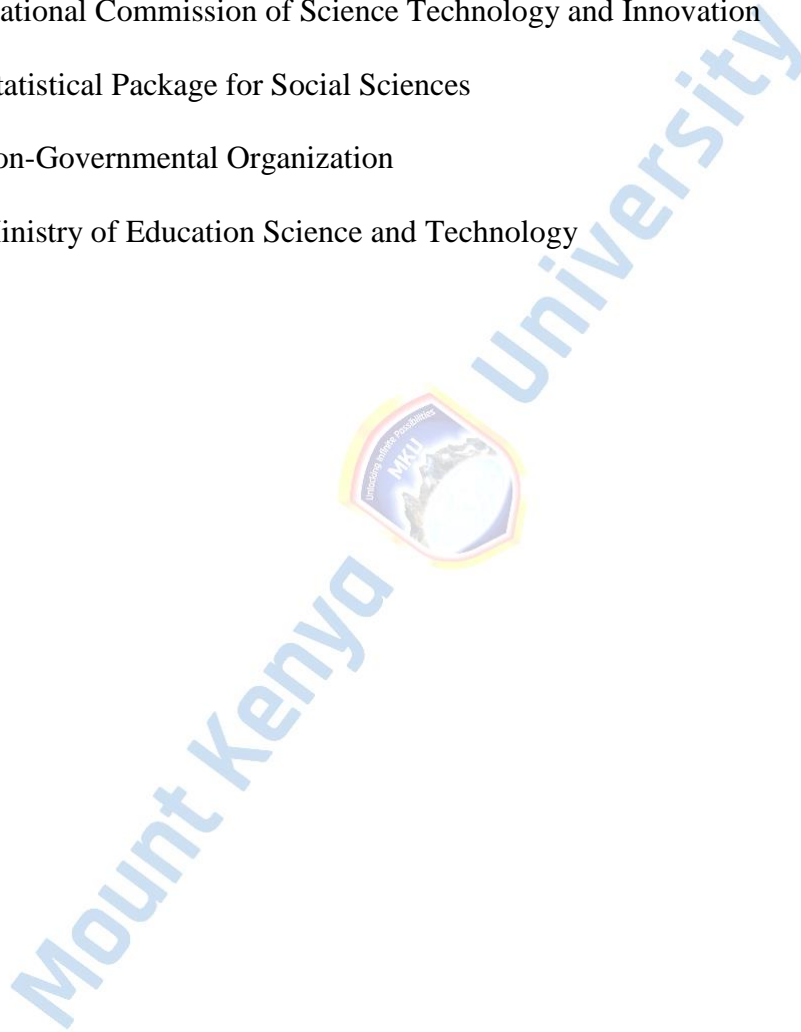
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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>SGCP</b>	School Guidance and Counseling Program
<b>G/C</b>	Guidance and Counseling
<b>BOM</b>	Board of Management
<b>DCDE</b>	Deputy County Director of Education
<b>NACOSTI</b>	National Commission of Science Technology and Innovation
<b>SPSS</b>	Statistical Package for Social Sciences
<b>N.G.O</b>	Non-Governmental Organization
<b>MOEST</b>	Ministry of Education Science and Technology



# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This chapter serves as the study's review. The background and problem statement of the study are covered, along with the study's goals, meaning, significance, and research questions. It contains the study's scope, limitations, and delimitations in addition to assumptions and operational definitions of terms.

### 1.1 Background of the study

According to Kuhn (2004), schools adopted a common school guidance model in the 1940s and 1950s that emphasized directive counseling. E.G. Williamson created this model, which placed a strong emphasis on problem-solving with knowledge and teaching skills. Despite its popularity, Carl Rogers' nondirective counseling style became well-known in the 1960s for putting the client-counselor relationship first and focusing on the problem (Muro & Kottman, 1995).

The focus was on helping each person grow through education so they could each play a specific role that reflected their full potential for both society and themselves. According to Encyclopedia Britannica Online, the social reform movement in the 1890s was one of the first factors that led to the development of guidance and counseling in the United States. Among the repercussions were the movements for compulsory education and, soon after, vocational guidance, which at first focused on helping people enter the workforce so they could contribute to society. Given the local educational, socioeconomic, political, and technological dynamism, it is impossible to overstate

how important students believe the school guidance and counseling program is to maintaining discipline in secondary schools (Willis 2005).

The majority of students (72.5%) had negative attitudes toward counseling, while 27.5% had positive attitudes, according to a study conducted in Nigeria by Agi (2014) on how students perceive school counseling and their attitudes toward its programs. This might be the consequence of a lack of understanding regarding the significance of counseling. It indicated that much work needed to be done to improve students' perceptions and attitudes toward counseling in Cross River State, Nigeria, where the study was conducted. It was also mentioned that a number of social issues, including gangsterism, insecurity, and secret cults, posed a threat to the Nigerian educational system.

Numerous factors have a substantial impact on the emotional and psychological well-being of many secondary school students, including drug and substance abuse, early pregnancy, poverty, domestic violence, truancy, and many more. These conditions have caused emotional and psychological distress for a large number of students. The effects of this distress are severe and extensive. These include quitting school, performing poorly on tests, and in severe situations, taking one's own life. Students are experiencing greater levels of mental, emotional, and psychological distress, according to evidence (Kukali & Kabuka, 2009; Ndeti, 2000, and Standard Digital News, 2014). Numerous government policy documents since Kenya's independence have recognized the value of counseling and guidance in the management and administration of discipline. The 1976 National Committee on Educational Objectives and Policies report recommended that guidance and counseling be taught in schools through courses such as Religious Education, Social Education, and Ethics. According to a recent survey by Ajowi & Simatwa (2010), guidance and counseling services are available in many Kenyan schools. However, another

study by Oketch & Kimemia (2012) revealed that the majority of secondary school counselors lacked training, even though G&C services were available in schools. Additionally, because secondary schools had a large student body, the majority of teachers assigned to guidance and counseling roles were overworked. This raises questions about the efficacy of the guidance and counseling programs offered in Kenyan secondary schools.

Regarding the availability of guidance and counseling services in schools, it was discovered that teachers of these services were busy with tasks unrelated to their main responsibilities. Students are unable to access the counselor. This scenario undermines students' perception of Counseling (Agi2014). This is in concurrence with the view that to improve students' attitude SGC in Ugandan schools, it is necessary to install an invigorated School Guidance and Counseling Program as recommended by (Opiro 2010) to effectively handle discipline among students.

The circumstances in our schools could be compared to the global and local context that shapes students' perceptions of guidance and counseling. One of the international agreements that supports guidance and counseling in Kenya is the Gachathi Report (1976), which claimed that the school guidance and counseling program had been left to the teachers, who needed training to effectively serve students. Additionally, this is consistent with Lutomia and Sikolia (2002). There are still reports of indiscipline in public secondary schools, and Konoin Sub-county is not an exception, despite the Ministry of Education's considerable efforts to offer guidance and counseling services to schools. In order to manage discipline, the researcher sought to understand how students felt about the guidance and counseling program.

Students' hesitancy and quandary when selecting a career, particularly those who are finalists, may lead to discipline. Understanding oneself, acting considerately toward others, getting along with others, understanding social roles and responsibilities, practicing social skills, engaging in leisure

activities, and learning manners and etiquette are all improved for students who receive personal and social guidance. Opiro (2010). Through the quality of instruction and learning, the relationships between students and teachers, the relationships between students and adults other than teachers, and the arrangements for particular care and support structures and systems, psychosocial care and support services seek to promote positive attitudes and the personal and social development of learners.

Counseling services are intended to help students with problems communicate their care and concern for themselves, to help them develop and effect change through self-awareness, and to offer support or self-realization in a private and interactive setting. School social work services provide welfare services to students who find it difficult to balance the demands of life. It is intended to help students make informed choices, engage in growth-promoting activities, and get past life challenges that could impair their academic achievement. It links clients to resources, opportunities, and services that may provide the assistance they need (Opiro, 2010).

Successful counseling programs are built on human development theories, which are based on developmental programs, according to the American School Counseling Association (2005). Students who participate in development programs acquire the values, attitudes, abilities, knowledge, and self-awareness necessary to successfully finish common developmental tasks. Their nature is proactive and preventive. The developmentally based program ensures that more students are served, boosts the counseling program's visibility, and promotes student growth and academic success by providing the necessary competencies. Carl Roger's person-centered theory, Eric Erickson's theory of psychosocial development, and Super's theory of career development serve as the theoretical foundations for this study.

It is clear from the Kamunge report (1988) that guidance and counseling in secondary schools are essential for helping young people identify their own needs and interests. The report states that guidance and counseling should assist students in developing the right mindset for time management and discipline as well as in understanding their duties as employees. However, research indicates that very few teenagers seek guidance and counseling from school counselors when they are experiencing distress (Friedman, 1991). Students' opinions on guidance and counseling services vary, according to Patterson (1973). He thus argues that the guidance and counseling service should consider the opinions of students.

Perceptions of guidance and counseling have an impact on how often students use school-based counseling services. Mutunga (2003) found that students' voluntary consultation with the guidance and counseling department was incredibly low in his study on the effectiveness of guidance and counseling in secondary schools after Kenya outlawed corporal punishment. Lack of trust, a bad counseling environment, and a fear of becoming a victim were the reasons he gave for this. As a result, he noted that students still do not recognize and appreciate the importance of guidance and counseling. Most students think that only troubled students need to see a counselor, according to Wanjohi (1990).

Even though guidance and counseling services are free in their respective schools, secondary school students are hesitant to use them. Their attitudes are the main cause of this. According to Kamunyu et al. (2016a), male students are persuaded by masculine conviction to seek help solely for academic issues, whereas female students seek social-psychological counseling to help them understand the underlying causes of their problems. Female students are more likely than their male counterparts to divulge private information to student counselors, which leaves them

exposed. They also found that female students reveal more personal and honest information about themselves than male students do.

## **1.2 Statement of the Problem**

In Kenya, indiscipline problems persist despite the introduction of guidance and counseling in secondary schools. According to Mutie and Ndambuki (1999), the failure of the guidance and counseling program has been attributed to students' incorrect perceptions of the program. The educational process has been impacted as a result. Helping students form positive attitudes toward guidance and counseling is crucial because it will encourage them to voluntarily seek out the services. In this manner, the services will have greater significance for the students and help the guidance and counseling program achieve its objectives, which will ultimately lead to the success of the educational system. This study did not focus on correcting misconceptions to make guidance and counseling services helpful to students. In addition to reducing student indiscipline, this will enable students to take advantage of the school's guidance and counseling services. Counseling programs are a vital service in secondary schools in Kenya, supporting students' overall development both inside and outside of the classroom. Students may have a variety of needs, including academic, spiritual, social, career, cognitive, behavioral, and personal. These needs are ever-changing in response to societal trends in Kenya and around the world, and an effective counseling program aims to meet them. Successful counseling programs have been adopted and supported by schools, so they can attest to the results of this worthy area of research. In secondary schools in Kenya and other countries, guidance and counseling are becoming more and more crucial services. Counseling services can be expanded to address academic and other issues because secondary school students' needs are constantly changing along with society. According

to Wangai (1994), young people enjoy luxury and pleasure. Politicians, educators, parents, and religious leaders regularly blame one another for not teaching their kids to behave well. Guidance and counseling programs in schools aim to assist students in overcoming psychological challenges and rediscovering their identities. Beliefs, judgments, images, attitudes, or opinions that students frequently hold based on prior experiences and presumptions about how the secondary school guidance and counseling program (SSGCP) operates undermine the effective achievement of this goal. Despite the fact that schools provide guidance and counseling programs, little is known about how students perceive SSGCP. Data from the Konoin education sub-county office indicates that students have a bad opinion of the school's guidance and counseling program. Thus, the goal of this study was to ascertain the opinions of students regarding the guidance and counseling program in public secondary schools located in Konoin Sub-County, Bomet County, Kenya.

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

This study set out to assess how secondary school students in Konoin Sub-County, Bomet County, Kenya, felt about guidance and counseling.

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

The following goals served as the study's compass in order to fulfill its purpose:

- i. To investigate students' perceptions on availability of SGCP in secondary schools in Konoin Sub County Bomet County, Kenya
- ii. To establish the students' perceptions on effectiveness of SGCP in secondary schools in Konoin Sub County Bomet County.
- iii. To examine the students' perceptions on SGCP with regard to guidance and counseling resources in secondary schools in Konoin Sub-County, Bomet County.

### **1.5 Research Questions**

- i. What are the students' perceptions on availability SGCP in secondary schools in Konoin Sub County Bomet County, Kenya
- ii. How do the students rate the effectiveness of SGCP in secondary schools in Konoin Sub County Bomet County?
- iii. How do the students of Konoin sub-county secondary schools perceive SGCP with regard to guidance and counselling resources in schools in Bomet County?

### **1.6 Rationale of the study**

The rationale of carrying out the study in Konoin sub-county was that there had been a report of declining discipline standards and it was suspected to be the reason behind the poor academic performance in Kenya Certificate of Secondary Examination. According to Konoin Sub-County

Educational office report (2021), there were mass disruptions of school programs by students' unrest particularly in secondary schools within the sub-county.

### **1.7 Significance of the Study**

The findings of this study were hoped to:

- i. Equip educational stakeholders with insight of enhancing positive perception of SGCP services with regard to discipline management in secondary schools.
- ii. Be useful to government for policy formulation which benefits various stakeholders who include teachers, parents, N.G.O, the community and the students.
- iii. To encourage students to exploit SGCP services to make change towards desirable learning behaviour.
- iv. To help students have focus in life and to be responsible citizens.
- v. Finally, to create benchmark for further studies on the related or same area of study

### **1.7 Assumptions of the Study**

According to Lunenburg and Irby (2008), assumptions are postulates, premises, and propositions that are acknowledged as useful for research purposes.

This study was based on the assumption;

- i. That form three students would be a true representative sample of secondary schools in Konoin Sub-County.
- ii. That the entire respondents could cooperate by filling the questionnaire with factual and accurate information pertaining to the students' perceptions on SGCP with regard to management of discipline among secondary school learners.

- iii. That the school records on SGCPs availed by the school administrators would be correct, relevant and comprehensive.
- iv. That all the selected secondary schools had effectively constituted guidance and counselling programs in the school routine.
- v. Finally, the study assumed that the findings of the research would be appropriate and conclusive enough to allow generalizations of the phenomenon in the entire republic, allowing borrowing and application of the results in other regions of the world.

### **1.8 Scope of the study**

The study was conducted to cover the following areas:

- i. Public day and boarding secondary schools in Boito, Chepchas and Mogogosi county assembly wards of Konoin sub-county, Bomet County.
- ii. Public day and boarding secondary schools that have been in existence since 2010 because it was from such schools that the researcher could obtain satisfactory information from form three students and the past records of SGCPs.
- iii. This study restricted itself to perceptions of students on SGCPs with regards to discipline management, effectiveness of SGCP, and the guidance and counseling resources in SGC program.
- iv. It also focused on strategies that could be employed to improve students' perceptions on SGCP.
- v. The researcher sampled out students leaving out other stakeholders' perceptions on SGCP.

## 1.9 Limitations of the Study

The design or methodology elements that impacted or influenced the interpretation of the research's findings are known as the study's limitations. These restrictions have an impact on the findings' applicability, generalizability, and/or usefulness. Mugenda & Mugenda (1999) define limitations as aspects of a study that may act as roadblocks to the research process. The following problems were encountered during the research:

- i. Some participants neither were willing to answer the questions nor reveal the required information. The researcher had to explain the purpose of the research and asked the participants to respond honestly to the items enquired as the questionnaire would be unanimous because they bore no name for identification.
- ii. Accessing records on issues of indiscipline in some schools was not easy and some of the schools lacked proper records.
- iii. Some copies of the questionnaire were never returned and others were not fully filled. The responses from the participants had to be accepted as final since there was no opportunity to probe beyond the given response, or to clarify ambiguous responses.
- iv. Some schools lacked the department of guidance and counseling.
- v. Some schools did not have designated or proper offices for the guidance and counseling of individual clients.

In schools where the SGCP are dormant, the researcher consulted the heads of the institutions, deputy principals and teachers who were charged with the responsibility of handling guidance and counseling.

### **1.10 Delimitations of the study**

According to Best and Kahn (1998), delimitations define the parameters of an investigation, list the subjects that are not covered in a particular study, or draw attention to the characteristics that limit the study's scope or boundaries. The research was restricted to:

- i. Secondary schools in three county assembly wards in Konoin Sub-County due to the climatic conditions at the time of study, budget constraints and the locations of the sampled secondary schools.
- ii. Private secondary schools were not included in the study because they were not reported to have been involved in the student unrest cases.
- iii. Because of earlier research findings in Bomet County that had revealed dropout rates in public day secondary schools was highest as compared to secondary schools of other categories.
- iv. The study focused on student discipline issues, Guidance and Counselling, teachers' attributes, resources and gender disparities of the students.
- v. Form three students (both boys and girls) were the representative group.

The selected sample was small but large enough for the study, accessible and manageable by the researcher.

### 1.11 Operational Definition of Terms

**Guidance and Counseling**- It is the process of assisting people in realizing their full potential in terms of education, employment, and psychology in order to maximize their level of happiness and social utility.

**Counseling** - It involves paying attention to what someone has to say and expressing comprehension.

**Respecting** - empathy, goal clarification, and decision-making support.

**Discipline** - conduct that complies with the rules; conduct and order upheld by supervision and training.

**Perception** - It is described as an opinion, judgment, or belief that is frequently held by students and is predicated on appearance, prior experiences, and presumptions.

**Effectiveness** –is guidance and counseling programme meeting counseling needs of students.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The following is a presentation of the relevant literature review, which was discussed alongside the objectives study: the theoretical and empirical literature, the conceptual framework; the idea behind high school guidance and counseling programs, their content, and how students view these programs, students' perceptions on Student Guidance and counselling Program (SGCP) with regard to guidance and counselling, teacher's attributes, relationship between SGCP and students' gender disparities, student's Perceptions of Effectiveness of SGCP in Secondary School, Ethical processes of effective school counseling, Students' Perception of (SGCP) with Regard to Resources, Students' perception of (SGCP) with regard to resources and the identified research gaps in the reviewed relevant literature that informed the current study.

#### **2.1 The Concept of Guidance and Counselling**

Guidance and counseling are traditional methods that have been passed down from one generation to the next, claim Birichi and Rukunga (2009). Although they have different meanings, counseling and guidance are related. They have a very thin line that prevents them from being distinguished from one another and are intimately related. Mutie and Ndambuki (2002) assert that humans are essentially self-determining beings, meaning that they have an inbuilt drive for autonomy, independence, and self-destruction. This suggests that students and people in general possess the capacity to govern their own fate and bear complete accountability for their actions.

Guidance and counseling are traditional methods that have been passed down from one generation to the next, claim Birichi and Rukunga (2009). Although they have different meanings, counseling and guidance are related. Helping people understand themselves so they can cope with life's experiences in a healthy way is the main goal of guidance and counseling. This is accomplished by assisting them in determining the root causes of issues and identifying appropriate remedies for circumstances that might lead to unhealthy lifestyles. Guidance and counseling services are essential to managing people's discipline in all societies, claim Ajowi and Simatwa (2010).

In Kenyan secondary schools, counseling programs are an essential service meant to support students' overall development both within and outside of the classroom. The needs of the students may be academic, spiritual, social, career, cognitive, behavioral, and personal, among other things. An effective counseling program seeks to address these needs, which are constantly shifting in response to societal trends, both in Kenya and globally. Schools that have adopted and supported successful counseling programs can vouch for the outcomes of this deserving field of study. Guidance and counseling are increasingly important services in secondary schools in Kenya and around the world. Secondary school students' needs are always evolving along with society, which makes it possible to expand counseling services to address academic and other concerns. (Ngeno, 2022).

The use of guidance and counseling to improve positive classroom behavior is crucial for raising students' academic achievement and should be done consistently. According to Hendrikz (1986),

it is the duty of educators and school officials to make sure that students develop consistently along their own academic paths.

In order to help students, develop the desired classroom learning behavior and, consequently, improve academic performance at the classroom and national exam levels, the Committee on Educational Objective and Policies' 1976 report suggested the use of guidance and counseling in schools (GOK, 1976). Schools' use of guidance and counseling services failed to encourage positive classroom behavior in spite of this advice.

Guidance and counseling are learning-oriented, one-on-one or one-to-many processes that take place in a simple social context. The guidance counselor, who is professionally competent in relevant subject skills and knowledge, aims to help the client become a happier and more productive member of society by helping them in ways that are appropriate for their needs and, within the framework of the entire personnel program, learning how to apply such understanding in relation to more clearly defined, realistically perceived goals. W. Robiner (1987). According to Richard L. S. et al. (2009), guidance and counseling are a process that allows the client's self to become less rigid and allows for the perception of experiences that were previously denied. These experiences are then incorporated into an altered self. Therefore, rather than being casual, matter-of-fact, and businesslike, the emphasis in this case is on the fact that the counselor-client relationship is characterized by warmth, responsiveness, and understanding. Helping the client change voluntarily is the aim of guidance and counseling. To this end, the counselors offer resources to assist in making the right decision or bringing about the desired change. Although the counselor's warmth and understanding may aid in the process, the client is solely accountable for the decisions or choices he makes (Cohen & Wenner 2006)).

Counseling has existed since the dawn of civilization. Man must have looked to his family and close friends, who are thought to be a wealth of information that society seeks, for consolation, support, and assistance. But starting in the 19th century, counseling and guidance became a separate area of psychology. The educational system, particularly the American educational system, is the source of contemporary guidance and counseling. Its foundation lies in the care for a person's freedom, rights, dignity, and human value. Many philosophers believe that the fundamental nature of man is neutral and neither good nor evil. This perspective is supported by contemporary science. An objective and empiricist perspective holds that although humans are not inherently good or bad, they do have the capacity to evolve in either direction. A person is more likely to act in "good" ways when the situation is favorable, and he may learn to act in "bad" or undesirable ways when the situation is unfavorable. Although man is neither inherently good nor bad, his actions can take on the flavor of goodness or become tainted with evil depending on the situation. He can develop into a creative and useful person with the right support, but if left unchecked, he can turn into a threat to society (Fisher D. 2006).

Getting every student to succeed academically is the main goal of school guidance and counseling. In order to reduce the influence of institutional and environmental factors that impede students' academic success, the American School Counselor Association (ASCA, 2005) focuses on the interactions between students and their environment (Education Trust, 2009). According to a framework developed by ASCA (2005), comprehensive school counseling programs should focus on academic achievement by working with students in three areas—academic, career, and personal/social—to support the learning process. This will help schools and students succeed. The composition and arrangement of an all-encompassing guidance and counseling program in an educational environment

The ASCA National Model was developed to assist school counselors in planning, carrying out, and evaluating a thorough developmental school counseling program (Watson, M., 2012). With prevention as their primary goal, these programs are made to teach all students relevant developmental tasks and skills (Bandura A., 1995).

### **2.1.1 Students' Perceptions of Guidance and Counseling Program (SGCP)**

One way to define the aspect of perception is as the process through which organized experience is produced from sensory stimulation. Both the stimulation and the actual process contribute to that experience, or perception. Relationships between different forms of stimulation of sensory receptors in the skin, tongue, nose, ears, and eyes. The process of gathering, analyzing, choosing, and arranging sensory data is referred to as perception in psychology and the cognitive sciences (Wortman & Loftus, 1998). Students' opinions about SGCP could potentially impact the program's efficacy in managing discipline. By fostering a friendly relationship, counseling helps students feel more connected to their teachers. The student is free to express who they are and fully understand the repercussions of their actions.

Kuhn examined high school students' perceptions of the duties and responsibilities of school counselors in a 2004 study. Students at two metropolitan high schools were given a questionnaire consisting of twenty items. Based on the roles of school counselors, the students were asked to rank the significance of 15 different functions. Additionally, the students evaluated the significance of non-counseling tasks that school counselors frequently carry out, like test administration and registration. Overall, the students thought that the school counselors' coordinating, collaborative counseling, and advocacy roles were crucial. This suggested that students thought the new roles were important. The students did, however, also rank a few non-

counseling tasks as significant, indicating that misconceptions about the school counselor's role persist.

Young people frequently have a tendency to be reluctant to use counseling services when they are available to them. Their attitudes, beliefs, and perceptions regarding counseling have an impact on this. As a result, they are less inclined to seek counseling services (Le Surf et al., 1999). Myrick (2003) asserts that self-concept formation is given particular weight in developmental guidance. It is assumed that students learn their beliefs and perceptions of the world and themselves through relationships at home and at school. Pupils need direction on how to deal with certain situations and make the best choices.

Counseling research from developed countries indicates that students feel safer attending schools with more extensive and fully implemented guidance and counseling programs (Aluede et al., 2007). In addition to receiving higher grades for their academic work, these students enjoy better relationships with their teachers. Additionally, according to Aluede et al. (2007), these students experience fewer issues with the social and physical environments of their schools.

Yunis (2006) conducted a study on how secondary school students in Kajiado Central Division, Kajiado District, felt about guidance and counseling services. Only questionnaires and a survey design were utilized to determine how secondary school students felt about guidance and counseling. According to the study, students avoid using guidance and counseling services when they believe they are a part of the administration. However, it will still prevent students with other issues from using it if they believe it only addresses academic or educational issues.

According to Yunis (2006), the way that students feel about asking for assistance also affects how well counseling resources are utilized. As a result, students who have a positive attitude about asking for assistance are more likely to do so than those who have a negative attitude. In order to motivate teenagers to seek out guidance and counseling services, it is crucial to closely monitor their attitudes toward these services and counselors. Only students' perceptions were examined in this study; teachers' perceptions were not, but both groups' perceptions have an impact on each other, either favorably or unfavorably. Furthermore, the study only used questionnaires to find out how students felt about guidance and counseling services. Due to the limitations of questionnaires, the results might not have been

According to Mutie and Ndambuki (1999), the failure of the guidance and counseling program has been attributed to students' incorrect perceptions of the program. The educational process has been impacted as a result. Helping students form positive attitudes toward guidance and counseling is crucial because it will encourage them to voluntarily seek out the services. In this manner, the services will have greater significance for the students and help the guidance and counseling program achieve its objectives, which will ultimately lead to the success of the educational system. This study did not focus on correcting misconceptions to make guidance and counseling services helpful to students. In addition to reducing student indiscipline, this will enable students to take advantage of the school's guidance and counseling services.

Wanjohi (1990) conducted a study on how secondary school students in Nyeri District perceive the role of counselors and found that students are skeptical of guidance and counseling services. Therefore, he emphasized that counselors need to educate students about the value of these services. According to Anyona's (1989) comparison of the psychological counseling needs of

adolescents in Kiambu District's Lari Division, schools are supposed to provide educational counseling to each student so they can realize their full potential. According to her, adolescents require counseling for a variety of psychological and social issues. They will be able to take advantage of better training and educational opportunities as a result. Based on her research, she came to the conclusion that schools did not provide any useful guidance or counseling services. When researching how high school students view their issues and how they prefer to seek help, Kebaya (1987) found that a sizable portion of the participants had never received guidance or counseling before. This study focused on understanding how teachers and students view guidance and counseling, as well as how these perceptions can be improved, rather than just focusing on the counseling needs of students.

Although Tina and Ugochukwu (2014) pointed out that the high workload of teacher counselors providing counseling services has prevented guidance and counseling from improving academic achievement, Cheruiyot and Simatwa (2016) proposed that students' academic performance could be enhanced by utilizing these services. Guidance and counseling services improve students' academic performance and needs, claim Eremie and Jackson (2019). Eighty percent of respondents in a study by Shehu et al. (2021) stated that their academic performance improved and was quite good after receiving counseling support.

Within the broader field of guidance and counseling, Mutie and Ndambuki (1999) highlighted particular services intended to help meet learners' academic needs, including effective study techniques, subject selection, academic motivation, time and stress management, and academic improvement programs. Ebizie et al. (2016) also covered post-secondary planning, library use,

exam-passing strategies, discipline management, overcoming learning challenges, and class counseling, among other things.

### **2.1.2 Students' Perceptions on SGCP with Regard to GC Teacher's Attributes**

Students' perceptions of the guidance and counseling program are likely to be influenced by their beliefs about the role that teachers play in this process. Based on prior experiences and presumptions, perception encompasses beliefs, judgments, images, attitudes, or opinions regarding problems, things, or concepts. According to a study conducted in the USA, students believe that the non-counseling tasks of giving achievement tests and helping with discipline are pointless and may even be a waste of the counselor's time. In most schools in Kenya G/C teachers are more preoccupied with curriculum implementation thus undermining the role of guidance and counseling and so they are perceived as classroom teachers rather than behavior-adjustment agents. Agi (2014) conducted a study in Nigeria that demonstrated a significant correlation between attitudes and perceptions regarding school counseling. This result supported the findings of Mclover (1971) and Gibson (1962), who found that clients fail to seek guidance and counseling teacher assistance because they perceive some of their discipline issues as administrative rather than G/C. For example, chronic absenteeism due to alcohol consumption would be a case requiring SG/C for behavior modification. According to Ayieko (1988), guidance and counseling teachers are essential to the management and correction of students' behavior in schools because they offer avenues for corrective measures to address school discipline and to prevent and/or correct student indiscipline.

Common areas of indiscipline that need to be taken into account include a lack of social etiquette, self-control, decency, courtesy, and respect. General disrespect for authority, truancy, drug abuse

and addiction, carefree lifestyles, peer pressure, personality differences, lack of manners and social etiquette, neglecting their social roles and responsibilities, and intra and interpersonal conflict resolution were all displayed by the impacted students. According to Assabieh (2010), students' opinions of school counselors haven't changed much in the last thirty years. Students frequently have a very broad impression of counselors, viewing them more as administrative staff than as counselors. Students are more likely to seek help when there are administrative issues at school rather than personal ones because they have occasionally thought of the school counselor as the main resource for help with discipline issues.

Perceptions of a phenomenon can influence how it is used and how successful it is. To comprehend an environmental issue, perception entails locating and analyzing data (Schacter, 2011). Mundia (1993) asserts that the school environment, teacher counselor credentials, and resource availability all significantly affect the effectiveness of counselors. Therefore, the continued pursuit and utilization of guidance and counseling services during school hours depends heavily on counselors, principals, teachers, and students' attitudes toward counseling.

Teachers and school counselors can provide academic, professional, social, and personal knowledge. By improving teachers' comprehension of students' needs and self-efficacy, this can ultimately aid students in succeeding (Beale, 2003). Students' use of school counseling services is also significantly influenced by their teachers (Dougherty, 2000). The success of the student and the school counseling program overall, as well as the likelihood that students will consult with or refer others to school counselors, can all be impacted by their perceptions of the duties and responsibilities of the school counselor (Beale, 2003).

The effectiveness and practice of guidance and counseling in schools may be significantly influenced by students' perceptions. Despite numerous well-established facts regarding the benefits of guidance and counseling, there is still a persistent obstacle to its implementation (Gladding, 2004). One of the main obstacles to effective practice and implementation, according to Gladding (2004), is how students view guidance and counseling services. Students' opinions about guidance and counseling services also have an impact on the practice, either favorably or unfavorably.

In his study of how students perceived guidance and counseling in Loreto secondary schools, Mwangi (2002) aimed to ascertain whether the age, gender, or degree of counseling training of teacher counselors had an impact on students' opinions of the guidance and counseling program. According to his research, students did not consider the age, sex, or level of training of the teacher counselors when they sought guidance and counseling. Nonetheless, it was observed that fewer students than usual sought guidance and counseling. In a study on secondary school heads' preparation and performance, Wachira (1997) discovered that a lack of guidance and counseling training led to teacher-counselor incompetence and, consequently, a negative attitude toward the program.

Students' perceptions are likely to be either positive or negative, depending on how they feel and see the counseling issue as a whole. Shertzer and Stone (1981) support the idea that students' ideas and decisions can have a positive impact on the guidance and counseling services program. Students are expected to have a wide range of attitudes and perceptions regarding a situation that needs their attention in a school setting. However, in order to accomplish anything, especially

when it involves the cooperation of teachers and students, a consensus must be reached (UNESCO, 2011).

### **2.1.3 Relationship between SGCP and Student's perception on Resources**

The disparities in views or opinions according to the counselor's or student's gender have been linked to even less research in the literature (West, Kayser, Overton & Saltmarsh, 1991). In a study with undergraduate students, Nelson, Nazario, and Andreoli-Mathie (1996) found that students' opinions of counselors were influenced by the counselor's gender. They also hinted that gender preference was associated with knowledge and comprehension of social and personal issues. However, the results are in conflict with a study by Assabieh (2010) that compared how teachers and students were perceived, as well as how teachers with varying years of teaching experience and students by gender at different grade levels. The study's findings showed that students' perceptions of the significance of the counselor's roles and responsibilities varied considerably by gender. It becomes clear from the conversations that the female students' opinions on the counselor's role were more strongly held than those of their male counterparts on a few particular topics. It's possible that female students' high opinions of some counselor roles stem from the fact that they appear more at ease discussing their issues and asking for help from the counselor than do male students. In other words, the role of the counselor was positively viewed by both male and female students. But according to the results, both male and female students thought that the counselor's role in assessment and appraisal was somewhat significant (Assabieh, 2010).

Guidance and counseling services in Nigeria improved the academic performance of girls and decreased the dropout rate, according to Adegoke and Adeyemo (2018). Additionally, the study discovered that the services assisted in addressing psychological and emotional issues that were

impeding girls' involvement in school. According to the results of a study conducted in Kenya by Chege et al. (2018), guidance and counseling services were successful in encouraging girls' involvement and academic retention. Additionally, the study discovered that the services enhanced the girls' exam performance. According to an Indian study by Sharma et al. (2022), girls' self-esteem, academic achievement, and general well-being were all enhanced by guidance and counseling services. The services also contributed to a lower dropout rate among girls, according to the study.

Mugalu and Oundo (2019) conducted a study on guidance and counseling services in Uganda and discovered that the services were successful in encouraging girls' involvement and academic retention. Additionally, the study discovered that the services assisted in addressing psychological and emotional issues that were impeding the academic advancement of girls. Nkata (2018) claims that in Cameroon, guidance and counseling services assisted in meeting the desirable learning needs of girls who were struggling in their academic, social, or emotional lives. According to the study, the services enhanced girls' academic achievement and school retention. According to Makinde (2018), guidance and counseling services in Nigeria have been shown to enhance girls' academic achievement and boost their involvement in extracurricular activities. Additionally, the program contributed to the advancement of gender equality within the school, according to the study.

Guidance and counseling services in Kenya were successful in encouraging girls' school attendance and lowering dropout rates, according to Chege et al. (2018). Additionally, the program improved the mental health and well-being of the girls, according to the study. According to a study conducted in Pakistan by Mahmood and Rehman (2019), guidance and counseling services contributed to the advancement of gender equality and the decrease of gender-based discrimination

in schools. Additionally, the program improved girls' attendance and academic performance, according to the study. Guidance and counseling services in South Africa were successful in fostering the academic and personal growth of girls, claim Molefe and Ramphalile (2019). The study also showed that the program promoted gender equality and lessened gender-based violence in the school.

Guidance and counseling services improved girls' academic performance and decreased dropout rates, according to a 2017 study by Singh and Verma in India. The study also discovered that the program boosted the confidence and self-esteem of the girls and supported their career goals. When combined, these studies indicate that by addressing the emotional and psychological issues that might be impeding girls' academic progress, guidance and counseling services can positively affect their involvement in public secondary schools. These services can enhance girls' academic performance, school retention, and general well-being by fostering a welcoming and inclusive learning environment.

In Nigeria, guidance and counseling services were successful in improving girls' academic performance and lowering secondary school dropout rates, according to Anderson et al. (2023). According to a 2018 study by Nkata, J. L., guidance and counseling services contributed to lower secondary school dropout and absentee rates among girls. Additionally, the study discovered that the program promoted gender equality in the school and enhanced the academic performance of girls.

The strategy was successful in encouraging girls' school attendance and lowering dropout rates, according to a study conducted in Kenya by Makinde, O. A. (2018) on guidance and counseling services. Additionally, the study discovered that the program enhanced the mental health and

general wellbeing of the girls. Guidance and counseling services improved girls' academic performance and decreased dropout rates, according to a study conducted in Nigeria by Anderson et al. in 2023. Additionally, the study discovered that the program supported the school's efforts to advance gender equality.

#### **2.1.4 Student's Perceptions of Effectiveness of SGCP in Secondary School**

Discipline may result from students' uncertainty and dilemma when choosing a career, especially those who are finalists. Students who receive personal and social guidance are better able to understand themselves, behave with consideration toward others, get along with people, understand social roles and responsibilities, practice social skills, participate in leisure activities, and learn manners and etiquette. Opiro (2010). Psychosocial care and support services aim to foster positive attitudes and the personal and social development of learners through the quality of instruction and learning, the relationships between students and teachers, the relationships between students and adults other than teachers, and the arrangements for specific care and support structures and systems. Students' physical and mental stressors that might otherwise lead to discipline are reduced by such activities (Willis 2005).

The goal of counseling services is to make it easier for students with issues to express their care and concern for them, to help them grow and bring about change through self-knowledge, and to provide assistance or self-realization in an interactive and private relationship. Welfare services are offered by school social work services to students who struggle to meet life's demands. It is designed to assist students in making wise decisions, participating in activities that foster growth, and overcoming obstacles in life that may affect their academic performance. It connects

customers with opportunities, resources, and services that could offer them the support they require (Opiro, 2010).

The Kamunge report (1988) makes it abundantly evident that secondary school guidance and counseling are crucial in assisting young people in determining their unique needs and interests. According to the report, guidance and counseling should help students understand their responsibilities as employees and cultivate the proper mindset for time management and discipline. However, studies have shown that when in distress, very few teenagers typically turn to school counselors for guidance and counseling (Friedman, 1991). According to Patterson (1973), students have varying perspectives on guidance and counseling services. Thus, he makes the point that the guidance and counseling service ought to be mindful of how students view it.

Students' use of counseling services in schools is influenced by their perceptions of guidance and counseling. In his study on the efficacy of guidance and counseling in secondary schools following Kenya's ban on corporal punishment, Mutunga (2003) discovered that students' voluntary consultation with the guidance and counseling department was extremely low. He attributed this to a lack of trust, a poor counseling environment, and a fear of becoming a victim. Accordingly, he observed that students have not yet come to accept and value the role of guidance and counseling. According to Wanjohi (1990), the majority of students believe that only troubled students need to see a counselor. Students who excel in the classroom and have no academic issues shouldn't ask for assistance. For this reason, students are uninterested in guidance and counseling services.

A study on opinions regarding the function of counselors in Nyeri District secondary schools was conducted by Wanjohi (1990). He collected data using questionnaires and found that head teachers

did not give guidance and counseling programs the consideration and gravity they merited. This is demonstrated by the head teachers' inability to carry out the majority of the suggestions put forth in the government's education reports and development plan. As a result, the teacher counselors are not given time off to deal with their issues or conduct research. He adds that they are unable to mentor and counsel students because of their heavy teaching loads. Additionally, there is no schedule for guidance and counseling. Wanjohi (1990) adds that the teacher counselor finds it extremely challenging to provide this service outside of the scheduled time. Therefore, it examined whether teachers' and students' perceptions of guidance and counseling services are impacted in any way by the shortcomings encountered during these services.

A study on guidance and counseling services in Uganda by Mugalu and Oundo (2019) found that the services were effective in promoting girls' engagement and academic retention. The study also found that the services helped address emotional and psychological problems that were preventing girls from advancing academically. According to Nkata (2018), in Cameroon, girls who were having difficulties in their academic, social, or emotional lives were helped to meet their desired learning needs through guidance and counseling services. The study found that the services improved the academic performance and school retention of girls.

An attitude is a man's feelings about something and is defined as any ingrained, persistent tendency to respond to particular people, groups, ideas, or situations in consistently positive or problematic ways (Corey, 2015). Our responses to topics, people, and events are influenced by our attitudes, which are presumptions and emotions. According to Gatundu (2014), there are three different kinds of ingredients that make up an attitude. These are the behavioral, affective, and cognitive components. Thoughts and beliefs are related to the cognitive component, while emotions and

action are related to the affective unit. These three aspects of attitudes interact in a way that makes certain emotions and reaction patterns associated with the attitude object in a private way.

It has been suggested that attitudes regarding asking for help are significantly influenced by gender. According to Good and Dell (2019), two-thirds of all clients seeking psychological care are female, suggesting that there are clear differences in the ways that men and women seek help. They postulated that conformity to the conservative male gender stereotype may be one factor contributing to men's reluctance to seek counseling services. Seeking psychological support would be interpreted as acknowledging defeat, weakness, and failure. The majority of girls, however, did not trust the counselors because of the lack of privacy in the counseling rooms, according to Ojenge and Muchemi (2016) in Ibrahim, Boitt (2016).

Secondary school students are reluctant to seek guidance and counseling services, despite the fact that they are provided at no cost in their respective schools. This is primarily because of their attitudes. While female students seek social-psychological counseling to help them understand the root causes of their problems, male students are encouraged by masculine conviction to seek help only for academic issues, according to Kamunyu et al. (2016a). Compared to their male peers, female students are more likely to share personal information with student counselors, making them vulnerable. Additionally, they discovered that compared to male students, female students divulge more candid and intimate information about themselves. Male students only sought counseling when they felt unsatisfied or inadequate, when they experienced issues in intimate relationships, when they exhibited addictive behavior, or when they realized they were engaging in pathological patterns of violence and abuse of others, according to the counselors they spoke with.

Some students believed that going to counseling took away valuable study time, according to a different study conducted that same year by Kamunyu et al. (2016b). College students also regrettably believed that counseling was only for students who had poor academic performance or problematic behaviors. Upoalkpajor, Egglely, and Namale's (2018) study claims, students did not seek counseling for three main reasons: accessibility, the idea that counseling was only for students who struggled academically, and the fear that they would not receive the assistance they needed. The counselors' busy schedules, their dual roles as teachers and counselors, their lack of credibility, and the stigma associated with seeing them are additional factors.

It has been noted that attitudes regarding asking for help are significantly influenced by gender. The fact that women make up two-thirds of all clients seeking psychological assistance suggests that men and women seek help in quite different ways (Good and Dell, 1989). They postulated that adherence to traditional gender roles may be one factor contributing to men's reluctance to seek counseling services. It would be interpreted as an admission of weakness, defeat, and failure to seek psychological assistance. However, because of the lack of privacy in the counseling rooms, Ojenge and Muchemi (2016) discovered that the majority of girls did not trust the counselors.

### **2.1.5 Ethical processes of effective school counseling**

Ethics are codes of conduct that guarantee the best practices in any profession, according to Urumbo (2000). Ethics play a crucial role in school counseling to promote the use of guidance and counseling services, particularly when those services are used voluntarily. Ethics are an essential part of the counseling process that ensures the counselor's trust and is important in determining the best solutions for the problem (UNESCO, 2000). Therefore, in order to gain the trust and patronage of the service, they must be adhered to. The American School Counselor Association offers

comprehensive universal codes of conduct and school counseling principles (ASCA, 2010). According to the ASCA model, everyone participating in SGC programs has rights and responsibilities regarding student counseling. These duties may be related to a number of general areas, including upholding standards, the school, the community, oneself, parents or guardians, other professionals, and the student.

There aren't many schools in Kenya with effective and well-run guidance and counseling departments, claims Duda (1996). Most secondary school teachers concentrate on career counseling and subject selection. The G&C department was created by the ministry of education in 1997 with the primary goal of offering advice and counseling on social, psychological, emotional, and vocational training matters. Duda (1996) carried out a study on the issues related to G&C provision in secondary schools in Machakos Municipality; however, his research did not demonstrate how students perceived G&C or how it affected or did not influence behavioral changes in the students.

According to Josselson (1996), the counselor's first responsibility is to the students, who should be treated with respect and dignity as distinct individuals. Therefore, the counselor should sincerely care about the student's academic, professional, social, personal, and educational needs. Additionally, the counselor should not force his own values on students or their families, but rather respect their values, beliefs, and cultural background.

Regarding the counselor-student relationship, the counselor must understand that professional distance is appropriate and that any romantic or sexual relationship with students is prohibited, regardless of the student's age, regardless of whether it is permitted in the state in which they practice (Urumbo, 2000). The counselor should consider the risk of harm before establishing a

relationship with a former student or a member of their family. In any event, the counselor should avoid any dual relationships that might cloud their judgment and increase the risk of harm to students, such as counseling the children of close friends, coworkers, or members of their own family. If a dual relationship cannot be avoided, the school counselor is responsible for utilizing safeguards, including informed consent, consultation, supervision, and documentation, to eliminate or reduce the risk of harm to the student (ASCA, 2010).

Although the terms counseling and guidance are commonly used interchangeably when referring to the psychological services provided to secondary school students, they are not interchangeable. In its broadest sense, the guidance refers to programs designed to assist students in making thoughtful choices and transitions that will advance their academic, professional, and personal development. These activities include, among others, "informing, advising, and counseling, assessing, enabling, advocating, and giving feedback," according to Launikari and Puukari (2005). Conversely, counseling involves activities in which a counselor helps a client solve problems and make decisions on their own. The foundation of this process is a safe and reliable relationship between the counselor and the client (Corey, 2015).

Confidentiality is a crucial element of the counseling process as a whole. One aspect of confidentiality is letting individual students know the objectives, methods, and guidelines that govern the counseling process (Okuma, 2005). Concerns about disclosure and the student's informed consent are also included in confidentiality. The boundaries of confidentiality are included in disclosure in a way that is suitable for the stage of development. Students of a particular developmental stage may find it challenging to give their informed consent since it necessitates that they be able to comprehend the boundaries of confidentiality. However, attempts to obtain

informed consent are not always possible and when needed, counselors will have to make counseling decisions on students' behalf.

Additionally, ACSA (2010) advises counselors to maintain confidentiality unless disclosure of confidential information is required by law or a breach is necessary to protect the student from serious and predictable harm. A data-driven evaluation process that guides the comprehensive, developmental school counseling program and service delivery must be balanced with an understanding of parents' and guardians' inherent and legal rights to be the guiding voices in their children's lives, especially with regard to services and staff (ibid). This should be done while acknowledging the primary duty of confidentiality to students.

Ethics are important at every stage of the SGC process, according to ASCA (2010), which outlines the steps. The first step is to define the problem both intellectually and emotionally. The counselor would have to respect and understand the student's beliefs and expressions in order to accomplish this. The counselor would also need to maintain a professional relationship with the student to prevent his judgment from being influenced. At this point, narrative counseling will be crucial to addressing the problem's emotional components. It will be important to take the student's developmental stage and chronological age into account. This will require ethical considerations regarding access to students' academic and counseling records. Counselors must understand that student records are a memory aid for the person who created them and respect their boundaries. Records belonging to students must be deleted in a timely manner.

#### **2.1.6 Students' Perception of (SGCP) with Regard to Resources**

The Education Monograph (1986) states that inadequate funding and a lack of training facilities are two issues that appear to impede counselors' creative impact. There are insufficient facilities

and pertinent reference materials, and teacher counselors are not regularly scheduled to meet with students for guidance and counseling. The Report of the Presidential Working Party on Education and Manpower Training, published by the Republic of Kenya in 1988, states that teacher counselors are overworked, carrying the same workload as their colleagues who do not actively engage in guidance and counseling. The lack of consistent ongoing training for teacher counselors hinders G/C teachers' ability to adjust to new challenges in the field. When parents pay fees for school programs, schools may not have enough money because of unpaid fees, which delays the implementation of SGCP programs. When it comes to administering disciplinary actions to students, the BOM's involvement is essential. Due to the extreme scarcity of G/C service resource persons, the school principal may need to work with the BOM chairman to hire them. Funds to support SGCP are frequently not allocated by the BOM. According to Lutomia and Sikolia (2006), school administration frequently refuses to set aside space for guidance and counseling in order to hold G/C sessions. This will probably damage students' perceptions.

Research on the obstacles to offering educational counseling services in the Trans-Nzoia District and their impact on the District's secondary schools' capacity to deliver guidance and counseling services efficiently was carried out by Okola (2005). According to the study, most Kenyan schools lack the funding required to run the program successfully, some teachers and head teachers avoid their responsibility to oversee such a program, there are very few reference materials for guidance and counseling in Kenyan schools, and there are few or no trained personnel in this field in various schools. The study focused more on the factors influencing guidance and counseling in schools than it did on students' attitudes toward these services and the variables that might influence those attitudes (Okola).

In terms of the counselor-student relationship, the counselor needs to be aware that professional distance is acceptable and that, regardless of the age of the student or whether it is legal in the state where they work, any romantic or sexual relationship with students is forbidden (Urumbo, 2000). Before building a relationship with a former student or a member of their family, the counselor should think about the possibility of harm. In any case, the counselor should refrain from having any dual relationships that could impair their judgment and raise the possibility of students being harmed, such as counseling the kids of close friends, colleagues, or relatives.

Mongare (2005) found that the school budget is rigid and unable to meet the demands of the guidance and counseling department in her study on the evaluation of counseling needs among high school students in Nyamira Division, Nyamira District. As a result, no funds are allocated for the upkeep of cumulative records in counseling and guidance. Additionally, according to Were (2006), the guidance and counseling program is dynamic and constantly adapts to meet the needs of the students. Therefore, it should be regularly evaluated during development to guarantee its continued usefulness. The head teachers are unwilling to part with the money needed for all of these. However, these studies did not demonstrate how teachers' and students' perceptions of guidance and counseling services are impacted by a lack of funding allocated for these services.

In agreement with the other researchers, Ringera (2008) notes that the majority of secondary schools are devoid of resources such as counseling rooms. She continues by saying that some schools do not have appropriate guidance and counseling records, and that other schools do not use them appropriately. In his research, Okola (2005) also discovered that there aren't many reference books on guidance and counseling in Kenyan schools. Additionally, he pointed out that the majority of schools lack the funding necessary to execute the program successfully. The fact

that teacher counselors were limited by insufficient training and lacked sufficient resources overall is further supported by Bernard (2002). According to Amukoye (2008), insufficient time is a problem for both teacher counselors and students when it comes to providing and receiving counseling services. Juma (2009) conducted research on the difficulties guidance and counseling departments encounter when providing their services in Ngong Division secondary schools. To gather information, she employed interview schedules, questionnaires, and a descriptive survey design. The results showed that most of these schools' departments don't have enough space to conduct their operations. This has an impact on the teacher counselors' delivery. They examined the difficulties encountered in putting guidance and counseling services into place, but they did not explicitly demonstrate how these difficulties impact teachers' and students' opinions of these services in secondary schools.

All of these researchers concur that, despite being present in the majority of schools, guidance and counseling departments severely lack the essential resources needed to provide effective services. The way teacher counselors carry out their duties is impacted by the lack of these resources. As a result, this could influence how instructors and students view guidance and counseling services. The availability of resources and their impact on teachers' and students' perceptions of guidance and counseling services were examined in this study.

According to Duda (1996), there are very few schools in Kenya with good and well organized guidance and counseling departments. The focus of a majority of teachers in secondary schools is on career guidance and choice of subjects. The ministry of education established the G&C department in 1997 with the major aim of providing guidance and counseling on vocational training, social, psychological and emotional issues. Duda (1996) conducted a research on problems associated provision of G&C in secondary schools in Machakos Municipally , however,

his work did not show the perception of the students' to G&C and how it has contributed to or otherwise to change in behavior among the students. According to Olela (2001), teachers lack adequate training to enable them handle indiscipline since the universities and teacher training colleges offer very little in G&C to the scholars taking education courses. According to Collins (1980), the characteristics of a good counselor include emphasis on adequate knowledge in the field of counseling. Counseling is primarily a relationship in which one person, the client or counselee, seeks the assistance of another counselor with personal challenges. The relationship between the two parties involved must be cordial. According to Collins (1980), adolescents view their teachers as ally to the parents and hence see no need of seeking their (teachers') assistance.

Counseling and guidance are not synonymous, despite the fact that they are frequently used interchangeably when discussing the psychological services offered to secondary school pupils. The guidance, when used broadly, refers to initiatives intended to help students make well-informed decisions and deliberate transitions in terms of their academic, professional, and personal growth. Launikari and Puukari (2005) list such activities as "informing, advising, and counseling, assessing, enabling, advocating, and giving feedback," among others. On the other hand, counseling entails tasks where a counselor assists a client in problem-solving and independent decision-making. A secure and trustworthy relationship between the client and the counselor forms the cornerstone of this process (Corey, 2015).

According to UNESCO (2016), African governments have embraced and swiftly integrated guidance and counseling into their educational systems, even though it's a relatively new concept in Africa. Significant administrative progress has been made in establishing appropriate frameworks to improve guidance and counseling services and facilities in Kenyan schools. The

goal of this was to enhance the students' personal, academic, and professional growth. Thus, as a sequence of events, mental health care services have provided high schools with a lifeline to address the myriad issues that exist. These arose from the world's complex scientific and technological advancements (Okobiah & Okorodudu, 2014).

In order to help students cope with the emotional, psychological, educational, vocational, and social issues they faced on a daily basis, guidance and counseling were formally commissioned in Kenyan schools in 1971 (Wango, 2017), as cited by Boitt (2016). Numerous suggestions and directives from different Government Sessional Papers, National Development Plans, and Education Commission Reports led to the commissioning (MOEST, 2004). The National Committee of Education Objectives and Policies recommended in its report that schools and colleges be provided with all the resources necessary to offer guidance and counseling services in order to empower, strengthen, and improve the programs (G.O.K, 2016).

According to Nuku, John-Bright, and Xoese (2020), college students primarily require career counseling and guidance during this time. Counseling needs, according to Kandi (2018), are the problems or requirements that a student must deal with in order to better handle them. In essence, this shows that the student is unable to complete this task independently. Psychological, academic, social and personal, economic, health, physical, vocational, and spiritual are the broad categories into which counseling needs can be separated, according to Kalkbrenner, James, and Pérez-Rojas (2020). Substance abuse, relationship problems, depression, anxiety, panic, career foginess, social anxiety, fear of the unknown, and trauma from childhood sexual abuse account for the majority of these counseling needs, according to Kandi (2018) (p. 132). These needs may worsen due to changes in age, experience, income, gender, race or ethnicity, and social upheavals. If left

untreated, these psychological issues could have detrimental effects, including academic failure and study cessation. A more desperate picture is presented by Campeau (2018). He claims that more and more college students are receiving diagnoses for mood and anxiety disorders, citing Boitt (2016).

A professionally trained counselor can ease the burden of choosing a career, which is a crucial life goal for nearly all young people. If left unchecked, this can result in lifelong annoyances and regrets about one's professional experiences, which can cause a work-life imbalance and lead to underemployment or unemployment. Furthermore, technological advancements in the workplace are rapidly increasing in complexity, as are the human skills required to carry them out (Nuku, John-Bright, & Xoesse, 2020). College students who receive career counseling are better able to explore their interests and select a career that fits their opportunities, resources, strengths, and weaknesses. Additionally, in order to take advantage of available career opportunities, a counselor assists students in becoming more self-aware of their interests, talents, knowledge, abilities, and areas for improvement. In this sense, the student is helped to understand job descriptions, employment drift, and other requirements as well as the necessary skills for the field. Furthermore, the student receives assistance in developing job-searching skills, such as locating possible employers, creating resumes, and getting ready for interviews (Arshad, Tahir, Khan & Basit, 2018).

## **2.2 Theoretical literature**

Theories are created to explain, predict, and understand phenomena as well as, often, to challenge and advance existing knowledge, all while staying within the parameters of important limiting

assumptions. Before diving into the empirical and analytical discussions of school guidance and counseling programs, it is imperative to situate the argument within a theoretical framework.

According to the American School Counseling Association (2005), human development theories, which are founded on developmental programs, are the foundation of successful counseling programs. Development programs help students gain the knowledge, skills, values, self-awareness, and attitudes needed to successfully complete typical developmental tasks. They are proactive and preventive in nature. Through the provision of necessary competencies, the developmentally based program fosters student growth and academic success while also increasing the counseling program's visibility and guaranteeing that more students are served. The theories that guide this research are drawn from Super's theory of career development, Eric Erickson's theory of psychosocial development, and Carl Roger's person-centered theory.

Carl Rogers asserts that although teenagers want to fit in with their peers, their parents don't like it. Because the teenagers still need parental support, this causes conflict. The shifting expectations of peers, parents, teachers, society, and themselves cause stress for adolescents as well. According to Rogers, in order for adolescents to overcome conflicts, stress, and confusion, they require supportive environments, which can be found in guidance and counseling.

According to Erickson (1963), there are eight stages in life, and each one is characterized by a crisis that must be overcome in order for the person to proceed along the developmental plateaus. The identity versus role confusion crisis is a hallmark of adolescence. This theory is used by guidance and counseling professionals to help adolescents get past the identity versus role confusion crisis by giving them the skills, information, values, and attitudes they need. Adolescents

cannot advance academically, professionally, or personally until the problems of identity versus role confusion are resolved.

In her study on the assessment of counseling needs among high school students in Nyamira Division, Nyamira District, Mongare (2005) discovered that the school budget is inflexible and unable to satisfy the needs of the guidance and counseling department. The maintenance of cumulative records in counseling and guidance is therefore not funded. Furthermore, the guidance and counseling program is dynamic and continuously adjusts to meet the needs of the students, claims Were (2006). To ensure its continued utility, it should be assessed frequently while being developed.

The most widely accepted theory of career development is that put forth by Super (1942), as cited in Corsini (1984), and it suggests that career development happens in four stages: fantasy, exploration, crystallization, and realistic. A person's life is made up of all the roles they play, including those of a child, student, employee, parent, and housewife. As one moves through life's stages, the importance of various roles shifts, but at any given time, two or three roles may become more important while others stay on the periphery. When people's capacity to handle the demands of playing multiple roles is limited, role conflicts, role interference, and role confusions are likely to occur.

### **2.3 Theoretical Framework**

This study was based on Albert Bandura's (1977) social learning theory, which viewed observing others as the role model for learning. Social context-based learning is highly valued in the theory. The theory states that people learn from one another through observation, imitation, and modeling.

The theory states that after mentally observing the model, the learner constructs a cognitive map by selecting and organizing the incoming stimuli from the environment. This illustrates the interplay between behavioral, environmental, and personal (and cognitive) factors. Behavior can affect personal factors and vice versa. A person's cognitive activities can influence their surroundings, their surroundings can influence their cognition, and so on

Like other behaviorists, Bandura feels that any kind of punishment is ineffective compared to reinforcement and can even backfire (Boeree, 1998). Thus, this study and our own observations make it abundantly evident that students can be inspired to set an example for both positive and negative behavior. To gain the attention they desire, students will first model positive behaviors for people they wish to please, and then they will model negative behaviors.

Behaviorist Skinner (1938) maintained that all personalities are shaped by their experiences in the environment. According to this study, in order to achieve high standards of discipline, the principal and teachers should collaborate in advising and guiding students. However, students must view themselves as tools that the future of society will rely on. They ought to strive to be role models as a result. According to theorists, students are required to accept and follow the policies and procedures of the school organizations. It is expected of them as students to improve their life skills, opportunities, and capabilities, which are offered by the curriculum.

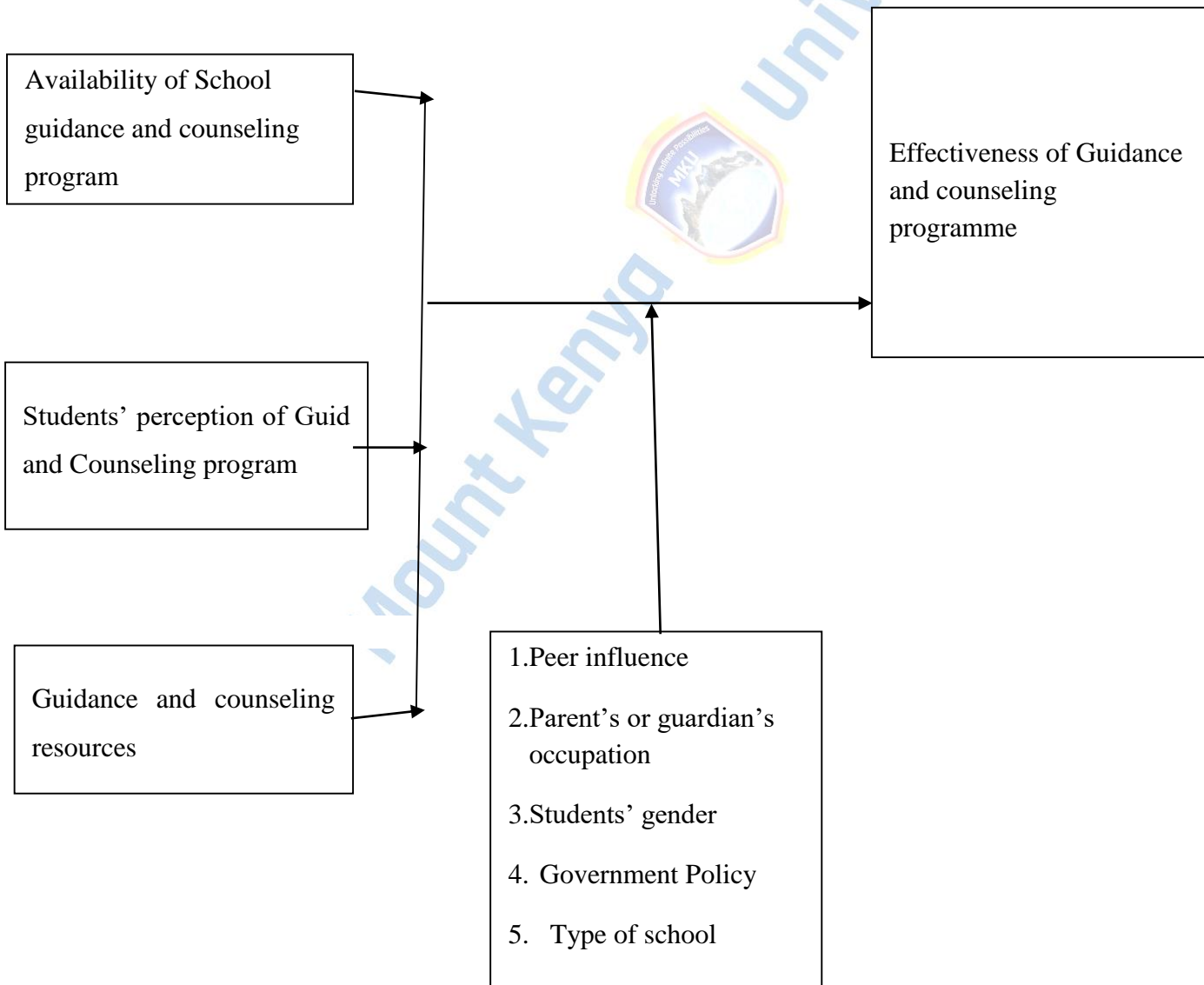
This study has utilized two theories because the first theory could not fully address the psychological needs of students during guidance counselling, the Albert Bandura theory addresses counselling from the peer approach in educational guidance or mentorship, but the self-concept theory looks at specific learning individuals.

## 2.4 Conceptual Framework

Mugenda (1999), is a diagrammatical or graphical representation of the relationship between the study's variables. It is a theoretical model that identifies the ideas being studied and how they relate to one another. The conceptual model was designed to make the suggested relationships easy for the reader to understand.

### Independent variables

### Dependent variables



## **Figure 1: Conceptual framework**

Figure 1 shows how the independent and dependent variables relate to one another. School guidance and counseling programs, students' opinions of SGCP, and guidance and counseling resources are the independent variables that could affect the dependent variable, which is the effectiveness of guidance and counseling. The goal of students' perceptions of SGCP is to have a positive impact on their discipline, academic achievement, and career choice. Secondary school guidance and counseling programs may encounter obstacles due to intervening variables. Government regulations, peer pressure, and gender inequality among students are a few of the intervening factor.

### **2.5 Research Gap**

According to the reviewed literature, there aren't many studies on how students in secondary schools in Konoin Sub-county, Bomet County, feel about guidance and counseling services. This is the gap that the current study aimed to fill. Despite the fact that research has been conducted in the field, none of it has been conducted in Bomet County's Konoin Sub-county.

### **2.6 Summary of Reviewed Literature**

Guidance and counseling programs are implemented in practically all secondary schools in Kenya, according to the reviewed literature, but they are not producing many results. Some of the issues that are addressed during counseling were highlighted in the literature. These include, among other things, peer pressure, career counseling, teenage issues, and psychological and emotional issues.

According to the majority of reviewed studies, the majority of counselors lack professional training, counseling is not included in the school schedule, and most schools lack the resources

necessary to implement the program successfully. These factors all work against the effective implementation of guidance and counseling in secondary schools. Like all teachers, teacher counselors are also overburdened with other teaching responsibilities.

However, other counseling-related factors were taken into account in order to capture students' perceptions of guidance and counseling. These included training for teacher counselors, resource accessibility, and the difficulties that guidance and counseling departments encounter in providing their services. Students' opinions about guidance and counseling services were also investigated, as well as potential ways to change these opinions.



Mount Kenya University

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 introduction

The research design, research methodology, study site, target population sampling techniques and sample size, data collection instruments, data collection procedures, and data analysis procedures are all summarized in this chapter.

#### 3.1 Research Methodology

The study adopted quantitative data approach which is suitable for descriptive survey.

#### 3.2 Research Design

This study employed a descriptive survey research design for both preliminary and exploratory studies in order to gather, aggregate, present, and interpret data for the purpose of clarification (Orodho, 2002). Furthermore, determining and documenting the current situation is the aim of descriptive research, according to Mugenda and Mugenda (1999). Descriptive survey research was selected for this study because it would provide cross-sectional statistical data on several topics related to the students' perceptions of guidance and counseling programs in secondary schools in Konoin Sub-County Bomet County.

#### 3.3 Location of the Study

Location of the study is the actual site where the data is collected (Orodho and Kombo, 2002). The study was carried out in Konoin Sub-County in Bomet County, Kenya. The rationale of carrying

out the study in this sub county was that there had been a report of declining discipline among students of secondary schools that was associated be to poor academic performance. (Konoin Sub-County Educational office, 2021) indicated that there was mass match-out by students of a number of secondary school students to the sub-county education offices in konoin. Therefore this location was considered to be rich of information sought in this study.

### **3.4 Target population**

A population, according to Kombo and Tromp (2006), is a collection of people, things, occasions, or things from which samples are drawn in order to measure something. 2200 form three students from 40 secondary schools in the Konoin sub-county of Bomet County made up the study's target population.

### **3.5 Sample Size**

The sample size should not be excessively large or small (Kothari, 2007). 327 responders from a variety of carefully chosen Konoin Sub County schools made up the sample.

Krejcie & Morgan's (1970) table is used to determine the sample, which has a 5% margin of error. According to Krejcie & Morgan (ibid), referenced by Amin (2005), a sample size of 327 is sufficient for a population of 2200 because a larger sample size will not affect the study's findings.

### **3.6 Sampling Procedure**

Sampling is the method a researcher uses to gather participants, sites, or items for research (Kombo and Tromp 2006). To get a sample for this study, the researcher asked the sub-county education office for a list of all the schools in Konoin Sub-county. Prior to employing basic random sampling,

the researcher stratified students in mixed-gender schools. Simple random sampling was used to select the sample for the single-sex schools. After that, the researcher went to each of the sampled schools to set up plans and schedule the distribution of the questionnaires. The researcher selected a sample from the attendance registers by marking "YES" and "NO" on tiny pieces of paper on the actual data collection dates. After that, the papers were folded, put in a small box the shaken before allowing the Form three students to pick. All those who picked 'YES' were guided to a room where they were issued the questionnaire, guided on what to do and then given time to answer the test items. Finally, the questionnaires were collected by the researcher.

**Table 1: Distribution of Sample**

<b>Category</b>	<b>Frequency</b>	<b>Percentages</b>
Mixed Schools	220	67.28
Boarding Schools	107	32.72
<b>Total</b>	<b>327</b>	<b>100%</b>

*Source: Konoin Sub County Education Office.*

### **3.5 Data collection Instruments**

Sections A and B of the questionnaire served as the primary instrument for gathering data. While section B aimed to ascertain students' opinions of school guidance and counseling programs and their influence on school discipline issues, section A collected the demographic and background data of the respondents. The questionnaire were suitable for student because a large sample of the respondents could be reached at a relatively low cost, offering an efficient use of time, anonymity (for respondents), the possibility of high return rate and use of standard questions.

### **3.7.1 Piloting**

Over the course of a month, the researcher conducted two pilot studies in a single public school that was not part of the study population. Three students participated in the pilot study because forty students were chosen at random, which is the bare minimum of cases required to perform statistical analysis as advised by Mugenda & Mugenda (2003). Piloting was carried out so that the researcher could test the validity and reliability of the instrument and become acquainted with how the questionnaire was administered.

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

Aina (2000) argue that, if possible piloting should be done to a group similar to the one that will form the population of your study. Therefore, before the actual data was collected, the researcher issued the instrument to pilot respondents as recommended by Bell (2005) in one school in the neighboring that will not be included in the sample. Twenty students were randomly selected to fill the questionnaire. The researcher was able to evaluate the questionnaire's clarity thanks to the pilot study. Reliability was increased by improving the quality of the items that were deemed insufficient or unclear. When the reliability of the test items was calculated using the Spearman Brown Prophecy formula, the correlation coefficient of 0.76 was obtained using the split half reliability technique. A minimum correlation coefficient of 0.7 is advised by Brayman (2009), demonstrating the instrument's dependability.

### **3.7.3 Validity of the Instruments**

The extent to which a test captures what it is supposed to capture is known as its validity (Best & Khan 2004). Experts in test and measurement from Mount Kenya University's Department of

Educational Psychology determined the questionnaire's validity in terms of both face and content. Appropriate recommendations were made to enhance the questionnaire's quality.

When administering the questionnaire to the respondents in the main study, the researcher went over each item with them to make sure it was correctly indicated and therefore not subject to misunderstanding.

### **3.8 Data Collection Procedure**

The National Commission of Science Technology and Innovation (NACOSTI) and Mount Kenya University's Department of Post Graduate Studies granted a research permit. An introductory letter from Mount Kenya University and forms which grant permission to researcher to carry out the study was availed to the Deputy County Director of Education(DCDE) in Bomet County for approval. The approved introductory letter and forms were presented to the principals of the participating schools after which the researcher visited sampled schools for familiarization. The researcher delivered questionnaires in person to all schools that have reached form three. Administration of questionnaires by researcher in person were to ensure high return of questionnaires and a follow-up were made through mobile phone to find out whether the questionnaire had been filled before the researcher goes to collect them.

### **3.9 Data Analysis Techniques and procedures**

This is the process of looking over the information gathered and drawing conclusions, deductions, and discussions (Kothari, 2004). First, the researcher cleaned the data by checking it over and fixing any mistakes. Numerical values were assigned to items that underwent quantitative analysis. Prior to computer analysis using the statistical package for social sciences (SPSS) version 22.0,

the questionnaire data was edited, categorized, and coded. Analysis of the data was done. Frequencies and percentages were used to display the analyzed data.

### **3.10 Ethical Considerations**

The researchers were given permission by the Konoin Sub County Director of Education, the Department of Post Graduate Studies at Mount Kenya University, the National Commission of Science, Technology, and Innovation (NACOSTI), as well as the head teachers and principals of the schools they sampled. The respondents were given guarantees that the data they submitted would be kept confidential and used only for this research.



## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents the results and analysis of the study as well as the views of the students regarding the guidance and counseling services offered in the secondary schools in the Konoin sub-county. The specific objectives are taken into consideration when analyzing the results. Using

a variety of statistical tools, tables, graphs, and charts have been used to present the quantitative data summary. Similar to this, the qualitative data was arranged based on themes, examined, and utilized to support or further explain any information that quantitative approaches might not have been able to capture. The qualitative data was used to bolster the conclusion drawn from the interpretation of the quantitative data because the research design was descriptive.

As was previously mentioned, questionnaires were one of the many tools used to gather data for this study. As a result, 327 questionnaires were given to secondary school pupils. However, there were 270 (82.5%) correctly completed and returned questionnaires. Overall, 82.5% of the participants took part and provided the information required to address the issue brought up by the questionnaires. For the purpose of analyzing and interpreting the data, the overall response rate is safe and adequate.

As previously stated, among other data collection tools, questionnaires were employed to gather data for this investigation. Students in secondary schools were thus given a total of 327 questionnaires. However, 270 (82.5%) of the questionnaires were correctly completed and returned. The majority of respondents (82.5%) generally took part and provided the information required to address the issue brought up by the questionnaires. As a result, the overall response rate is adequate and secure for data analysis and interpretation.

#### **4.2 Response Rate**

This section provides a summary of the response rate throughout the data collection process. The researcher distributed 387 questionnaires to the respondents as part of the data collection procedure.

Only two seventy (270) respondents, nevertheless, gave the data collection tools back. Table 2 provides a summary of the response rate distribution.

**Table 2: Questionnaire return rate**

<b>No. of questionnaire issued</b>	<b>No. returned</b>	<b>%</b>
327	270	82.5

82.5% of the total targeted respondents took part in the study, as indicated in table 2 above. Because not all of the respondents who are sampled in a particular study actually participate, this percentage is representative.

### **4.3 Background Information of the Respondents**

This section contains; Gender, Class, Type of school, Type of counseling, the counselors, counseling service and mode of communication.

#### **4.3.1 Distribution of respondents by gender**

Table 3 below summarizes the gender composition of the respondents, who were asked to indicate their gender.

**Table 3: Composition of the students in the sample**

<b>Gender</b>	<b>Frequency</b>	<b>%</b>
Male	152	56.57
Female	118	43.43
<b>Total</b>	<b>270</b>	<b>100.00</b>

According to the study, there were more female students in the sample (56.4%) than male students (43.6%). The study concluded that the combined responses regarding guidance counseling were more representative of the viewpoint of women due to the unequal gender distribution.

Because they were thought to have attended high school long enough and to be knowledgeable and trustworthy sources of the information the researcher was looking for, only form three students participated in the study.

The form four students were busy preparing for their national examinations at the time this study was being carried out. The form ones were still new in their various schools and had not been exposed much to guidance and counseling like the rest of the students.

**Table 4: Distribution of respondents per school type**

The study was conducted in different categories of schools and the findings are as shown in

<b>School category</b>	<b>Frequency</b>	<b>%</b>
Mixed day	99	36.7
Boys boarding	87	32.2
Girls boarding	84	31.1
<b>Total</b>	<b>270</b>	<b>100</b>

*Source: Sampled Schools*

The results showed that the majority of students (36.7%) attended mixed-day secondary schools, girls boarding schools (32.2%) and those from boys boarding schools (31.1%).

**Table 5: Students awareness of guidance and counseling programs**

The results of the researcher's inquiry into the students' awareness of the guidance and counseling programs offered by the schools are shown in table 5 below.

	<b>Frequency</b>	<b>%</b>
Aware	237	88
Not aware	33	12
<b>Total</b>	<b>270</b>	<b>100</b>

*Source: Study Sample*

According to the study, only 12% of respondents were unaware of guidance and counseling programs, while the majority (88%) were. According to Martin (2002), a student's career goals may have an impact on their decision to participate in guidance counseling since it may be influenced by their educational and professional decisions. The study found that as senior students' anxiety levels rise when making educational decisions, they become more focused on the choices they make that will affect their career aspirations. The researcher aimed to identify the types of people who provided guidance and counseling services in Konoin sub-county's secondary schools.

#### **4.4 Types of staff counselors for students**

The researched sought to know persons tasked with the responsibility of guidance and counseling of students in secondary schools in Konoin Sub-County and the responses are summarized in table

**Table 6: People who offer Guidance and counseling in schools**

<b>Counselor</b>	<b>%</b>
Teacher	38
Principal	25
School chaplain	20
Colleague student( peer)	17
<b>Total</b>	<b>100</b>

According to Fiske and Neuberg's (1990) impression formation model, these decisions are also based on how people perceive the available counseling options. This could include opinions regarding the counselor's perceived honesty or discretion as well as perceptions of the advantages and disadvantages of disclosing personal issues.

A higher proportion of students (38%) were more likely to seek regular counseling services from their teachers, according to the disaggregated data from the multiple responses. The disparities in opinions regarding the counselors that are available could account for this. The results of this investigation support this.

Type of guidance and counseling services offered at school and which are appealing to the students are summarized in table 7 below schools

**Table 7: Types of counseling services**

<b>Statement</b>	<b>percent(%)</b>
Group counseling	73
Individual counseling	27

The study found out that both individual and group guidance and counseling services were offered in schools and that group counseling was mostly practiced (73%). The respondents stated that this type of counseling was preferred and they were more comfortable with it. The participants viewed counseling as a mode of solving problems and that there was no confidentiality on the side of the counselor. The respondents who preferred individual counseling were few (27%).

The researcher was interested in finding out how counseling was conducted in schools. The participants provided information on the methods used by the counselors during the counseling sessions and the data of the findings are as shown in table 8 below

**Table 8: Methods of counseling**

<b>Methods</b>	<b>Percent</b>
Verbal questioning	71%
Questionnaires	19%
Narratives	10%

Additional investigation also showed that students' preferences for counseling techniques vary. The perceived advantages of each approach varied, as did their effects on students. According to the above table, the majority of students (71%) felt that verbal questioning was the best way to address their concerns, whereas questionnaires were agreed upon by 19% and narratives were suggested as the most effective counseling method by 10%. From the majority of the respondents,

verbal questioning was more favorable. It could be helping by guiding the students to the core of their problems hence assisting in finding solutions to those problems. This supports Roger's (1941) explanation of a client-centered approach, in which the client becomes the focal point of the therapy through questioning. According to Patterson (1980), narrative inquiry encompasses inquiring about the client's problem and using the counselor's experience to relate to the client's needs.

Finding out how secondary school students in the Konoin sub-county of Bomet County felt about the guidance and counseling services provided by their schools was the main objective of the study.

Table 9: Students' opinions of the school counselor or counselors in Konoin Sub County's secondary schools

The students' perceptions of their counselor or counselors and the counseling services offered in their schools are shown in Table 9 below. UD-undecided, A-agreed and D-Disagreed

Item	Statement	UD	D	A	Total
1.	Seeking for counseling services mean you have a mental problem	0	28.7	71.3	100
2.	Only those who have difficulties in learning seek counseling services	0	52.8	42.7	100
3.	Counseling is for delinquents	14.9	39.7	45.6	100
4.	Counselors are not confidential	17.8	40.6	41.6	100

5.	Counselors lack ethics	24.8	33.7	41.5	100
6.	Counselors do not have the ability to help	14.9	30.7	54.5	100

The majority (71.3%) of the students agreed with the opinion on that if one sought for counseling services it meant that they had mental problems. They also opined that people with difficulties in learning (42.7%) sought guidance and counseling. Such views about counseling may deter students from enrolling in counseling programs, claim Battet al. (2002). According to Gysbers and Anderson (2007), a lack of knowledge about counseling and the advantages that students could experience from participating can also contribute to these unfavorable opinions. The study also revealed that 45.6% of respondents thought guidance and counseling were only for delinquents. Herr (2001), who maintains that counseling is only advised for delinquents, agreed with this observation. Students may thus steer clear of counseling in an attempt to avoid being classified as delinquents. According to the study, 45.6% of the students in the sample agreed that only delinquent students were referred to counselors, whereas 39.7% disagreed. This indicated that a larger percentage of students stigmatized students who sought counseling as being delinquents. According to Kuhn's (2004) research, these attitudes jeopardize the program's overall viability and voluntary involvement in counseling.

The study highlights how decisions to enroll in counseling programs are influenced by opinions about the counselors, particularly their confidentiality and dependability. Therefore, it's critical that students have favorable opinions of the counselors' character and the program's confidentiality. This is due to the fact that in the desperation to get the counselor's help, private matters may be discussed either directly or indirectly during counseling. Thus, the study

investigated how students view the characteristics of their counselors and the privacy of the counseling program.

According to the study, a higher proportion of participants (41.5%) accepted that their counselors were not private. It is thought that there is a somewhat strong correlation between their perceptions of the counselors' confidentiality and their gender (Rea and Parker, 1992). Urombo (2000) asserts that voluntary counseling service requests are frequently hampered by counselors' perceived lack of confidentiality. Students who receive mandatory counseling do not always fully disclose important issues that could aid in resolving the current issue.

According to the study, 41.5% of the students in the sample thought their counselors lacked ethics. Ethical issues include the counselor-student relationship and codes of conduct regarding the disclosure of a client's private information (Okuma, 2005). A larger percentage of respondents thought their counselors were unethical because they didn't keep secrets. Subsequent analysis showed that a statistically significant portion of students (54.5%) believed that counselors could assist them in overcoming their obstacles. This implied that students' involvement in the counseling programs may have been significantly influenced by their preconceived notions about the counselors' skills.

#### **4.5 Perceptions of students on the effectiveness of SGCP in secondary schools**

The results of students' assessments of the efficacy of guidance and counseling programs in secondary schools in Konoin Sub County are shown in Table 10.

Table 9: perceptions of students on effectiveness of SGCP

Item	Statement	SD	D	A	SA
		%	%	%	%
1	I access counseling services quite often	66.7	6.7	13.3	13.3
2	I have improved in teacher-student relationships as a result of guidance and counseling services	6.7	13.3	33.3	46.7
3	My behavior has changed due to guidance and counseling programs	6.7	6.7	26.7	60
4	My performance in extracurricular activities are excellent because of guidance and counseling programs	6.7	13.3	13.3	46.7
5	Dropout rate has declined due to guidance and counseling services	13.3	13.3	13.3	40

Responses from Selected Secondary school Students from Konoin Sub County, showed that majority of the respondents at 73.4% do not access counseling services and a small number, 26.6% strongly agreed to the fact that they accessed.

The majority of students (86.7%) said that the guidance and counseling programs in the majority of the chosen secondary schools had changed their behavior. Of the respondents, 26.7% strongly agreed with the statement, while 60% agreed. Merely 13.4% of them expressed disagreement with the assertion. As a result, it was observed that in the secondary schools chosen from Konoin Sub County, the guidance and counseling program had significantly altered student behavior in terms of the teacher-student relationship.

Through the guidance and counseling program, the students reported that they had performed exceptionally well in co-curricular activities. Of those who responded, 46.7% strongly agreed with the statement, 33.3% agreed, 13.3% disagreed, and 6.7% strongly disagreed.

Finally, the study found that guidance and counseling services had contributed to a decrease in the school dropout rate. Of all respondents, 33.3% agreed with the statement, and the majority (40.0%) strongly agreed. The remaining 26.6% of respondents didn't agree. Based on the data provided, it was determined that guidance and counseling initiatives significantly decreased secondary school dropout rates in Konoin Sub-County.

#### **4.10 Students' Perception of (SGCP) with Regard to Resources**

Table 11 is the summary of the findings in regard to perception of students on school guidance and counseling program in relation to school physical resources

**Table 10: Students' perceptions of SGCP with regards to school resources**

Item	Statement	SD	D	A	SA	Total
		%	%	%	%	%
1	Guidance and counseling office is available in my school	30	15.5	32	22.5	100
2	Availability of well-furnished guidance and counseling in my school for the services	40	26.7	20	13.3	100
3	There is time allocated for guidance and counseling programmes in my school	33.3	26.7	20	20	100
4	Lack of trained teacher counselors to head the department	13	20	26.7	33.3	100
5	Lack of guidance and counseling materials	40	13.3	33.3	13.3	100
6	Inadequate funding of guidance and counseling services	13.3	20	20	46.7	100

The data obtained indicated that the majority of the selected schools lacked special rooms or offices for guidance and counseling. The respondents (66.7%) stated that guidance and counseling offices were not available and wherever they were in place they were not well furnished. This meant that there was no special room for effective counseling services. Some participants (33.3%) indicated that there were available guidance and counseling rooms in their schools. respectively. Respondents (60%) indicated that there is no time allocated for guidance and counseling services in their school programme, (40%) of respondents agreed to have time allocated for guidance and counseling programme.

The participants (60%) agreed that training in guidance and counseling were lacking in their schools. (46.6 %) positively agreed that materials for training guidance and counselors lacked in their schools. Lack of financial assistance to fund the counseling services accounted to (66.7 %) as well as lockable facilities for safekeeping of students' confidential records (73.3 %) was reported by the respondents.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter summarizes the findings discussed in chapter four and includes data analysis interpretations, conclusions, and recommendations based on the findings. The purpose of the study was to evaluate the perceptions of Konoin Sub County secondary school students regarding the Guidance and Counseling Program (SGCP).

#### 5.2 Summary of the Findings

This study set out to investigate how students in Konoin Sub County's secondary schools perceived the efficacy of guidance and counseling programs.

All the relevant literature that was reviewed agreed with the fact that challenges existed in secondary schools in Konoin Sub-County and it needed the services of professional counselors. The students' views of guidance and counseling programs were diverse. A majority seemed to prefer group counseling to individual counseling. It was found out that not all students sought guidance and counseling individually but in large groups. It also emerged that in some schools there were no trained counselors, hence the services were offered by either the school principals, other teaching staff or by the school chaplains. It also emerged that students did not trust the personnel who offered counseling services because of lack of confidentiality.

### **5.3 Students' perceptions on school guidance and Counseling programs in secondary schools in Konoin Sub- County**

A majority of the students were of the opinion that counseling was meant for the students with mental problems or those with learning difficulties and for the delinquents. Students were also of the perception that counselors did not observe confidentiality. Some students opined that guidance and counseling was helpful. Lack of rooms or offices for the counselors made it difficult for the clients to access the counseling services.

#### **5.3.1 Students' perceptions on effectiveness of students' guidance and counseling program (SGCP) in secondary schools in Konoin Sub County**

According to the study's findings, students' relationships with their teachers and fellow students improved in areas where guidance and counseling services were effective. This demonstrated that the students' behavior had changed as a result of the guidance and counseling program, leading to high academic achievement in the chosen secondary schools in Konoin Sub County.

It also emerged that the clients who embraced guidance and counseling services had excelled in extra co-curriculum activities. Guidance and counseling services have reduced the school dropout rate in a few Konoin Sub County secondary schools. 5.3.1 Students' Perception of Students guidance and counseling program (SGCP) with regard to resources

The absence of offices and spaces to conduct guidance and counseling activities was a barrier to effective guidance and counseling in secondary schools. Guidance and counseling teachers were unable to provide their students with competent services because of their heavy teaching workload.

Inadequate guidance and counseling resources in the schools made it difficult to provide efficient guidance and counseling services. The majority of guidance and counseling teachers lacked the necessary training to effectively administer guidance and counseling services.

#### **5.4 Conclusion**

This study revealed that some perceptions of students can discourage them from seeking counseling services, for example, the perception that counseling was for only delinquents. Students mainly associated the counseling programs in their schools with mental problems and hence kept off from such services.

Well-established guidance and counseling programs give secondary schools an advantage because their students perform well academically, have better relationships with their teachers, and have changed their behavior.

Insufficient funding to support guidance and counseling activities, a lack of secure storage for clients' private records and information, and a lack of adequate guidance and counseling materials all contributed to the ineffective delivery of guidance and counseling services in a few secondary schools in Konoin Sub County.

It emerged that there was lack of motivation of teachers in matters of guidance and counseling services. They lacked professional training and apart from teaching their subjects, they were charged with of guiding and counseling their students.

## 5.5 Recommendations

From the study findings and conclusions drawn above, the researcher recommended that the ministry of education:

1. Assure the entitlement of guidance staff and better compensation commensurate with their positions.
2. Give schools precise instructions and expectations regarding the delivery of SGCP.
3. Offer school administrators and those in guidance and counseling positions specialized professional learning and development opportunities.
4. Encourage schools to include objectives and strategies pertaining to student welfare, guidance, and counseling in their annual and strategic planning, and to provide reports on these.
5. Make sure that schools have adequate and suitable access to outside organizations and services to address students' well-being; the ministry can help with this by collaborating with other government agencies in the social and health sectors.
6. Make sure that schools have adequate and suitable access to outside organizations and services to address students' well-being; the ministry can help with this by collaborating with other government agencies in the social and health sectors.
  - i. Strategic use of time, space, and human resources.
  - ii. Professionals who can assist students in handling their issues or direct them to an expert for assistance.
  - iii. Clearly defined expectations for the practice.

Methods of improving students' participation can also be further researched into. Quantitative studies that link counseling utilization to moral behavior and academic performance can also be conducted to bring to light the real effects of counseling on students.



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## APPENDICES

### APPENDIX I: STUDENT'S QUESTIONNAIRE

#### Instructions

Please tick or write in the spaces provided. Do not write your name. The study is investigating the students' perceptions on Guidance and Counseling Programme (SGCP) in secondary school in Konoin Sub County with aim of reducing discipline among the students and enhancing academic performance.

#### Section A: Demographic Characteristics

1. What is your gender? Male  Female
2. Which Class are you in? Form 1  Form 2  Form 3  Form 4
3. What is the type of your school? Day  Mixed Boarding   
Girls Boarding  Boys Boarding

#### Section B: Perception availability of guidance and counseling programmes

4. I am aware of counseling programmes in my school.  
Aware   
Not Aware
5. Which of the following people have you ever been counseled by?  
Teacher   
Headmaster   
Chaplains   
Colleagues   
Others specify

6. Indicate the counselor that you find most beneficial to your needs?

Teacher

Headmaster

Chaplains

Colleagues

Others specify

7. What type of counseling service is often conducted for students?

Private counseling with school counselor

Group counseling with school counselor

Private counseling with peers

Group counseling with peers

Others identify

8. Which of the following are you most comfortable with?

Private counseling with school counselor

Group counseling with school counselor

Private counseling with peers

Group counseling with peers

Others specify

9. What modes of communication are often used during the counseling process?

Verbal questioning

Questionnaires

Video playbacks

Narratives from the counselor

Other specify

10. Which of the following communication methods are you most comfortable with?

Verbal questioning

Questionnaires

Video playbacks

Narratives from the counselor

Other specify

11. Which of the following methods is most effective in solving your counseling needs?

Verbal questioning

Questionnaires

Video playbacks

Narratives from the counselor

Other specify .....

**Section B: Students perception on effectiveness of SGCP in Secondary schools**

1. Using the following scale, indicate the level to which you agree with the following statements regarding Students perception on SGCP in Secondary Schools

Key: SD – Strongly Disagree, D – Disagree, UD – Undecided, A – Agree, SA – Strongly Agree

	SD	D	UD	A	SA
If you seek for counselling services, it means you have a mental problem					
Only people who have difficulties in learning seek guidance and counselling					

Counseling is for delinquents					
Counselors are not confidential					
Counselors are unethical					
School counselors cannot help					

2. Using the following scale, indicate the level to which you agree with the following statements regarding Students perception on effectiveness of SGCP in Secondary Schools

Key: SD – Strongly Disagree, D – Disagree, UD – Undecided, A – Agree, SA – Strongly Agree

	SD	D	UD	A	SA
I access guidance and counselling needs quite often					
I have improved in student teacher relationship as a result of guidance and counselling services					
I have acquired behavioural change as a result of guidance and counselling program.					
I have excelled in extra co-curriculum activities through guidance and counselling program.					
The school dropout rate has decreased due to guidance and counselling services					

**Section C: Students' Perception of (SGCP) with Regard to Resources**

	SD	D	UD	A	SA
Guidance and counseling office is available in my school					
Guidance and counseling office in my school is well furnished to carry out guidance and counseling services					
There is time allocated for guidance and counseling programmes in my school					
Lack of trained teacher counselors to head the department					
Inadequate guidance and counseling materials					
Inadequate funds to finance guidance and counseling					

## SAMPLE SIZE DETERMINATION

Table for determining sample size from a given population

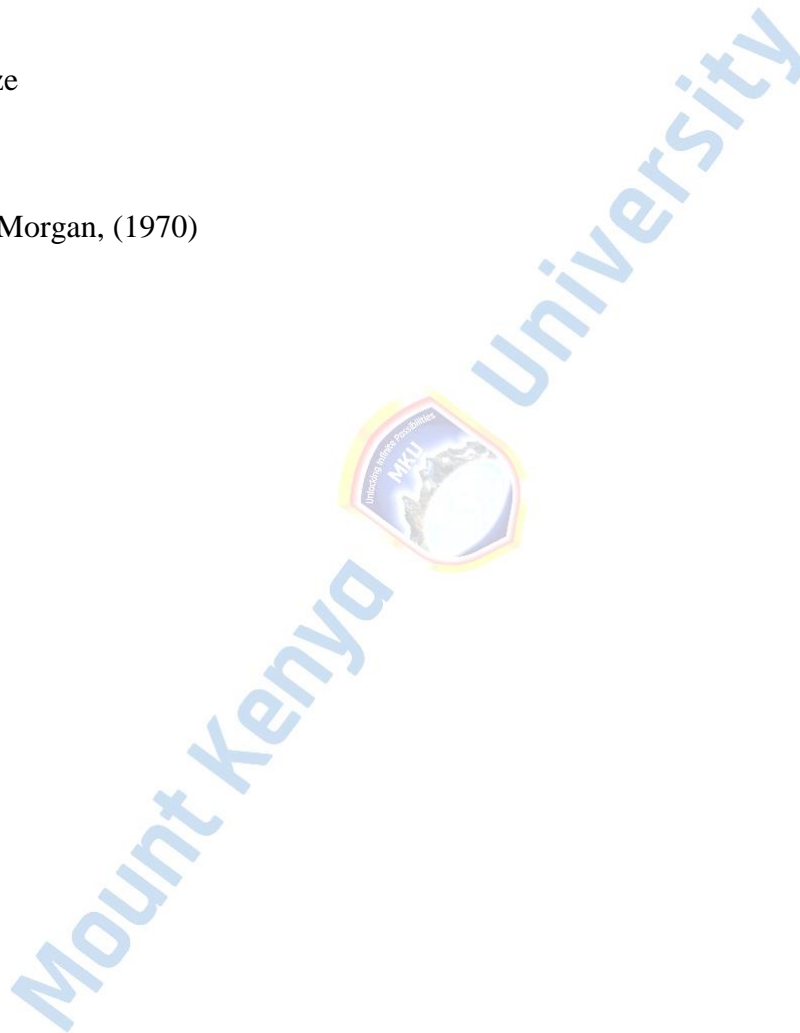
N	S	N	S
10	10	1000	278
15	14	1100	285
20	19	1200	291
25	24	1300	297
30	28	1400	302
35	32	1500	306
40	36	1600	310
45	40	1700	313
50	44	1800	317
55	48	1900	320
60	52	2000	322
65	56	2200	327
70	59	2400	331
75	63	2600	335
80	66	2800	338
85	70	3000	341
90	73	3500	346
95	76	4000	351
100	80	4500	354

110	86	5000	357
120	92	6000	361
130	97	7000	364
140	103	8000	367

**N** is population size

**S** is sample size

Source: Krejcie & Morgan, (1970)



## **APPENDIX II: INTRODUCTION LETTER**

I am Johana Cheruiyot Rotich, a Masters Student Mount Kenya University. As part of the requirement for the award of master Degree, I am required to conduct a study on “*An evaluation of students’ perceptions on guidance and counseling program in secondary schools*”. Attached is a questionnaire, kindly find time to fill this questionnaire which is purposely meant for research.

Please follow the instructions provided in responding to the questions by ticking as appropriate.

Any information given will be treated with utmost confidentiality and will be used solely for this research.

Yours sincerely,

Johana Cheruiyot Rotich.



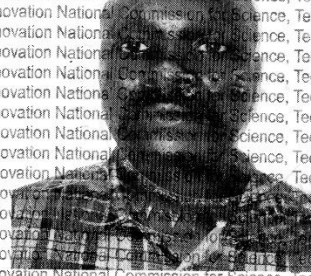
**APPENDIX III: RESEARCH PERMIT**

THIS IS TO CERTIFY THAT **MR. JOHAN CHERUYOT ROTICH** of **MOUNT KENYA UNIVERSITY**, **363-20210** **litein**, has been permitted to **conduct research in Bomet County** **on the topic: 'STUDENTS' PERCEPTIONS ON GUIDANCE AND COUNSELING PROGRAM IN SECONDARY SCHOOLS IN KONON SUB-COUNTY, BOMET COUNTY KENYA'** **for the period ending: 19th April 2017.**

*[Signature]*  
**Applicant's Signature**

*[Signature]*  
**Director, General National Commission for Science, Technology & Innovation**

**Permit No. : NACOSTI/P/16/21975/10450**  
**Date Of Issue: 20th April, 2016**  
**Fee Received: Ksh 1000**



**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.**

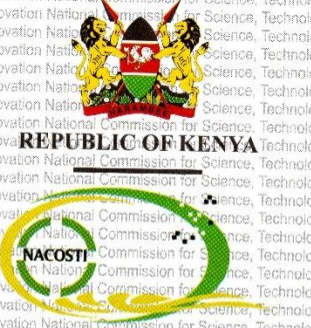
**5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**

**6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

**RESEARCH CLEARANCE PERMIT**

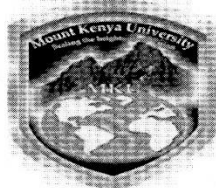
**Serial No. A 8724**

**CONDITIONS: see back page**



APPENDIX IV: AUTHORIZATION LETTER

Mount Kenya



University

**NAKURU CAMPUS  
OFFICE OF THE DIRECTOR**

Resma Plaza, Oginga-Odinga Road, P.O Box 17273-20100, Nakuru Kenya  
Tel: 020-2338144, Cell: 0705-669811, 0789-729561  
E-mail: [nkrampus@mku.ac.ke](mailto:nkrampus@mku.ac.ke), Web: [www.mku.ac.ke](http://www.mku.ac.ke).

**Our Ref: MKU03/ DIRE/s /0416/090**

**2<sup>nd</sup> April 2016**

**TO WHOM IT MAY CONCERN.**

Dear Sir/Madam,

**RE: JOHANA CHERUIYOT ROTICH – ADM. NO. MED/2013/55202**

The above named is a bonafide student of Mount Kenya University, School of Postgraduate Studies. He is pursuing a degree course leading to the award of Master of Education in Education Psychology. It is a requirement of the course that the student conducts a research project in a related area.

In the process of conducting the research, the student may need to access government or public data in your organization that is relevant to the research.

Any assistance given to the student will be highly appreciated.

Thank you.

Yours faithfully,

  
FOJ

**DR. PAMELA OCHIENG**

## RESEARCH AUTHORIZATION



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

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

Ref: No. **NACOSTI/P/16/21975/10450**

Date:  
**20<sup>th</sup> April, 2016**

Johana Cheruiyot Rotich  
Mount Kenya University  
P.O. Box 342-01000  
**THIKA.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Students’ perceptions on guidance and counseling program in secondary schools in Konoin Sub-County, Bomet County Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Bomet County** for the period ending **19<sup>th</sup> April, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Bomet 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.

**BONIFACE WANYAMA  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Bomet County.

The County Director of Education  
Bomet County.



COUNTY RESEARCH AUTHORIZATION



REPUBLIC OF KENYA  
MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY  
State Department of Education

Telegrams: "ELIMU",  
Telephone: 052-2226  
Email: cdebometcounty@gmail.com

COUNTY DIRECTOR OF EDUCATION  
BOMET COUNTY  
P.O. BOX 3-20400  
BOMET.

When replying please quote  
REF: CDE/BMT/AUTH/VOL.1/39

29<sup>th</sup> April, 2016

MR. JOHANA CHERUIYOT ROTICH  
MOUNT KENYA UNIVERSITY,  
P.O BOX 342-01000,  
THIKA.

**RE: RESEARCH AUTHORIZATION:**

Reference is made to the letter dated 20<sup>th</sup> April, 2016 NACOSTI/P/16/21975/10450.. The above mentioned person is hereby authorized to carry out research on "*Students' perceptions on guidance and counseling program in secondary schools in Konoin Sub-County, Bomet County Kenya*", for the period ending 19<sup>th</sup> April, 2017.

You should present this introduction letter to the head teacher of a school you visit for identification.

COUNTY DIRECTOR OF EDUCATION  
P.O. BOX 3  
BOMET.

COUNTY DIRECTOR OF EDUCATION  
P. O. BOX 3.  
BOMET.

**ALEX BII**  
**FOR: COUNTY DIRECTOR OF EDUCATION**  
**BOMET COUNTY.**

# APPENDIX V: TURNITIN REPORT



## johana rotich

### AN EVALUATION OF STUDENTS' PERCEPTIONS ON GUIDANCE AND COUNSELING PROGRAM IN PUBLIC SECON...

- Assignment title
- postgraduate
- Mount Kenya University

#### Document Details

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108,324 Characters



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### Exclusions

▶ 1 Excluded Source

### Match Groups

- 364** Not Cited or Quoted 16%  
Matches with neither in-text citation nor quotation marks
- 91** Missing Quotations 2%  
Matches that are still very similar to source material
- 2** Missing Citation 0%  
Matches that have quotation marks, but no in-text citation
- 0** Cited and Quoted 0%  
Matches with in-text citation present, but no quotation marks

### Top Sources

- 17%  Internet sources
- 0%  Publications
- 8%  Submitted works (Student Papers)

### Integrity Flags

#### 0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

**APPENDIX VI: MAP OF THE STUDY AREA**

