

**DETERMINANTS OF EFFECTIVE GUIDANCE AND COUNSELLING
PROGRAMMES IN PUBLIC SECONDARY SCHOOLS IN KERICHO SUB-COUNTY,
KENYA**

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of the Requirements for the Conferment of the Degree of Master of
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DECLARATION AND APPROVAL

Declaration

This thesis is my original work and has not been presented for an award of a degree diploma in this or any other university:-

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DEDICATION

I dedicate this thesis to my beloved husband Mr. Joel Bett and my children; Collins Kiprono and Bryant Kiptoo and to all the youths of this country.

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ABSTRACT

The Kenyan government recognizes guidance and counseling as an essential service that should be given to every student. To demonstrate its seriousness, the government, through the Teachers Service Commission (TSC) has officially appointed heads of departments of guidance and counseling in secondary schools to oversee the implementation and proper running of this programme. Effectiveness of this programme has however not been felt as evidenced by common unrest in many schools. Limited research has been done to examine determinants of effective guidance and counseling programmes in public secondary schools in Kenya. The purpose of this study was to investigate the determinants of effective guidance and counseling programmes in public secondary schools in Kericho Sub-County, Kericho County. The objectives of the study were; to investigate the qualifications of teacher counsellors providing guidance and counseling services; establish if materials for guidance and counseling are available, investigate the attitude of teachers towards guidance and counseling services; determine the perception of students on the role of guidance, and counseling programmes in public secondary schools in Kericho Sub-County. The study was based on Carl Rogers Client Centred Therapy. The study adopted a descriptive survey design. The study was conducted in Kericho Sub-County in Kericho County, since various schools in the county experienced problems such as school dropouts, strikes, poor relationships among students despite the provision of guidance and counseling services in their schools. The target population was 2000 form three students and 60 guidance and counseling teachers. A sample of 200 students and 18 guidance and counseling teachers were selected using stratified and simple random sampling techniques. The instruments for data collection were questionnaires, interviews, observation checklists and document analysis. Permit was granted by the National Council for Science, Technology and Innovation (NACOSTI) Serial No. 12814. Frequency counts and percentages were used to analyse the data. The study established that 50% of teachers have skills to offer guidance and counseling while 60% lacked professional counseling training. It was further established that 90% of the schools lack guidance and counseling resources. The study concluded that most teacher counsellors lack professional training on guidance and counseling and out of those who are not trained in guidance and counseling, only a few attend refresher courses every term, this hinders effective counseling in public secondary schools in Kericho County. The study also concluded that secondary schools do not have enough facilities for guidance and counseling and the rooms for counseling are not in a strategic place, which makes counseling ineffective. Based on the findings, it was recommended that Teachers Service Commission should ensure trained and qualified counsellors for effectiveness head guidance and counseling departments and that the County government and the Ministry of Education should enhance quality assessment of G&C in all secondary schools. The findings of this study may be beneficial to policy makers in the Ministry of Education to see the need for employment of professional counsellors.

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LIST OF ABBREVIATION AND ACRONYMS

AACD	American Association of Counseling and Development
ACES	Association for Counsellor Education and Supervision
AIDS	Acquired Immunodeficiency Syndrome.
EFA	Education for All
G&C	Guidance and Counseling
HIV	Human Immunodeficiency Virus
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
MOEST	Ministry of Education Science and Technology
NDEA	National Defence Education Act
SGCS	Students Guidance and Counsellors Services
SSCQ	Secondary School Counsellor Questionnaire
SSSQ	Secondary School Student Questionnaire
UNESCO	United Nations Educational Scientific and Cultural Organization

DEFINITION OF TERMS

Determinants: Factors that decisively affect the outcome of guidance and counseling in secondary schools.

Effective guidance and counseling: Factors that enhance successful production of desired or intended results in guidance and counseling services in secondary schools.

Materials for guidance and counselling: special private room with adequate reference materials, files, furniture and adequate lighting

Teacher's Qualification: used in the study to refer to guidance and counseling training of teachers.

Availability of Guidance and Counselling: programmes offered in to students on guidance and counselling.

Attitude: refers to the view of teachers and students towards guidance and counselling services. Whether it is positive or negative.

Perception: refers to the way teachers or students regard or understand guidance and counselling programmes in their schools.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter outlines the background of the study and the statement of the problem. The objectives of objectives of the study are clearly presented including the guiding research questions. The significance of the study, the scope and limitations of the study are highlighted. The researcher has stated the assumptions of the study as well as the operational definition of terms.

1.2 Background of Study

Secondary school students learn under a lot of psychological and emotional pressure and therefore we cannot overlook guidance and counseling services within our schools. Students in schools confront a series of challenges. These could be personal, academic, social or emotional. Failure to attend to them in good time may lead to very undesirable behaviour among students. (Weiten, 2007).

The origin of guidance and counseling will tend to vary across the world. This will entirely depend on how different countries have chosen to approach the entire process. For instance, school guidance and counseling began as a vocational movement in the United States of America and contends that in the United States, the school counseling profession began) in the beginning of 20th Century as a vocational guidance movement. Kaminer, (2004).

The movement emphasised on personal problems, social and emotional changes so as to develop and promote students' character and avoid behavioural problems.

In Japan, the goal of high school guidance and counseling services is to assist each student develop abilities of self-understanding, decision making and life skills on the modification of behaviour among students. (Watanabe-Muraoka, 2007).

In Kenya, guidance and counseling is an initiative that's aimed towards providing skills to impart self- awareness and best use of students' potential for holistic growth and development (Muriithi,2007). Though guidance and counseling programmes were introduced in secondary schools shortly after independence and are recognized as essential services that has to be offered to each student in every school, (Republic of African country,1964), little progress has been made within the provision and reinforcement of the programmes . The Ministry of Education Science and Technology, MOEST has directed all schools to establish guidance and counseling departments headed by a senior teacher. According to KEMI (2014), inadequate career opportunities have led to current state of high unemployment rates among school and college leavers. This requires critical career guidance yet many teachers lack skills to offer guidance and counseling.

School guidance and counseling programmes have so been introduced to help students overcome the amount of challenges they experience. UNESCO (2009) adds that migration and urbanization have resulted in an exceeding sense of isolation among the youth WHO have lost ancient family social networks. There is conjointly a rise within the divorce rate and within the range of single-parent families everywhere in the globe that is causing to students (Yuk Yee and Brennan, 2004). Mapfumo, (2001) adds that students experience psychological pressures in today's world, whereas UNESCO (2002) argues that HIV/AIDS pandemic has resulted into an increase in the number of orphans in schools with unpredictable future. (Tladi 2006). Thus, besides dropout from schools, students face various psychosocial and emotional issues (Eyo et al. 2010).

The Government of Kenya through legal notice 56(2001) through legal notice 56(2001) prohibited the utilization of the cane, as a method of disciplining student, this was also emphasised by Kenyan constitution (2010).

However, mechanisms for training teachers to effectively provide guidance and counseling services were not immediately provided for and it was the Christian religious education teachers who were mainly appointed to provide these services. However, serious cases of indiscipline are still reported in schools raising concerns as to whether real guidance and counseling takes place and in the right way. With current socio-technological changes and educational demands, counseling is becoming a major area of concern for in-school youths. The large number of students in schools, limited number of trained teacher counsellors, heavy work load, socio-economic and technological changes all put pressure on the teachers, students, parents and society. No wonder, there is frequent demand for counseling to help address some of these problems. Today almost all schools have established guidance and counseling programme headed by a head of department (preferably a trained teacher counsellor) together with at least five teacher counsellors, to offer guidance and counseling services in schools.

Since its introduction, many emerging issues that require guidance and counseling services have continued to persist, for instance drug abuse, physical and emotional abuse, undesirable sexual behaviour, generation gap, unemployment, religious pluralism, peer-pressure, radicalisation, violence and many others (Bitu, 2015). As a result, there is need to identify the determinants of effective provision of guidance and counseling in public secondary schools. The current study sought to investigate the determinants of effective guidance and counseling programmes in public secondary schools in Kericho sub-county, Kericho County.

1.3 Statement of the Problem

The recent series of students 'unrest in Kenyan secondary schools and burning of both students and property, for instance, at Itierio Boys High School (Agutu and Gichana, 2016) and also the case of a mass rape of fifteen girls that occurred against Kenyan school girls of Kangubiri Girls' High School in Nyeri county (Wanyama, 2006). In Kericho County, the case of Kericho High School where a dormitory was burnt down destroying students properties (Kemei, 2016). Drug and substance abuse in schools conjointly on the rise, with the age of initial use steady dropping. A survey conducted by Tiego and Kamore (2014) on the causes of strikes and general trend in Kenya revealed that lack of effective guidance and counseling programmes are major contributory issues to the increasing indiscipline in secondary Schools. School dropouts, teenage physiological condition, radicalization and cultism are on the increase among school going children (MOEST, 2015). This is a sign that although guidance and counseling age is obtainable in schools, it's not yielded abundant fruit.

Ronoh (2002) chief inspector of schools admits that message is not effective thanks to lack of funds to coach lecturers in steering Associate in Nursing message and an economical observance programme. The on top of info indicates that steering and message programmes exist altogether colleges in Republic of Kenya including Kericho Sub- County but are not playing for sure. Some analysis on issues on steering and message in secondary colleges are done, this analysis is especially inquisitive about searching for the determinants of effective steering and message programmes in Kericho Sub-County. This study thus sought-after to research the determinants of effective steering and counseling programmes publically secondary colleges in Kericho Sub-County

1.4 Purpose of the Study

The purpose of this study was to investigate the determinants of effective guidance and counseling programmes in public secondary schools in Kericho Sub- County, Kericho County, Kenya.

1.5 Objectives of the Study

The study was guided by the following objectives.

- (i) To determine the qualifications of teachers responsible for guidance and counseling in public secondary schools in Kericho Sub-County.
- (ii) To access the availability guidance and counseling material in public secondary schools in Kericho Sub-County.
- (iii) To analyse the teachers' attitude towards guidance and counseling services in public secondary schools in Kericho Sub-County.
- (iv) To identify students' perception on the role of guidance and counseling programmes in public secondary schools in Kericho Sub-County.

1.6 Research Questions

The study sought answers to the following questions:

- (i) What are the qualifications of the teacher counsellors providing guidance and counseling services in secondary schools?
- (ii) What materials for guidance and counseling services are available in schools?
- (iii) What is the attitude of teachers towards guidance and counseling services in secondary schools?

(iv) What are the students' perception towards guidance and counseling?

1.7 Justification of the Study

There is continuous unrest in schools, poor academic performance, increase in teenage pregnancies and drug abuse despite the establishment of guidance and counseling in schools necessitates some clear understanding on these issues with the hope of finding solutions to these problems.

The role of teachers is quite huge in ensuring that the students realise their goals and eventually make it in life. They provide students with appropriate guidance and counseling services all through (Baker & Gerler, 2004; Myrick, 2003). Even though teachers endeavour to ensure that students succeed in their general life, they are often skipped when policies on guidance and counseling are formulated and implemented despite their significant position (Wilgus & Shelley, 1988).

Given that the demands of guidance and counseling are increasing every each other day, counsellors who are also teachers in schools may not be able to carry this burden alone (Achieng, 2007).

Teachers should be positioned right at the centre of guidance and counseling processes within schools since they are the ones who bear the greater responsibility to ensure that students succeed. Thus, this study was designed to survey teacher counsellors and students as to their perceptions/attitude on school guidance and counseling programmes and suggestions for improving role functioning.

There is continuous unrest in colleges, poor educational performance, increase in teen pregnancies and habit despite the institution of steering and direction in colleges necessitates some clear understanding on these problems with the hope of finding solutions to those issues.

It is evident that teachers still have a long way to go in terms of delivering comprehensive guidance and counseling services to students in order to enable the students to realise their goals. (Baker & Gerler, 2004; Myrick, 2003). whereas teachers have a huge role to play in ensuring that students succeed, they are often unnoticed as valuable resources. (Wilgus & Shelley, 1988).

1.8 Significance of the Study

According to Archer and Cooper (1998), students are “a product of a society that's coping with unprecedented change”. Societies change with time in terms of economic, social and psychological desires. The students are born and raised in societies that are ever dynamic. They thus are in a mirrored image of what the society is, similar to the way fruits indicate the sort of tree the fruit comes from. It is thus hoped that the findings of this study can provide data to advice relevant bodies on what problems to handle at social level.

Limited analysis on the effectiveness of guidance and counseling programmes in African nation's public secondary schools is on the market in spite of the growing psychological and social desires of scholars.

It is on this basis that the findings and suggestions of this study hold their significance in serving to establishments of upper learning in African nation maintain or improve their steering programmes as want be.

It is hoped that the results of this study can offer a non-stop insight into secondary schools administration on maintaining guidance and counseling programmes in their establishments.

Schools may use the results to achieve insight into some problems with concern among students in their establishments. Counsellors in establishments of learning can acquire valuable data on the worth, role and effectiveness of the present direction programmes.

1.9 Scope of the Study

This section provides information on the extent and range that this study dealt with. The limitations provide information concerning the challenges and restrictions that the researcher faced in the course of the study (Labaree, 2011).

The research was confined to public secondary schools in Kericho-sub County of Kericho County. The researcher involved the form three (3) students for the study since they are considered to have stayed in school long enough and are aware of issues affecting them in schools. In addition, teacher counsellors were involved, the providers of guidance and counseling services. The study was confined to the teacher counsellors' qualifications, guidance and counseling materials and resources, teacher attitudes towards guidance and counseling and students' perceptions of guidance and counseling programmes within Kericho sub-County.

1.10 Limitations of the Study

The study was confined to Kericho sub-county thus hence the findings might not be generalized to different areas. They are solely true for Kericho Sub-county. Other scholars inspired to hold out similar studies in different counties.

1.11 Assumptions of the Study

The following assumptions were considered in this study that:

- i) All the selected schools for the study have a teacher in charge of guidance and counseling
- ii) The tests that were administered to the teacher counsellors and students are valid measures of objectives of the study.
- iii) Data was collected and analysed objectively.
- iv) The respondents gave honest and true responses.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The study involved a review of literature that is general and some, which are more specific to determinants of effective guidance and counseling programmes in public secondary schools. Review of related literature covered international as well as local research studies. This chapter presented theoretical framework, review of related literature and conceptual framework.

2.2 Review of Related Literature

The literature review will obtain information from journals, theses, dissertations, magazines and seminar papers.

2.2.1 Qualifications of School Counsellors

Since some teachers are involved in student guidance and counseling at school to varying degrees, there is a definite and important need for guidance and counseling training for these teachers (Gysbers, 2001). The essence of the guidance and counseling programme consists of knowledge and attitudes. Training therefore is a central theme. During training, teachers acquire skills and knowledge, which they should be able to use in the classroom situation. The process involves the trainees learning to identify and solve problems through arbitration of teacher counsellors, therefore feeling qualified. Berry (2003) asserts that there is need for systematic short in-service courses that should be conducted on a continuous basis, more so in the wake of any revision of national development objectives and priorities.

Like pre-service and in-service programmes, workshops and seminars help to prepare all those involved in the process of guidance and counseling by acquainting them with the new curriculum. Teachers need training if they are to handle some subjects like sexuality confidently. They also need to develop positive attitudes towards the subject.

Momanyi (2013) postulated that the quality of education and learning depends heavily on the competence of the teachers; this is because they are in the forefront in the implementation of any school-based programme. The way they have been trained, the extent of their specialization and the degree of their personal initiative can have curriculum change process.

According to Booth *et. al* (2005), a helping profession is one in which the members are specifically trained and licensed or certified to perform a unique and needed service to fellow human beings. According to them, professional counsellors must be fully trained and qualified to meet the needs of the client population they are designated to serve. They recommend that school divisions should ensure that persons fulfilling the role of counsellor are adequately trained and should have completed a programme in counseling, including supervised practice in guidance and counseling. Once trained, the teacher counsellors should then employ their knowledge, skills and understanding to draw up a procedure that is ample enough to include and cater for the various needs of individual pupils within the school framework.

In US, a professional school counselor is a certified/licensed educator trained in school counseling with unique qualifications and skills to address all students academic, personal/social and career development needs. Professional school counsellors implement a comprehensive school counseling program that promotes and enhances student achievement.

Professional school counsellors are employed in elementary, middle/junior high and high schools and in district supervisory, counselor education and post-secondary settings. Their work is differentiated by attention to developmental stages of student growth, including the needs, tasks and student interests related to those stages (Campbell, 2014).

Professional school counsellors serve a vital role in maximizing student achievement. Incorporating leadership, advocacy and collaboration, professional school counsellors promote equity and access to opportunities and rigorous educational experiences for all students. Professional school counsellors support a safe learning environment and work to safeguard the human rights of all members of the school community. Collaborating with other stakeholders to promote student achievement, professional school counsellors address the needs of all students through prevention and intervention programs that are a part of a comprehensive school counseling program. To achieve maximum program effectiveness, the American School Counselor Association recommends a counselor-to-student ratio of 1:250.

They needed to demonstrate the effectiveness of the school counseling plan in terms of testing, professional school counsellors offer quick, medium, and long-term results to show how students are different from the school counseling plan. Professional school counsellors use data to illustrate the results of the school counseling plan on school improvement and student achievement. Professional school counsellors are conducting a school counseling plan to guide future action and to improve the future results for all students.

The performance of a professional school counselor is measured on the basis of the expected practice of professional school counsellors to implement the school counseling plan (Campbell, 2014).

Barki and Mukhopadyay (1989) reported on guidance and counseling advice, agreeing with Wrenn (1962) as guidance and counseling is a professional work that should not be taken by anyone but should be considered by skilled people. This is because the opportunities to destroy the interests of the victim will be more helpful when the counselor is not treated. A study of the role of the American School Counselor Association in small groups in Herman (1967) showed that school counselor should have a personal relationship with the essential skills in modern science. He further emphasizes this, argues that the most important issue for consulting is the quality of preparation and the assurance of the school counselor's ability in the tasks they should fulfill.

The education of school counsellors around the world varies according to the law by Landmarks. According to ASCA (2005), school counsellors in most US states have a degree of skills in school counseling from a consultant education consultant. However, they realize that in Canada, school counsellors should have additional training and training training for school counsellors who focus on academic, work and personal issues. In Taiwan, they are the teachers and the latest law requiring a school-based school licensing target for personal and group advice. They keep in mind that in China, school counsellors should be three years of college experience while in Korea, school counsellors have jurisdiction in central and higher schools.

Schmidt (2003) and ASCA (2005) say that school counsellors are expected to follow the moral code of ethics in many countries. For example, in the United States of America, they follow the School of Ethics for the School of Morality School (ASCA) School Counselor Code.

BACP's own leadership (2001) for professional counsellors makes a distinction similar to the continuous treatment of Lloyd, distinguishing between counseling skills which can be used by school staff and the work of professional counsellors.

The definition of counseling advice, however, emphasizes the process that "helps personal customer to focus on their issues and development issues, at the same time addressing and examining specific problems, making choices, dealing with conflicts, working through feelings of internal crisis and improving relationships with others. BACP emphasizes the nature of the contract relationship between the consultant and the client, saying that 'People are involved giving advice when someone, working regularly or temporarily adviser, provides and agrees to provide time, attention and respect to someone else or people, who will be the time for the client's chance. The timing plans for the occurrence process are found in definitions offered by the services themselves.

McGuinness (1998) has two other important features in its extensive discussion 'What's the advice? These are the customers who are responsible for the process, and the advice is involved with ordinary people, not exactly those who are mental patients, because 'it's about helping people grow in emotional fitness and healthy. All of these have significant meaning; they were discussed more deeply in other areas of the audit. The first one faces more views (Galloway, 1990), how the school runs, that most of the school interviews are caused by teachers instead of students or parents. The second advice is a prevention advice that should be the responsibility of all school students.

Mosley (1993), for example, says giving advice in all schools as an essential force in student life, a way to help young people 'think themselves, to make their own decisions, to focus on their own integrity. McLaughlin (1999) defines counseling advice as a support, individually or in a group, which investigates the problem, development process or event. Explains the skills needed by the consultant as listening, strengthening, challenging and facilitating action, and these are used to help one understand their feelings with others, ideas and behaviors and be able to act in production methods. The counselor believes that self-awareness is important and that his development is part of the counseling process. She says that counseling at school has the same element. However, some have also explained the difference between counseling and counseling in the school environment.

It is evident that the skills of the school counsellors in more development. The country is not a problem. This is because there are rules and regulations about who will be a school counselor and what is needed of him. Therefore, in developed countries, the characteristics of school counsellors are not a factor that can affect the attitude of students and teachers towards leadership services and advisory services provided (Ronnestad & Skovholt, 2003).

There are also established bodies that are involved in leadership and counseling in schools so that the academic qualifications of school counsellors do not affect. In Kenya however, most counsellors of teachers have no training and no set rules and regulations on who will be the teacher's adviser. Consequently, teachers' advice is chosen because they are teachers at the school even though they cannot find out what is required of them. This can be a great contribution to comments made by teachers and students towards guidance and advice (May, 2004).

In Malta, you must be sufficiently qualified and experienced to be able to carry out career guidance. Qualifications in related areas (such as education or psychology) are not necessarily considered sufficient for career counsellors. Similarly, Zvobgo, (2006) says that guidance and counseling teachers are not qualified to teach the subject, and other teachers have been educated. Guidance and counseling is taken as an extra workload since the teachers' core activities in the field of ice-skating. Shumba et.al. (2011) pointed out that the most important factor contributing to the failure of guidance and counseling programs in schools is the lack of trained staff to handle the topic. When a student's behavior is a result of underlying factors, especially those that extend from childhood, most teachers tend to handle manifestations rather than causes. This is mainly due to the lack of appropriate skills to remove the students' actual challenges when the teacher's supervisors are not educated (Mwagiru, 2002).

MOEST, (2004) reports that there is insufficient training of guidance and advisory staff in Kenya. Were, (2003) agrees with MOEST, (2004) but claims that it is necessary for G & C teachers to follow basic skills in guidance and counseling services, as the extent of pupils' problems in elementary school and high school. Ondima, et al. (2012) adds that there was low education of teachers in G & C and non-vocational teachers handled students. In support of Affulo (2005) in Kenya, discovered that teachers were not well-equipped with regard to education to handle student discipline through the Guidance and Counseling program. Ogonya, (2007) further claims that there was no training of staff in elementary school. Career guidance was weakly professional in most countries using the standard career criteria.

In the main settings (schools and public services), it was usually provided by people who were also expected to do other things (teaching, placing people at work, helping people with personal and study problems) and who usually did not have specialized college qualifications and training for their vocational education. Career counsellors in many countries received either inadequate or inadequate education. Available programs generally had major gaps in a number of areas that were important for career counseling's ability to meet the types of political challenges (Bysshe, Hughes & Bowes, 2002). They were particularly weak in: developing skills in ICT use in career guidance; Educational workers To provide an understanding of changes in the labor market.

Governments are required to play a direct role in rehabilitating the workplace situation and its training and training programs. Priority in many countries should be to create different, accurate, functional and organizational structures in which work leadership can be provided, including different work structures. This was required to be linked to significant improvements in the level of training needed by the labor force practitioners, and in the more intentional ways to create content and the nature of work leadership training. Employees of the workplace should demonstrate their commitment to the continuous development of professionals (CPDs). CPD activities should be done regularly and should involve, among others, the updating of skills, the use of new technologies and network space. Experts who often show that they do not have interest in the CPD should not be left in the fieldwork (Watts, 2002).

Governments are required to take the lead in adjusting the situation of work leadership and graduation programs and training. Priority in many countries must have a unique, consistent, functional and organizational structure whose job leadership can be eliminated, including more work structures. This was associated with improving the level of training of labor force practitioners, and with more efforts to create a combination of career leadership training. Workers should show commitment to continuous development and development profession (CPD). CPD activities should be carried out regularly and should involve, among others, the updating of skills, the use of new technologies and network opportunities. Opponents who often show no interest in the CPD should not be left to work in the field (Watts, 2002).

A study conducted by OECD (2004) described some of the problems involved in trying to assess the size of labor leadership in various countries. They found that an unfamiliar base on workplace leadership was often presented, weak training and graduation patterns that existed in many countries, and the divisive situation of representative organizations indicated that work guidance was almost everywhere defined. In many countries, training is not enough, improper training, or both, included key barriers to career leadership capabilities to contribute to strengthening daily life training and labor employment policies. The study was responsible for the government by setting standards for training and content (Ananiadou, 2013).

Apart from the work guide at school is worried, teachers usually speak in general, they are not clear or give any details. With no clear and comprehensive advice, it is not possible that students will choose a good job market claim (Nguyen, 2014).

There is a common view of many parents based on common social psychology in Vietnam and Asia, that enrolling their children at universities and universities is the only leading way to prosperity and prosperity. Hence, it may seem to be education and work leadership in Vietnamese schools face challenges and obstacles, while the number of unemployed scholars is growing faster. With current technological advances, new job opportunities have been created rapidly and today's work has not existed ten years earlier (Red-Casserly, Koocher, Fegan, 2012). Therefore, today's students need to have the tools to discuss their way in such a situation that is not so difficult. Today's student can expect to change work several times, often in different sectors. They should spend more time learning to improve their skills because of life.

According to Karangu & Muola, (2011), school counsellors without formal academic training and training in the SGC are not able to cope fully with academic, personal / social issues and work / children's work. Due to the shortage of academic counsellors, children can not find suitable SGC services for their development. Results of Nyanmwange et. al (2012) reported that in Nyamira district, 38.1 percent of teacher counsellors had received professional training. This means that 61.9% of service providers and mentoring counsellors are not available for guidance and advice. Phishing (2003) also confirms that even educated teachers do not get enough courses in guidance and counseling advice to enable them to provide effective leadership and advice services. Therefore, there is a need for effective leadership staff and advisory counseling requires more knowledge and timetable led by individuals to bear good results. Current research is looking for investigating leadership decisions and excellent advice at Kerichosub-county, Kericho County.

2.2.2 Guidance and Counseling

Unlike developing countries, advisory services are taken seriously in schools in developed countries. In each financial year, adequate resources have been allocated to student counseling. This has been highly defended by recognizing that students spend more time in school.

It is in these schools that these children grow and become mature people. They may even end up making bad decisions in life because of lack of guidance and advice. As a result, it has led many schools to explore advice as an integral part of curriculum at all levels of learning (UNESCO, 2011).

UNESCO (2000) states that in Botswana, G & C's effective services have consultancy rooms, which are personal and accessible, and those counsellors recognize and write the resources needed. However, in Kenya, MOEST, (2004) offers financial resources and lack of proper guidance and advice in school schools in Kenya include: seats, table, internet and computer, room, and safe storage that affect the effectiveness of the management.

The School of Directors of the School of America (ASCA, 2007) on the other hand shows a positive part of 1: 100 or a maximum of 1: 300. A teacher counselor should have a number of students who can manage. According to the US Department of Education (2003), access to program schedules and staff roles and responsibilities is crucial for implementing Leadership and Counseling Effectiveness. (ASCA, 2007) states that school counsellors should spend at least 70% of their time giving direct access to students. Lack of resources and support causes serious problems for school counsellors in Kenya. School counsellors have expressed the lack of support from school principals, school board members, teachers, parents, students and communities.

School counsellors cannot succeed in their responsibilities if they work on isolation. To be effective, school counsellors will need help from all stakeholders. Additionally, lack of resources or resources through advisory materials such as DVDs, books, office supplies, and sometimes-counseling offices hinder efficient service delivery.

Schools are required to invest money to assist in the management of the consulting department. For effective advice, the environment and place of consultancy office should be observed. Unfortunately, until today, another school in Kenya does not have an advisory office, and even where it is located; is sick who has or should be compelled (Wambu & Fisher, 2015)

In another school, a school counselor associates offices with other teaching staff, so the secret of student records can be easily affected (Caltabiano, 2003). In the process of ensuring advisory services will be there, there is a need to identify the correct talent that will be beneficial for students being advised. Implementation of modern school counseling plans can be difficult without the support of governance.

Often, school counsellors are told what to do with practitioners who can not understand what the school counselor can donate to (House & Hayes, 2002). Nyamwange, et. al (2012) explained that the centres needed include office space, books, barriers, files, money, time, memory books, guidelines and counseling tips, psychological test equipment etc. is not enough. Additionally, leadership staff and counsellors did not have enough support from school administration to enable them to provide better services. The materials needed by the school counselor make good leadership and counseling services in schools are many. Some of these are; shelters, books, wooden fabrics, cup for leaflets, cash, time and psychological test equipment.

The results of a study conducted in Benin City Schools showed that advisory services and counseling consultations were not available. This was similar to the verification by Shertzer & Stone (1976) that adequate supply and advisory advice will certainly affect delivery of quality services in schools. They continued to see that many leadership staff and counseling counsellors had an office, which corresponds to Ipaye's (1988) and Egbochuku & Iyamu's (2000) comments that without personal accommodation advice will not be successful. Leadership services will be inappropriate. Contrary to Ipaye's proposals (1988), many non-core advisory offices and advisory advice. Although the Kenyan government has recognized the importance of guidance and counseling in our educational institutions, it has not, however, provided the necessary resources to create an enabling environment to offer the services. Makinde (1984) recommends that schools provide funds that allow school counsellors to have the equipment, materials, and travel grants needed to carry out their duties. The funds thus provided would allow the counselor to obtain a regular supply of books, magazines, magazines and visual aids, which in turn, will provide updated and accurate information for the students. A counselor will also require occasional invitations to a specialist speaker to speak with students or to take them on field trips based on relevant topics. Unfortunately, many educational institutions do not reserve such funds.

Sindabi (1992) points out that Kenyan counsellors have inadequate facilities and this hinders the effective implementation of a counseling program. Engelkes and Vandergoot (1982) note that there must be private and confidential areas for counseling. The chairs should be comfortable, preferably with arms and the room should have enough lighting.

Mutie and Ndambuki (1999) also say that an ideal orientation and counseling center should be a large room with display shelves, bulletin boards and tables where materials can be held and displayed. The room can be used to hold discussions, show movies or hold parent-teacher meetings. Group counseling can also be done there and part of it can be divided for individual counseling. Unfortunately, some schools do not even have an office for the teacher advisor. In addition, guidance and counseling are not programmed and lack sufficient staff to provide the services.

Inadequate counseling facilities can be an obstacle to the effectiveness of sales services in schools. Charema (2008) states that training, lack of time for counseling, lack of facilities such as a private room, as well as reading and counseling material, were other factors that hindered effective counseling in secondary schools, such as school counsellors saw it. Egbochuku (2008) agrees with Charema's (2008) research finding that inadequate counseling facilities and the qualification of guidance and counseling staff have an impact on the quality of such services. In a Manual on career guidance of the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2002), the following resources are suggested as resources for effective career guidance and orientation programs

2.2.2.1 Books

Books that provide information about different types of jobs, such as educational requirements, amount of pay and descriptions of the work. It is important that the information be up to date (Kharkongor & Albert, 2014).

2.2.2.2 Videos

Videos on various career topics for students to watch. Videos are particularly useful on the topic of interviewing skills, where students can watch examples of how to answer questions in a job interview situation. If the recording equipment is available, it is also useful to video tape students as they practise interviewing skills. They can observe themselves as the video is played back and learn what went well and what needs to be altered in their behaviour (Kharkongor & Albert, 2014).

Well-classified information on careers/jobs

It is useful to have a classification system of jobs where specific jobs that are related have been grouped together. This kind of a system allows individuals to expand their options when they are researching job possibilities. It is important that this type of information be up to date, relevant, easily accessible, and reflective of the nature of the work world and current possibilities for students. There should be information provided on a variety of options including self-employment, part-time work, contract work and managing career transitions (Kharkongor & Albert, 2014).

2.2.2.3 Career Tests / Assessments

In career counseling, career tests and assessments are often utilized to provide information regarding a variety of areas, such as interests or personality style (Kharkongor & Albert, 2014).

2.2.2.4 College and University Calendars

Colleges and universities typically print calendars describing the programmes offered.

It is useful to have local, national and international information regarding the various educational programmes that are available. These resources can also be accessed through CD ROM or the internet (Kharkongor & Albert, 2014).

2.2.2.5 Journals

It is helpful to have journals available so that those working with students can inform themselves about new strategies, theories, and resources (Kharkongor & Albert, 2014).

2.2.2.6 Computer-based Information

Career counsellors are increasingly utilizing internet resources and computer assisted guidance systems. Through the internet, individuals can easily obtain career information from around the world. In addition to the internet, there are also CD ROM or web-based career guidance systems that may be purchased. In addition to providing access to the Internet for students, the career counseling centre may also decide to create its own website. On this website, information can be provided for students and other interested individuals. Frequently asked questions can be posted on the website as a reference for students (Crozier, Dobbs, Douglas, & Hung, 1998). According to Offer (2001), ICT is now used extensively in career guidance services in most countries, frequently as a way of providing career information, but often also to offer other forms of support for career decision-making. ICT can be used in career guidance to achieve a number of purposes: These include ICT resources that help users to assess themselves and to develop a profile that can be related to learning and work opportunities. They range from simple self-assessment questionnaires to more sophisticated psychometric tests.

The Internet has produced a massive increase in the extent and range of career guidance and counseling resources. Many guidance services develop their own web sites, rather than buying ICT-based resources from external suppliers. The sites let them deliver some of their services on-line, and customise links so that they meet the distinctive needs of their clients. It allows them to mix their on-line and off-line services in innovative ways.

However, certain limitations restrict the extent to which ICT is used in career guidance in some countries. As an example, in Australia, a government decision to reduce the number of printed copies of its Job Guide because it was available on-line was widely criticised by schools because many students did not have easy access to the Internet at school or at home. The decision was subsequently reversed.

In France, a survey in 2000 found that many more young people still consulted paper documents than the Internet or CD-ROMs. However, many of these limitations are transitional problems, and it seems likely that ICT will continue to grow as a form of service delivery (Tricot, 2002).

The lack of community-based support poses another challenge to school counseling in Kenya. School counsellors need access to community-based resources where they can refer students who may be in need of prolonged therapy. Without such support, the scope of services school counsellors can provide will be limited of consultation and referral sources can limit the help students can receive. Additionally, a general lack of support from the school system and the community can discourage school counsellors from effectively performing their roles. The link between resource availability and provision of counseling services in schools is very important to consider.

It is true that guidance and counseling services are needed in schools for the betterment of the students studying there. It is also true that the counseling services require financial and non-financial support in form of resources to make them actually take place (Nyan, 2014).

This important link needs to be considered when schools decide to come up with counseling services for their students (Caltabiano, 2003). The findings by Nyamwange (2012) in Nyamira County also confirmed that there were insufficient guidance and counseling resources in secondary schools in the region. Therefore this study will investigate if the same case applies in public secondary schools in Kericho Sub-county.

2.2.3 Attitude of Teachers

A study by Nyan, (2014) on teachers and students perception to G & C found out that teachers generally have a positive perception about the necessity of counseling services in secondary school. However, the services are not adequately provided and in some schools they were non-existent.

Myrick (2003) also notes that some teachers hold misconceptions about the role and function of counsellors. He continues to report that teachers are the most important component in implementing a successful comprehensive guidance programme. By and large, teachers are the key adult figures in the average student's school day.

It is now well established that teachers' beliefs and attitudes concerning students with special needs have a very powerful influence on their expectations for the progress of such children in mainstream schools (Deisinger, 2000). It is even argued that successful integration is only possible where teachers display reasonably positive and accepting attitudes towards students and to the basic principles of inclusion.

Teachers' attitudes and beliefs are known to influence their provision of services and management strategies in the classroom, and therefore to directly influence students' learning (Smith, 2011). Teachers should also have some degree of empathy with students who have special needs. Ideally, teachers need to be in possession of relevant interpersonal skills for relating to students with learning or behavioural problems, and for providing some elements of guidance and counseling when necessary, the caring aspect of the teaching role referred to by the Education Commission (2000).

Deisinger (2000) points out that many teachers would not have had direct personal contact with students, and therefore their own beliefs and attitudes tend to be based entirely on common myths prevalent in the community and on stereotypes presented in the media.

Lambat (2003) observes that one way of motivating teachers is to empower them to carry out tasks through consultative decision making, provision of resources to meet teaching and learning requirements and offer opportunities for in-service training. This argument is supported by Massie (2000) who observes that the headteacher can provide an enabling environment for effective guidance and counseling programme to be done through the use of compensation and fringe benefits that can enhance organizational achievements. This was done with an aim of making teachers to participate in management of student discipline. The teachers are however over-loaded with the responsibility bestowed upon them and therefore need support from the head teachers like employment of more teachers to assist in relieving heads of departments in guidance and counseling of some teaching load in order to enable them avail more contact hours with student-clients.

The Kamunge report (1988) clearly points out that guidance and counseling of the youth in secondary schools is essential in helping them identify their individual interests and needs. The report recommended that guidance and counseling should assist pupils to appreciate their roles as workers and develop the right attitude towards discipline and management of time. However, research has revealed that only a small number of adolescents usually seek out for guidance and counseling services offered by school counsellors when in distress (Friedman, 1991).

Ndirangu (2007) adds that students perceive guidance and counseling services differently. She thus points out that the guidance and counseling service should be concerned about the way it is perceived by students. Teacher counsellors find themselves in conflict with the administration and disciplinary committees especially in confidentiality. Confidentiality according to Corey (2014) means the characteristics of being secret. It is an intimacy of knowledge shared by a few who do not divert it to others. The teacher counsellors are expected to maintain confidential the information shared in counseling with students yet they are expected to keep the administration informed of the general issues in schools. This hampers effective counseling because the entire profession of counseling is founded on confidentiality. Most people, students included think that guidance is only for those who have discipline, academic or other problems. However, Skinner (2001) asserts that guidance is a service for all and not a few. He goes on to say that the teachers' initial attitude towards the student client is important. In his research, Wanjohi, (1990) noted that if the head teacher supports teacher counsellors, there is a very good response from the students on the services offered. As such, for the guidance and counseling services to be effective and successive, the school heads must fully support the programme.

The goals of guidance and counseling can be effectively achieved if both students and teachers perceive guidance and counseling as a positive service in their academic and professional life and one that can enable them function effectively as adults and all round citizens. The study established that students within Ngong and Ongata Rongai Zones are not seeking for the guidance and counseling services which have resulted to majority of them being maladjusted. This shows that the guidance and counseling services are not effective meaning that head teachers may not be fully supporting the programme. As a result, both teachers and students have certain perceptions towards guidance and counseling services.

A survey by Gelso and Karl (1973) indicated that administration held a more unfavourable view of counseling services because they viewed counsellors as quasi administrators. They also expressed the feeling that counsellors should be involved with discipline, which contradicts with counseling. Cochran and Peters (1972) in their studies noted that the administrators many times make the counsellors to perform duties that are beyond their roles simply because the job is legitimate for the school. Alutu & Etiobhio (2006) also emphasised that facilitating the learning process and self-development of learners is one of the major aims of guidance and counseling. As such, they emphasise that the role of the teacher counsellor has to be clearly defined by the administration to teachers and students so that there is no overlap or role conflict.

Juma (2009) emphasised that areas of responsibilities should be clearly defined so as to avert misunderstanding as the two parties are committed to the same goal. She also adds that most head- teachers have a negative attitude towards guidance and counseling as they view the teacher counsellor as a person that discusses other teachers with their students.

The main concern in these studies was the challenges and not the perceptions held by students and teachers. The current study focused on the perceptions held by teachers and students towards guidance and counseling services. Kilonzo (1980) in his seminar paper on guidance and counseling noted that there is mistrust between ordinary regular teachers and teacher counsellors. Teacher counsellors are seen as a threat to the school by even the principals because of the close interaction with students and the practice of confidentiality. He further says that some teachers who really wanted to be appointed as teacher counsellors view teacher counsellors as sycophants who are out to please head-teachers by reporting other teachers. This hostility affects teacher counsellors who end up developing wrong attitudes towards guidance and counseling and fail to give their best to the programme. However, there seems to be no indicators to show if the teacher counsellors are collectively working as a team with other teachers through school guidance and counseling programmes to address students' social adjustment to the learning environment. This therefore seeks to fill this gap by unveiling teachers attitude towards guidance and counseling.

2.2.4 Students Perception

According to Yunis (2006), the attitudes held by students towards seeking help determine how effectively counseling resources are used. Therefore, students with positive attitudes towards seeking help are more likely to seek counseling than those with negative attitude. As such, special attention must be drawn to adolescents' attitudes towards guidance and counseling services and counsellors, to develop willingness to seek for these services.

Eyo (2010), noted that secondary school students have positive attitude towards guidance and counseling services. He continued to note that Male and female students differ in their attitude towards guidance and counseling services. Female students show high positive attitude towards guidance and counseling services than their male counterparts.

Wachira (1997) in his study on how prepared secondary school heads are and its implications on their performance, noted that some head of departments appointed to head the guidance and counseling departments by either the TSC or head teachers had not desired to head guidance and counseling departments. This makes the teacher counsellors to lack seriousness in providing guidance and counseling services. It also contributes to negative attitudes towards guidance and counseling. Juma (2009) while researching on the challenges the guidance and counseling departments face, found out that heavy work load and other duties have contributed to teacher counsellors not perceiving guidance and counseling as a priority in their busy schedules. This makes them to rarely address the needs of individual students. This study touched on perceptions of teachers and students on passing because it was not within their area of research. The current study however focused mainly on the perceptions of teachers and students towards guidance and counseling services.

Wrenn (1962) asserts that evidence shows that no matter how excellent advice and information can be, unless it is related to a student's desire to know and focused upon those personal concerns that have immediate meaning for the student, the advice can be forgotten or perceived in a distorted form. Studies carried out on young people have revealed that adolescents like being accepted and liked by other people.

As a result, they frequently value other people's opinions above their own, thus attempt to become what others want them to be. Under these conditions, students find it difficult to disclose what they feel or think about themselves for fear of being rejected or disliked.

Kombo (1980) carried out a study on correlates of students' deviant behaviour in selected schools in Nairobi. He pointed out the following as the factors that may lead to students having a negative attitude towards guidance and counseling services: teacher counsellor training, sex of teacher counsellor and age of teacher counsellor. However, the study revealed that these factors affect the students' attitude to a lesser extent. He also noted that a small percentage of students were seeking for guidance and counseling services and this was attributed to the attitude they may be having towards the services. The study was mainly concerned with deviant behaviour and did not dwell much on why the students were not seeking for the guidance and counseling services. The current study therefore focused on perceptions held by students and teachers towards guidance and counseling services because it is these perceptions that they hold that determine whether they seek for the service or not.

The perception given to guidance and counseling determine whether or not students use the counseling services in schools. In his research on effectiveness of guidance and counseling in secondary schools after the ban of corporal punishment in Kenya, Mutunga (2003) found out that the level of voluntary consulting with the guidance and counseling department by students was very low. This he attributed to lack of trust, fear of being victimized and poor counseling environment. He therefore noted that students are yet to perceive the role of guidance and counseling positively and embrace it appropriately. Wanjohi, (1990) adds that most students feel that it is only those students with problems who should see a counsellor.

The students who are bright in class and with no academic problems should not seek for any help. This is why according to Amukoa (1984) and Wanjohi (1990) students are indifferent to guidance and counseling services.

It was therefore important to get the perceptions held by students and teachers and find ways in which these perceptions can be improved positively. Yunis (2006) carried out a study on the students' perception of guidance and counseling services in secondary schools in Kajiado Central Division, Kajiado District. Survey design was used and employed questionnaires only to establish the perception of students towards guidance and counseling in secondary schools. The study found out that when guidance and counseling service is perceived as part of the administration, students avoid using it. On the other hand, when students perceive it as concerned with only educational or academic problems, it will still keep students with other problems from using it.

Yunis (2006) goes on to explain that the attitudes held by students towards seeking help also determines how effectively counseling resources are used. Therefore, students with positive attitudes towards seeking help are more likely to seek counseling than those with negative attitude. As such, special attention must be drawn to adolescents' attitudes towards guidance and counseling services and counsellors, so as to develop willingness to seek for these services.

In this study, only perceptions of students were studied while teachers' perceptions were left out yet the perceptions of either group influence both groups either positively or negatively. More so, the study only employed questionnaires to establish the perceptions of students towards guidance and counseling services. Questionnaires have limitations thus the findings may not have been exhaustive.

In the current study, both questionnaires and interview schedules were used. The interview schedules sought to get in depth information which may not easily be captured in a questionnaire.

Sydney (1997) carried out a case study of Tongaren Division Bungoma District investigating the factors that lead to indiscipline in schools. The study found out that students did not seek counseling, the class teacher was not well equipped with counseling skills and the teacher counsellor was blamed for problems with the school. By students not seeking counseling services, it means there was a problem with their attitude. Most of the students felt that there was lack of confidentiality. The current study investigated the perceptions of teachers and students towards guidance and counseling services. This is because the kind of perceptions held determine whether they seek for guidance and counseling services or not.

Nyarangi, (2011) says that students in TIVET colleges experience a variety of emotional, social, academic and psychological problems for which they need support in order to enable them to go through college life. Dameroon and Borland (1980) say that guidance and counseling in Kenyan schools can help learners to grow in self-understanding, develop their capabilities for making career decisions, progress and achieve an all-round growth besides just problem solving.

Nyarangi (2011) further explained that the individual is mostly responsible for what he becomes, meaning that it solely lies in his responsibility to take such action towards change in case of perceived problems which he wants to have solved. The client must facilitate his own change. It follows therefore, that the counselor and the client must build a relationship in which the counsellor succeeds to empower the client to take action towards change in the solution finding process.

In most African traditional settings, however, problems are solved involving the help of the members of a given system, the individual, particularly a child, has no decision making power on his own whatsoever.

The student in the Kenyan system is used to decisions being made at the top and being told what to do. Such people go to a counsellor expecting to be given advice on what to do with a problem besetting them. Counsellors on the other hand, fall into that trap of advice giving because the counsellor is herself/himself part of the culture. This tendency is a great hindrance to effective counseling programmes as it will not as lead to behaviour change as the decisions have not come from the client (Nyarangi, 2011).

Piaget (1965) noted that adolescents, impressed with their own theories, often fall victim to a new form of egocentrism. They cling rigidly to their views, refuse to believe that they might be incorrect, and assume that no other views can match theirs. In fact they tend to think that counseling is for those who have obvious mental, learning and behavioral problems. According to such students, a counsellor should be seen only when they need academic assistance. This age bracket never wants to admit openly that they have any problem as this might be interpreted to mean weakness (Masinde 2003).

Wambui (2015) found that some students are sceptical about seeking guidance and counseling services because they do not want to reveal their problems to their teacher counselor. According to them such revealed problems are later made subjects of staff-room debate. She also reports that a number of students hold a strong misconception towards guidance and counseling that hinders them from freely telling their problems to the teacher counsellor. They think that they will be punished if they reveal their problems.

According to Mikaye (2012) one other challenge facing effective implementation of counseling in technical institutions is a rebellious attitude from students about their admission into the colleges. Many youths neither apply to join nor choose the courses they study; they are taken there by parents/guardians who choose courses they feel are 'good' for the youth without consulting her/him. On getting to the colleges the youth realizes that there are better suiting courses she/he could have taken and she/he even has the required marks. She/he gets demoralized, stops working hard and does not care about whatever happens to her/him. Such a student just drifts away and will not seek help.

However, Ryan, Lynch, Vansteenkiste & Deci, (2011) maintained that counsellors were responsible for an individual's positive choices and should try to create a favorable environment to attract the client. The attitude held by students towards seeking help determines how effectively counseling resources are used while students with positive attitude toward seeking help are more likely to seek counseling than those with negative ones. Stigmatization of counseling by students especially due to association of counseling with disciplinary problems becomes a challenge (Achieng, 2007).

Clients are inaccessible due to ignorance, fear and intimidation. Some cases may be too complicated to handle, for example suicidal issues, gay issues and even drug abuse cases may need more counsellors that are experienced. Successful counseling that will be very important requires some degree of voluntary client participation (American School Counselor Association, 2012). In his research on the needs and perceptions of secondary school students in selected schools in Nairobi province, Mikaye (2012) observes that the self-referred client is the highest motivated for change and most co-operative.

Zunker, (2011) also observed that how a client perceives counseling may serve as a barrier to the process. This perception is derived from the client's prior experiences in or out of counseling and the nature of the client's concerns. This may keep the client from seeking help. Students interact with one another, support staff and teachers while in the school environment. They undergo different experiences that impact on the perceptions they develop towards the services they are given in school, guidance and counseling being one of them. The current study looked at the experiences students go through in their daily lives that affect their perceptions especially towards guidance and counseling.

Momanyi, (2015) have noted that student' wrong perceptions towards guidance and counseling has led to the failure of the guidance and counseling programme. This has in turn affected the education process. It is important to help students develop the right perceptions towards guidance and counselling as this will enable them seek for the services voluntarily. This way, the services will be more meaningful to the students and lead to the achievement of the guidance and counseling programme's goals and therefore the success of the education system. This study was not concerned with how the wrong perceptions can be improved to make the guidance and counseling services useful to the students. In the current study, however, ways of improving the perceptions of both teachers and students towards guidance and counseling have been considered.

A study by Eyo, Joshua & Esuong, (2010) on attitude of secondary school students towards guidance and counseling services in Cross River State revealed that students seek help more frequently from teachers and counsellors of their gender. This suggests that attitude of students determines how often they got help from guidance and counselling personnel.

Guidance and counseling in Kenya is an initiative that is aimed at providing career information and impart life skills to students. The study therefore sought to establish the students' perception towards guidance and counseling in secondary schools.

2.3 Theoretical Framework

Carl Rogers (1902-1987) was a humanistic psychologist who agreed with the main assumptions of Abraham Maslow but added that for a person to grow they need environments that provides them with genuineness acceptance and empathy without this relationship a healthy personality will not develop, as they should, much like a tree would not grow without sunlight and water (Pytell, 2006).

Rogers believed that every person can achieve his/her goals wishes and desires in life when they did so self-actualization took place. The organism has one basic desire and strives to actualize, maintain and enhance oneself. Carl Rogers maintained that we behave as we do because of the way we perceive our situations (Thorne & Sanders, 2012).

Mcleod (2014) believed that human have one basic motive that is tendency to self-actualize i.e. to fulfil ones potential and achieve the highest level of human beingness “we can, like a flower that will grow to its full potential if the conditions are good but this may be constrained by its environment.

Rogers (1987) believed that people are inherently good and creative but become destructive only when a poor self-concept or external constraints override the valuing process. He believed that for a person to achieve self-actualization they must be in a state of congruence. This means that self-actualization occur with their self-image. School counsellors can employ Carl Rogers theory while helping learners to work to their full potential hence heading towards self-actualization (Thorne & Sanders, 2012).

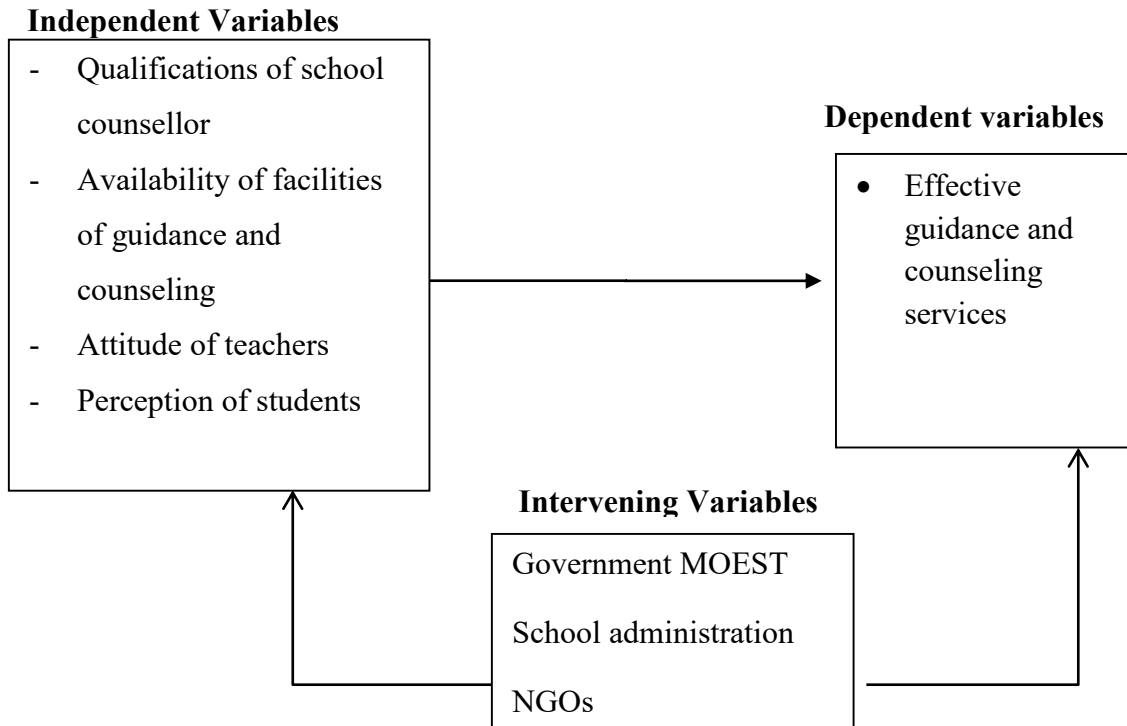
Like Rogers, Abraham Maslow, for holistic development, basic needs must be met. He proposed a hierarchy of needs, which he believed were responsible for human motivation. Once the basic human needs are fulfilled one is ready to acquire the upper needs for example esteem needs can be fulfilled. In the person-centered model of counseling which, help clients to develop and increase the sense of their personal work, ability and competence. The counsellor can accomplish this by using positive regard and empathy in order to facilitate the clients' progress and worth (Kurtis, 2016).

Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status recognition fame, prestige and attention. The higher one is the need for self-respect, the need for strength, competence, mastery, self-confidence, inferiority complex, weakness and helplessness. Esteem needs are also linked to people needs for status, appreciation and achievement and in this respect are similar to Alders concept of innate drive for superiority and recognition (Ewada, 2016).

Alfred Adler believed that when we feel encouraged we feel capable and appreciated and we will generally act in a connected and cooperative way, when we are discouraged we may act in unhealthy ways by competing, withdrawing or giving up (Adler, 2013). It is in the finding ways of expressing and accepting encouragement, respect and social interest that help us feel fulfilled and optimistic. The above theorists ideas if employed by school counsellors will alleviate the problems that are witnessed in a public secondary school.

2.4 Conceptual Framework

Below is a conceptual framework for the study.



Source: Researcher, (2017)

Figure 2.1: Conceptual framework on determinant s of effective guidance and counseling programmes

The determinants of effective guidance and counseling programmes in secondary schools are the independent variables which include; qualifications of school counsellors, availability of guidance and counseling, attitude of teachers and perception/attitudes of students. When these factors are met, there will improved guidance and counseling services in schools.

2.5 Identification of Knowledge Gap

This section has covered literature review global, regional and local from the time of independence. It has also covered qualification of school counsellors, availability of counseling resources, perception/attitude of learners and educationist towards guidance and counseling. Literature was review from book, journals, articles, magazines, thesis, newspapers and statistical data from Kericho education office. Literature was arranged globally, continent, regional and locally. Guidance and counseling is wide this could not cover all the areas. A lot of other studies done in Kericho County have concentrated on effectiveness of guidance and counseling. Limited research is available on the determinants of effective guidance and counseling programmes in Kericho sub-county. Therefore, this study will fill this gap by establishing the determinants of effective guidance and counseling programmes in Kericho sub-county.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter focuses on research design and the methodology that will be used in the study. It focuses on research design, study area, target population, sample and sampling procedures, study variables, research instruments, validity and reliability of research instruments, pilot study and the summary of the chapter.

3.2 Research Design

The study adopted descriptive survey research design. This type of study method as stated by Cohen et al (2007) helps gather data at a particular point in time with the intention of describing the nature of existing conditions. It identifies standards against which existing conditions can be compared and determines the relations that exist between the set standards and the real situation on the ground. Descriptive Survey research enabled the researcher to obtain information that describes existing phenomena observed directly. This design is therefore, deemed appropriate, as it enables the researcher to reach as many respondents as possible within a short time. Mugenda and Mugenda (2011) indicate, "by taking a cross-section or sample of the individuals from the population to which we would like to make inferences, we can obtain a great- deal of information, and learn much about the characteristics of the group".

According to Oso & Onen (2005), surveys are justifiable by considering issues of economy of the design, rapid data collection, and ability to understand populations from a part of it. For these reasons, a survey design proves to be an appropriate choice for addressing the questions that are considered in this study. In survey, a researcher attempts to determine the case or reason for existing differences in the behaviour or status of groups of individuals. When it is observed that groups differ on some variable, the researcher attempts to identify the major factor that has led to this difference. Main concern of the study was to identify the determinants of effective guidance and counseling programmes in public secondary schools in Kericho Sub- County, Kericho County.

3.3 Location of Study

The study was conducted in Kericho Sub- County of Kericho county, Kenya. It's the largest producer and exporter of tea due to its cool and wet climate and the undulating highlands that favour extensive mechanized plantation farming. The current population of this county is 752,396 according to Kenya Census (2009). Decimal latitude and longitude coordinates for Kericho are -0.36774, 35.28314. DMS latitude longitude coordinates for Kericho are: 0°22'3.86"N, 35°16'59.3"E (Kwach, Owuor, Kamau, Wanyoko & Kamunya, 2013). There has been declining performance of students in the area due to a number of reasons directly related to social personal problems, poor career choices and indiscipline.

3.4 Target Population

This is the population chosen to delimit the research and gather sufficient data within the time limit and cost (Lam, 2012). The study was conducted in Kericho Sub-County. The study involved 2000 form three students who had been in school long enough and therefore better placed to give appropriate responses as concerning provision of guidance and counseling programmes and not in form four since they were busy preparing for their KCSE examination. Teacher counsellors also will be part of the target group since they are better placed and are involved in guidance and counseling programmes in the public schools that were sampled.

Table 3.1

Target Population per category

School type	Target Population			Total
	School	Students		
		Boys	Girls	
	6	500	-	500
Mixed day	15	750	250	1000
Girls boarding	12	-	500	500
Sub totals	33	1250	750	<u>2000</u>

Source: Researcher (2017)

3.5 Sample Size and Sampling Procedures

Sampling is the process of obtaining information about an entire population by examining only a part of it (Wagner & Kemmerling, 2010). It's the process of selecting a number of individuals from a population such that the selected group serves as a representative of the characteristics found in the entire group (Orodho, 2008).

The respondents in this study were selected from a population of students, and their teachers from 33 secondary schools in Kericho Sub-county. The samples were picked from schools using stratified and simple random sampling techniques. Purposive sampling was used to sample the only national and teacher counsellors in the country.

Orodho, (2009) notes that in much education and social science studies, the sample should be selected in such a way that you are assured that certain sub-groups in the population was represented in the same proportion to their number in the population itself. Such samples are referred to as stratified samples. A total of 200 students and 20 teachers formed the sample frame selected by using stratified random sampling. The schools in the sub-county are categorized into boys' boarding schools, girls' boarding schools and mixed day secondary schools as seen in Table 3.1. Source SCDE office (2016) after which schools from each category will be selected using simple random sampling as shown in Table 3.2

Table 3.2
Sample Size Per Category

School type	Sample size			Total
	School	Students		
		Boys	Girls	
Form 3 boys	1	50	-	50
Mixed day	5	75	25	100
Girls boarding	1	-	50	50
Sub Totals	7	125	75	200

Source: County Director of Education Office, Kericho (2017)

3.6 Data Collection Instruments

The instruments for data collection were questionnaires, interviews, observation checklists and document analysis.

Questionnaires

A questionnaire is a written set of questions, usually with a choice of answers, devised for a survey or statistical study (Annum, 2015). The questionnaire comprised of closed, open-ended and scaled questions. Structured questionnaires were administered to teacher counsellors and form three students.

The questionnaires were divided into five sections, section 'A' gathered information about the respondents. Section 'B' consisted of open and closed ended questions that obtained information on the qualifications of the teacher counsellors.

The questionnaires were on a 5 point likert scale. Low means low score of 1, which means SD that there is a strong correlation between a teacher counsellors qualifications and guidance and counseling services in school. High score of 5 means strongly agree (SA) that is there is no connection between teacher counsellors' qualifications and guidance and counseling services in school.

Section 'C' was a five point likert scale with statements aimed at obtaining information on the availability of materials for guidance and counseling services. The respondents were required to give their ratings on their agreement of the statements starting from SD for Strongly Disagree, D – Disagree, U – Undecided, A – Agree, SA – Strongly Agree.

Low means low score of 1, which means SA that there is a strong connection between guidance and counseling services and availability of guidance and counseling facilities.

High score of 5 means strongly agree (SA) that is there is no correlation guidance and counseling services and availability of guidance and counseling facilities.

Section 'D' gathered information on the attitude of teachers towards guidance and counseling, also with a five point likert scale with ratings as above.

Low means low score of 1, which means SD that there is a strong correlation between teachers' attitude and counseling guidance services. High score of 5 means strongly Agree (SA) that is there is no correlation between teachers' attitude and guiding counseling services.

Section 'E' sought to gather information on the perception of students on guidance and counseling services.

Low means low score of 1, which means SD that there is a strong agreement between students' perception and guidance and counseling services. High score of 5 means strongly Agree (SA) that is there is no correlation between students' perception and guidance and counseling services.

Interviews

Interview schedules with questions of semi-structured and unstructured types were used. The interview questions were similar in intent with the questionnaire to give validity to the responses received and check the consistency of responses.

It consisted of four main sections i.e: Section 'A': This consisted of items requesting information about the level of qualification in guidance and counseling from the respondents. Section 'B': This consisted of items requesting information about the availability of guidance and counseling facilities/materials in the school. Section 'C': This consisted of items requesting information about the role of career guidance and counseling on personal-social, academic achievement, and vocational benefits. Section 'D': This consisted of items requesting information about the attitude of teachers and towards guidance and counseling services in secondary schools.

The SSSQ also consisted of four sections i.e: Section 'A': This consisted of items eliciting information about the quality of guidance services rendered by counsellors in the school from the respondents.

Section 'B': This consisted of items requesting information about the impact of guidance and counseling services on Kenyan secondary school students.

Section 'C': This consisted of items requesting information about the role of career guidance and counseling on personal-social, academic achievement, career choice and vocational benefits.

Section 'D': This consisted of items requesting information about the attitude of students towards guidance and counseling services in secondary schools. The respondents in each case was requested to indicate the extent to which they agree or disagree with each item. These ensured that adequate data with in-depth details was collected to enhance validity and reliability.

Document analysis

The researcher enquired about the presence of any documents pertaining to career guidance and counseling in secondary schools. These documents were obtained for analysis whenever available. Permission to obtain and use these documents were adequately sought with the assurance of their safety and confidentiality. The documents included inventory-showing facilities purchased for guidance and counseling, timetables showing incorporation of guidance and counseling in the school and records of certification of teacher counsellors.

Observations

This method was used because it is a qualitative primary research instrument for gathering data in a more natural way that ensures validity and reliability (Hox, 2005). For the purpose of this study, direct observations were employed to collect data concerning the availability of resource materials and facilities for effective career guidance and counseling in selected secondary schools.

Direct observation technique was found suitable for such a descriptive study because it is objective based and facilitates derivation of more authentic data (Best, 1970).

Areas that were observed include the status of physical facilities such as offices suitability of location of office and availability of guidance and counseling materials for guidance and counseling services.

3.6.1 Validity of the Research Instruments

Validity entails the research instrument measuring what it was intended to measure. It is the degree to which the test items checks the traits to which the test was designed (Mugenda and Mugenda,1999). The study used the content validity where the researcher checked out whether the items in the tools were adequately focused on the research objectives. The researcher discussed the instruments with the supervisors who are experts in the area which enhanced instrument validity.

3.6.2 Reliability of the Research Instruments

According to (Mugenda, 2011) reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The test retest method was employed to determine the reliability of the instruments in the pilot study with an interval of two weeks. Pearson's Product Moment Correlation Co-efficient was employed as early stated.To enhance the reliability of the instruments, a pilot study was conducted in two schools, which were not included in the main study.

The aim of pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables could be modified to improve the quality of the research instruments. This was to ensure that the instrument captured all the required data required by the researcher.

Before actual data analysis, the researcher established the reliability of the research instrument. It was expected that the use of both questionnaire and interview schedules with interview questions similar in content and intent and addressing similar objectives to those questions contained in the questionnaire enabled the researcher to ensure the consistency or reliability. Piloting test data was used to determine the reliability of the data collection instruments. If the correction coefficient obtained is high, the instrument was said to be reliable. According to Mugenda and Mugenda (1999), any item that has a reliability coefficient of 0.6 and above is acceptable. A correlation coefficient of 0.653 was obtained for students' questionnaire and of 0.7 was obtained for teacher counsellors' questionnaire. The instruments were therefore deemed reliable since they were above 0.6.

3.7 Data Collection Procedures

The researcher obtained an introduction letter from the Department of Education, Psychology and Foundations at University of Kabianga, and thereby clearance from Kericho sub-county Education office. A research permit was also obtained from the National Council for Science, Technology and Innovation (NACOSTI). The researcher visited sampled schools prior to the study to seek permission and actual dates from the heads of the institutions. On the actual dates of data collection, the researcher sampled the respondents and administered the questionnaires to the relevant groups. The researcher then collected the research instruments for data analysis.

3.8 Data Analysis and Presentations

Data in this research was analysed by use of descriptive statistics. After data collection, the researcher coded all the data and entered it in the computer for analysis using Statistical Package for Social Sciences (SPSS).

Descriptive statistics used included frequency counts and percentages. The results of the analysis were then presented in form of tables, bar graphs and pie charts. The analyzed data was used to draw conclusions and make recommendations.

3.9 Ethical Considerations

The researcher obtained a permit from the National Commission for Science, Technology and Innovation (NACOSTI). Written consent was obtained from the head teachers, teacher counsellors and the students. The participants were asked not to write their names on the questionnaires to ensure confidentiality and anonymity. The study observed all the rules and regulations in carrying out research in Kenya. Confidentiality and openness in data collection was stressed throughout. The rights of the respondents were highly adhered to. The researchers' intentions were communicated clearly to the respondents to minimize possible misunderstandings. After collection, analysing and presentation of the research data, the findings were given to the respondents (Cozby, 1997).

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of the data on the determinants of effective guidance and counseling programmes in public secondary schools in Kericho Sub-county, Kenya with emphasis to investigate the qualifications of teacher counsellors providing guidance and counseling services, to establish the availability of materials for guidance and counseling, to investigate the attitude of teachers towards guidance and counseling services and to determine the perception of students on the role of guidance and counseling programmes in Kericho sub-county.

4.2 Presentation of Results

Table 4.1
Gender of respondents

	Form three students		Teacher counsellors	
	Frequency	Percentage	Frequency	Percentage
Male	120	60.1	14	70.0
Female	80	39.9	6	30.0
Total	200	100.0	20	100.0

Table 4.1 shows the gender distributions and it was noted that majority 120 (60.1%) and 80 (70%) of the respondents were male for both students and teacher counsellors respectively. Female students were 80 (39.9%) while the female teacher counsellors were 6 (30%).

Table 4.2
Availability of School Counseling Services

	Students		Teacher counsellors	
	Frequency	Percentage	Frequency	Percentage
Yes	103	51.6	12	60
No	97	48.4	8	40
Total	200	100.0	20	100

From table 4.2 above, it was established that 97 (48.4%) students and 12 (60%) teacher counsellors agreed that they had no counseling services in their schools, while 103 (51.6%) said they have guidance and counseling services. The results are slightly different probably because the students may not be fully aware of the available service. The teachers' findings agree to that of Njeri (2007) which established that 70% of the schools in her study had guidance and counseling services. The counseling services in her study were meant to address the various social and psychological challenges facing students in and out of school. She indicated that school administrators and teachers were very much concerned with programmes and services that were directly related to academic achievement of the students.

The study further sought to establish whether guidance and counseling rooms were strategically located. The findings are indicated in figure 4.1.

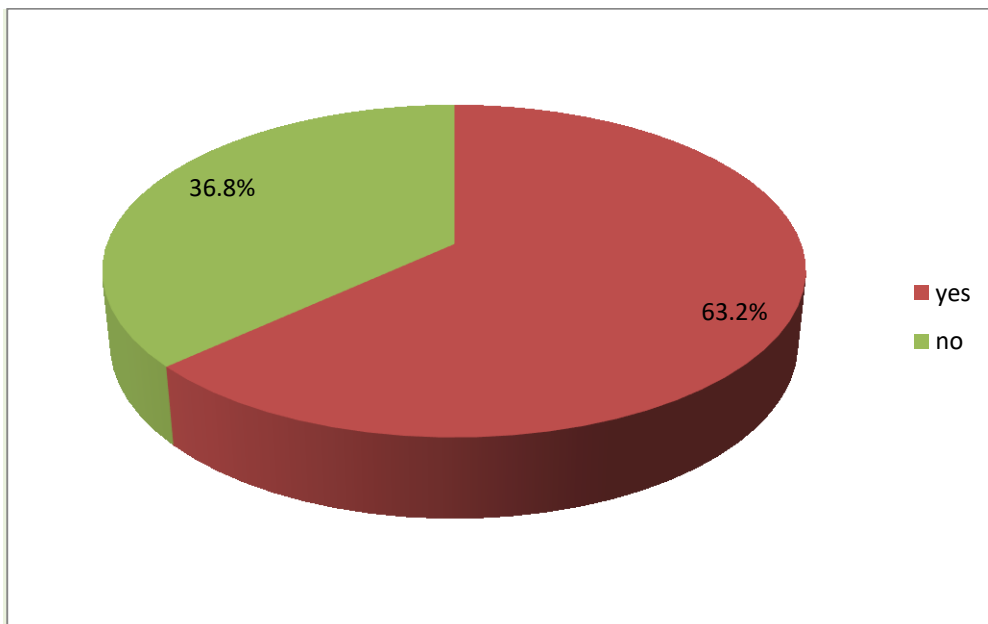


Figure 4.1 Guidance and counseling strategy guarantees privacy

The findings showed that majority 126 (63.2%) of the students agree that guidance and counseling strategy guaranteed their privacy, contrary to 74 (36.8%) who said that G&C rooms had no privacy. The observation of the researcher noted that in some of the schools the counseling rooms were situated near the staffrooms, which may affect the privacy of the students seeking counseling services. The findings concur with the findings of Cheruiyot & Orodho (2015) who established that obstacles to effective guidance and counseling in Bureti Sub-County is availability of private rooms. The findings are also in line with that of Nyong'a, (2005) which established that most schools in his study did not have special rooms for guidance and counseling which hindered proper implementation of career guidance and counseling in schools.

4.3 Discussion of Results

Discussions of the study results were made based on the objectives.

4.3.1 Qualifications of teacher counsellors providing guidance and counseling services

The first objective for this study sought to establish the qualifications of teacher counsellors providing guidance and counseling services.

This was achieved by asking the teacher counsellors to give their responses and ratings on; the skills they had to provide guidance and counseling services, adequacy of professional teacher counsellors and if they took refresher courses. The results are summarized in the subsequent tables and charts;

Table 4.3

Teacher counsellors have skills to provide guidance and counseling

	Frequency	Percentage
Disagree	2	10
Undecided	8	40
Agree	10	50
Total	20	100

From the findings, it was noted that 2 (10%) disagreed that teacher counsellors had skills to provide guidance and counseling, while 8 (40%) were undecided in their responses, while 10 (50%) agreed. This implies that 50% of the respondents believe that teacher counsellors have skills to provide guidance and counseling. This differs from the findings of Bitu, (2015) which established that most teacher/counsellors lack professional training on guidance and counseling and out of those who are not trained in guidance and

counseling, only a few have attended seminars on guidance and counseling, this hinders effective counseling in public mixed day secondary school. The findings agree with the findings of Kipkemoy (2009) who found out that 70% of teachers in her study were trained.

Teachers' response on availability of professional teacher counsellors was sought and the results are indicated in figure 4.2.

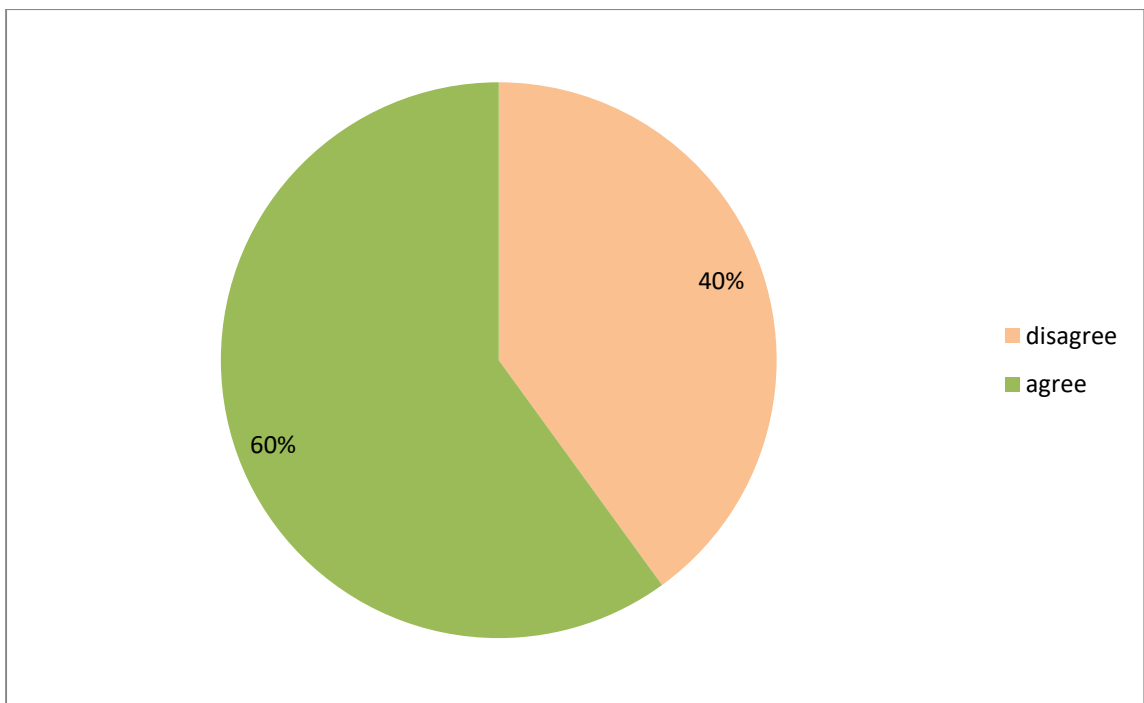


Figure 4.2 Teachers ratings on whether there is shortage of professional teacher counselors

Majority of the respondents 12 (60%) agreed that there was shortage of professional teacher counsellors contrary to 8 (40%) who did not agree. The findings are in agreement with the study of Nyamwange *et. al* (2012) which noted that most guidance and counseling teachers were not adequately trained on guidance and counseling.

Nyaga (2011) also noted that the greatest concern affecting guidance and counseling in secondary schools was inadequate knowledge due to lack of training among teacher counsellors. Despite in-service training attended by all teacher counsellors, professional training is desirable for effectiveness.

Table 4.4
Responses of teachers' ratings on school administrative support

	Frequency	Percentage
Disagree	12	60
Undecided	2	10
Agree	6	30
Total	20	100

The results on school administration being supportive revealed that majority 12 (60%) disagreed that the school administration is supportive while only 6 (30%) agreed that they get support from the administration and only 2 (10%) were undecided. Administrative support is very important for successful provision of guidance and counseling services. Wanjohi, (1990) noted that if the head teacher supports teacher counsellors there is a very good response from the students on the services offered.

Table 4.5
Teachers ratings on refresher courses for guidance and counseling

	Frequency	Percentage
Once in three months	2	10.0
Once in a year	18	90.0
Total	20	100.0

Majority of the respondents 18 (90%) indicated that they go for refresher courses for guidance and counseling only once a year compared to 2 (10%) who indicated that they attend refresher courses once in three months. This implies that majority of the teacher counsellors are not conversant with the current theories and trainings in guidance and counseling because they do not attend refresher courses.

The National Conference on Education and training recommended that programmes be instituted for professional training of teachers handling guidance and counseling services (Mutie and Ndambuki, 2004).

Table 4.5

Teacher ratings on students being aware of existence of guidance and counseling

	Frequency	Percentage
Agree	16	20
Disagree	4	20
Total	20	100.0

Majority of the respondents 16 (80%) agreed that students are aware of existence of guidance and counseling services in their schools while only 4 (20%) strongly disagreed. This implies that students are aware of the guidance and counseling services although many may shy away from using the services. Students tend to think that their problems will be known when they seek counseling services although they are always assured of maintenance of confidentiality.

4.3.2 Availability of materials for guidance and counseling

The second objective, aimed at establishing the availability of materials for guidance and counseling in their schools. The adequacy of guidance and counseling service resources in schools is essential.

These resources enhance the provision of guidance and counseling services in schools in order to assist students develop their academic, social and personal competencies. The findings are indicated in table 4.6 below;

Table 4.6

Teachers' ratings on availability of guidance and counseling resource materials

	Frequency	Percentage
Yes	2	10
No	18	80
Total	20	100

The findings revealed that majority 18 (90%) of the teacher counsellors indicated that they do not have guidance and counseling resource materials contrary to 2 (10%) who said they have. The findings are in agreement with the findings of Nyaga (2011) which established that teacher counsellors in her study reported that head teachers do not always provide all the material resources needed for effective implementation of guidance and counseling in secondary schools. The inadequate resources, coupled with other challenges facing teacher counsellors makes guidance and counseling not to achieve the purpose it is intended.

The findings also concur with the findings of a study by Cheruiyot & Orodho, (2015) done in Bureti which established that guidance and counseling resources were not available in secondary schools in the area and this affected the quality of the services given.

The researcher also sought to find out whether the guidance and counseling rooms were strategically located. The results were illustrated in figure 4.3.

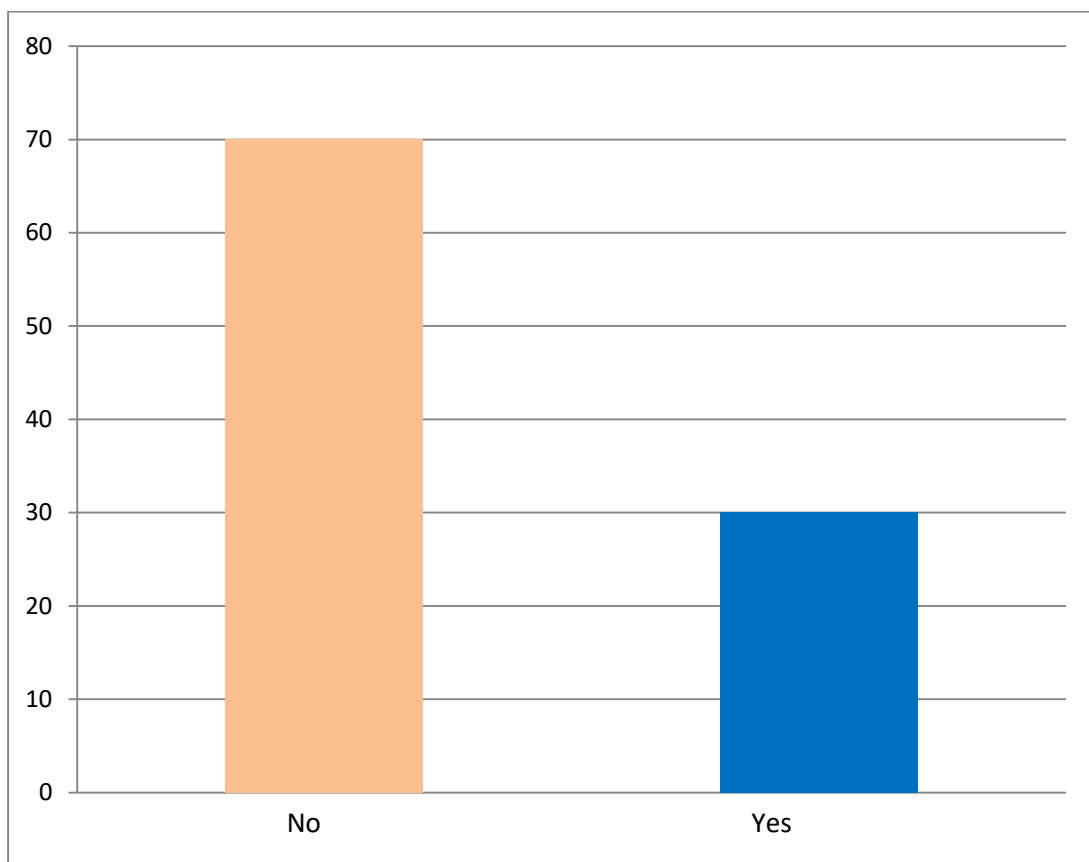


Figure 4.3: Teachers' ratings on guidance and counseling room located strategically

The results noted that 14 (70%) of the respondents did not agree that guidance and counseling rooms were located strategically, while only 6(30%) agreed. For counseling to be effective, the rooms should be strategically located and be private and away from

distractors. Guidance and counseling rooms Chaikin, Derlega, and Miller (1976) recommended counsellors should consider the physical environment of the counseling room. As noted by Phelps et.al (2008), elements important in a counseling environment include comfortable seats, carpet, subdued co-ordinated colours, natural lighting, artworks, plants, large windows and clear views of nature. This may contribute to the students seeking counseling to be comfortable and at ease and not seen by others while seeking the services.

The findings also concur with the researchers' observation which revealed that the rooms for guidance in majority of the schools were unavailable and in some situations they were done in staffrooms which discouraged students from seeking the services. For the schools with counseling rooms, they were located near the staffrooms hence no privacy.

4.3.3 Attitude of teachers towards guidance and counseling services

The study further sought to establish teachers attitudes towards guidance and counseling and this was achieved by asking them to give their ratings on; whether the guidance and counseling programmes provided in schools have contributed in development of good morals among students, have had positive effect in the way they socialize with their peers in school, have led to the reduction of school dropouts, have assisted schools to realize good relationships among students, peer influence discourage most students from seeking G&C services, on whether students seek for assistance from guidance and counseling teachers and students frequency visit guidance counseling department for assistance on social issues. The summary of findings are indicated in the subsequent tables;

Table 4.7**Teacher responses on guidance and counseling services**

Response	Agree		Undecided		Disagree		Total	
	F	%	F	%	F	%	F	%
Guidance and counseling programmes provided in schools have contributed in development of good morals among	16	80	-	-	4	20	20	100
The guidance and counseling programmes have led to the reduction of school dropouts	16	80	4	20	-	-	20	100
Learners with social and personal problems do express themselves freely to the teacher counsellor	8	40	-	-	12	60	20	100

The findings revealed that majority 16 (80%) of the respondents agreed that guidance and counseling services provided in schools have contributed in development of good morals among students. This implies that the availability of guidance and counseling services in school helps to improve the morals of students. Taneja (1999) blames schools and society as groomers of indiscipline in students. She laments that schools and society have failed to provide guidance to the youth and assure them of that sense of security, which the younger generations expect from the elderly. From Taneja's analysis, it is quite clear that most students from schools with guidance and counseling tend to have good morals than those without guidance and counseling.

Results on whether guidance and counseling programmes have led to the reduction of school dropouts indicated that majority 16 (80%) agreed while 4 (20%) were undecided. The findings suggest that guidance and counseling services contribute to school retention.

The findings on learners with social, personal problems expressing themselves freely to the teacher counsellor noted that 12 (60%) disagreed while only 8 (40%) agree. The need for guidance and counseling in secondary schools responds to career issues, material, health, educational and socio-ethical issues. It also improves discipline and moral behaviour of the students.

4.3.4 Perception of students on the role of guidance and counseling programmes

The study further sought to establish the students' perception on the role of guidance and counseling programmes in their schools. To achieve this, student respondents were asked to give their response to ascertain their perception on the role of guidance and counseling in school.

Table 4.8

Teachers' responses on perception of students on the role of guidance and counseling programmes

Response	Agree		Undecided		Disagree		Total	
	F	%	F	%	F	%	F	%
Students have negative attitude towards counseling	20	100	-	-	-	-	20	100
Most students with academic problems do admit that they have a problem and seek for assistance from guidance and counseling	-	-	-	-	20	100	20	100
Guidance and counseling programmes have positive effect in the way students socialize with your peers in school	20	100	-	-	-	-	20	100

From table 4.8 it is evident that majority 18 (90%) of the teachers agreed that students had negative attitudes towards counseling contrary to only 2 (10%) who disagreed. From the results it can be concluded that student's attitude may contribute to the low number of students seeking for guidance and counseling services.

The findings established that majority 155 (77.5%) of the respondents agreed that counseling had positive effect on students while 29 (14.5%) disagreed and 16 (8%) were undecided. Counseling helps in opening educational, vocational opportunities to students and to acquire the right values and attitudes that would make them productive and useful citizens (Bichangam, 2005).

The results on students' academic problems revealed that all 20 (100%) of the respondents disagreed that most students with academic problems do not seek assistance guidance and counseling teacher's.

This implies that students with academic problems are not comfortable to seek assistance from guidance and counseling. In most cases, the concerned teachers refer them. This may be attributed to the fact that students tend to fear their teachers.

All 20 (100%) respondents agreed that guidance and counseling programmes had positive effect in the way students socialized with peers. This may be attributed to the

Table 4.9**Students responses on their perception on the role of guidance and counseling programmes**

Response	Agree		Undecided		Disagree		Total	
	F	%	F	%	F	%	F	%
Counseling has a positive effect	155	87.5	16	8	29	14.5	200	100
G&C have contributed to good morals	146	73	20	10	34	17	200	100
Guidance and counseling improve personality of students	131	65.5	44	22	25	12.5	200	100
Guidance and counseling provided in school influence performance	110	55	60	30	32	16	200	100
Guidance and counseling programmes contributing to discipline	160	80	22	11	18	9	200	100
Guidance and counseling programme help them to solve their social problems	144	72	24	12	32	16	200	100
Guidance and Counseling programmes help them to improve academic performance	158	79	20	10	22	11	200	100
Guidance and counseling programmes have enabled students to identify their values	115	57.5	45	22.5	40	20	200	100
Guidance and counseling has led to reduction of school dropouts	148	74	30	15	22	11	200	100
most students frequently visit guidance counseling	117	58.5	43	21.5	40	20	200	100

The responses on guidance and improved personality of students revealed that 131 (65.5%) agreed while 25 (12.5%) disagreed and only 44 (22%) were undecided.

Secondary school life is often characterized as an age of confusion, conflict and uncertainties while on the other hand it is also characterized as an age of freedom, excitement and adventure. Today's student is most likely to face his or her development courageously, sort out the ideals and values that are valid and implement them with consistent responsible actions.

On whether guidance and counseling have contributed to good morals, majority 146 (73%) of the students agreed compared to 34 (17%) who disagreed and 20 (10%) who were undecided. The findings imply that the positive perception of students towards guidance and counseling may encourage them to seek for the services.

The findings revealed that 120 (54%) of the respondents agreed that guidance and counseling provided in school influenced performance contrary to 32 (16%) who disagreed while 60 (30%) were undecided on their responses. The findings concur with the findings of (Renuka *et. al.*, 2013). Which concluded that the constructive support, which was received from individual counseling, seemed to have a positive influence on the academic performance and the number of sessions correlated positively with the academic performance.

Majority of the respondents 160 (80%) agree that guidance and counseling in school contribute to good discipline while 18 (9%) disagree. It was however noted that 22 (11%) were undecided in their response. This implies that guidance and counseling if well embraced will yield to well-disciplined students. The findings are in agreement with the previous results of Simatwa, (2007) who indicated that lack of serious guidance programs in schools is the major cause of dismal academic performance and indiscipline cases in learning institutions.

Table 4.17 it was established that 144 (72%) of the students agree that guidance and counseling programme help them solve their social problems while only 32 (16%) disagreed. Twenty-four (12%) were undecided in their responses. The findings imply that if guidance and counseling is embraced in secondary schools, students will be guided through their social problems. The findings are in line with the previous study by Kirangari (2014) which revealed that strikes and fights in schools suggest that students had social, psychological and educational problems, which can effectively be alleviated by adequate provision of guidance and counseling services. She concluded that there was need for the students to be listened to, be understood well and then be guided out of their straining circumstances.

The findings established that 168 (84%) of the students agreed that guidance and counseling helped them improve on academic performance contrary to 22 (11%) who disagreed. This implies that students had positive perception towards guidance and counseling programmes in helping them improve their academic performances. When students improve in their discipline and maintain moral uprightness they end up in improving in their academic performance.

It was also noted that 115 (55.5%) of the respondents agreed that guidance and counseling programmes had enabled students to identify their values while a few 40 (20%) did not agree. Forty-five (22.5%) were undecided. The findings imply that when schools embrace guidance and counseling services, their students will be able to identify their values with the help of the teacher counsellors.

The response on whether guidance and counseling had led to reduction of school dropouts showed that majority 148 (74%), agreed while 22 (11%) disagreed.

This indicates that the students agree that guidance and counseling services has helped students to solve their social issues, improve in academic performances and has reduced drop out cases in schools.

The findings also established 117 (58.5%) of the students disagreed that most students frequently visited guidance and counseling while 40 (20%) agreed. Quite a number 43 (21.5%) were undecided on their responses.

The results suggest that although students understand the value of guidance of counseling they shy away in utilizing the service. This was in agreement with the findings of Kibui (2005) that, students had been reported to fail to seek counseling help from teacher counsellors. Unless all the measures were put in place guidance and counseling might not be effective in the management of students' discipline. Therefore schools should strive to establish strong and functioning programs capable of monitoring students and addressing all their needs and assure the students confidentiality so as to encourage them to seek the service.

The study also sought students' responses on whether guidance and counseling programmes had enabled them to make informed career choices. The results are indicated in figure 4.4

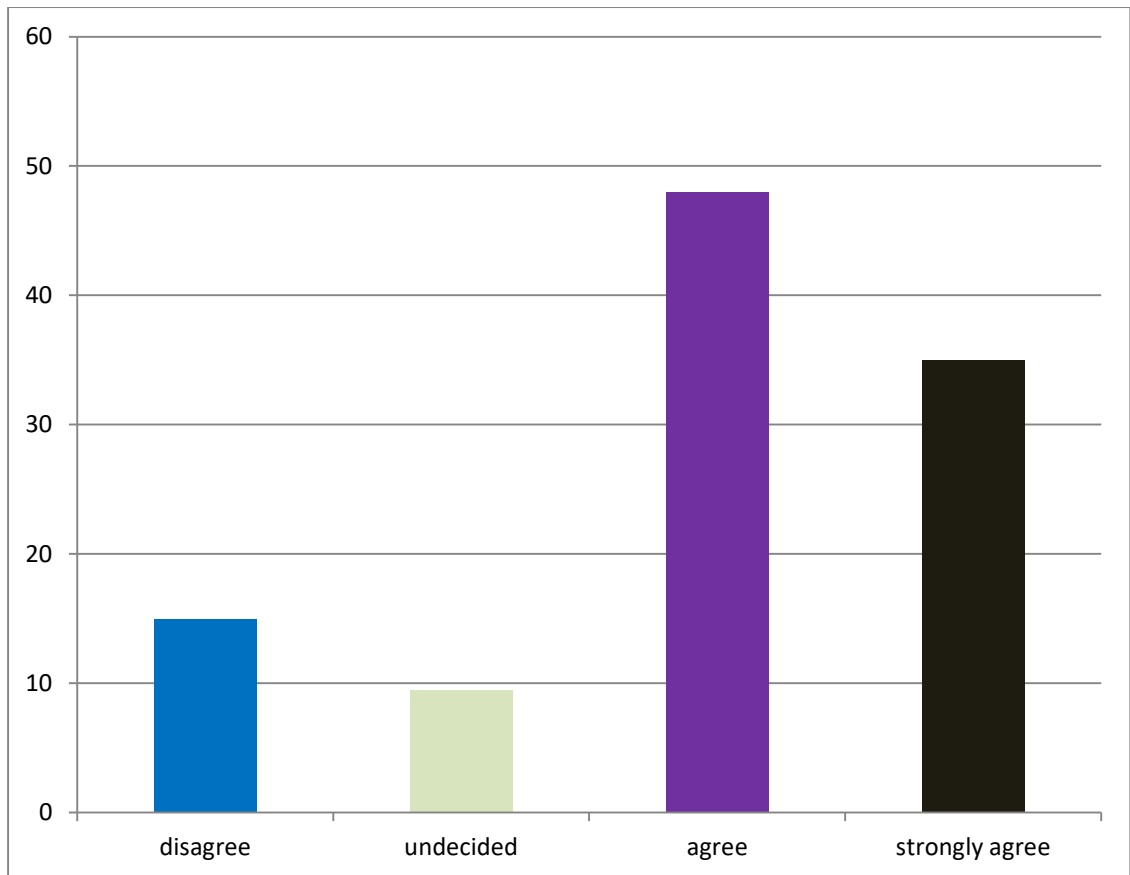


Figure 4.4: Guidance and counseling programmes has enabled students to make informed career

On whether guidance and counseling programmes had enabled students make informed career choices, majority 166, (83%) agreed contrary to only 15, (7.5%) who disagreed while 18, (9.5%) were undecided. This suggests that true discipline can only be realized when students are able to make the right choices. Hughes (2004) notes that the child of today, inside and outside school is confronted by an ever-increasing number of choices. As the choices confronting an individual increases, however, so likewise do the problems associated with this greater complexity. This implies that with guidance and counseling in schools, students are guided into making good choices, which positively shape their future life.

Students' responses on whether they felt free to seek for guidance and counseling services. The results are indicated in figure 4.5.

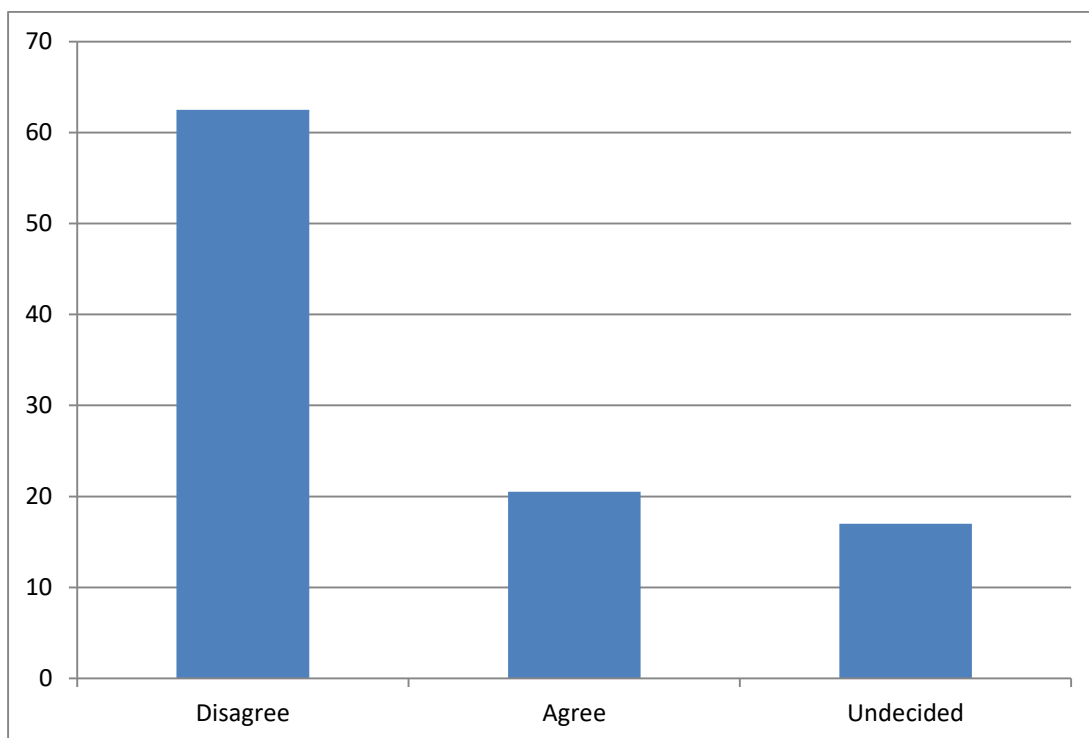


Figure 4.5: Students responses on most students feel free to seek for guidance and counseling services

The results revealed that 125 (62.5%) of the students disagreed that most students felt free to seek for guidance and counseling services while 41 (20.5%). Thirty-four (17%) were undecided.

The findings imply that majority of the students felt free to seek for counseling services. The findings agree with the findings of Momanyi, (2013) which concluded that most students seek for services that are related to academic work avoiding issues to do with social life and family. The findings in table 4.9 showed that majority of the students did not seek for guidance and counseling services frequently. It was not however not established what hindered them from seeking the service.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the summary of the findings were made based on the objectives of the study which were:- To investigate the qualifications of teacher counsellors providing guidance and counseling services in public secondary schools, to establish the availability of materials for guidance and counseling in public secondary, to investigate the attitude of teachers towards guidance and counseling services in public secondary schools and to determine the perception of students on the role of guidance and counseling programmes in public secondary schools in Kericho sub-county. Conclusions were further drawn from the results obtained and recommendations suggested for the future research.

5.1 Summary

The study sought to establish the determinants of effective guidance and counseling programmes in public secondary schools in Kericho sub county, Kericho County. The summary of the research findings were made in line with the research objectives.

5.1.1 Qualifications of teacher counsellors

The findings of the study established that only (20) 50% of the teachers have skills to offer guidance and counseling services. It was also established that, despite the vast teaching experience, (12) 60% teacher counsellors lack professional counseling training, while (18) 90% of the teachers indicated that they attend refresher courses only once a year. The findings further noted that (12) 60% of the teacher counsellors do not get enough support from the administration, which hindered the services offered.

5.1.2 Availability of materials for guidance and counseling

On guidance and counseling resources, the study findings revealed that (18) 90% of the schools do not have resources for guidance and counseling in their schools. It was also noted that majority indicated that the guiding and counseling room was not strategically located.

5.1.3 Attitude of teachers towards guidance and counseling services

On teachers' attitudes towards guidance and counseling services, the findings revealed that majority (16) 80% agreed that guidance and counseling services provided in schools have contributed in development of good morals among students. The study further established that (16) 80% of the respondents indicated that the services have led to reduction of schools dropouts. The findings on learners with social, personal problems expressing themselves freely to the teacher counsellor noted that all the respondents agree. The students also agree with the teachers responses on the role of guidance and counseling in reduction of school dropouts, improving behaviour and morals.

5.1.4 Perception of students on the role of guidance and counseling programmes

Majority of the teachers said students have negative attitudes towards guidance and counseling services. The students' responses contradicted the findings, since (155) 77.5% of the students indicated that guidance and counseling services have positive effect on them and (125) 62.5% indicated that they are free to seek guidance and counseling. The findings further established that (146) 73% of the students agreed that guidance and counseling have contributed to good morals, all the respondents agreed that most students with academic problems seek for assistance form guidance and counseling teacher's. The students also stated that guidance and counseling improve personality of students and have positive effect in the way students socialize with peers.

They also agreed that guidance and counseling contribute to positive performance and contribute to good discipline and that the programme had enabled them make informed career choices.

5.3 Conclusions

The researcher made the following conclusions based on the findings of the study:-

- (i) That most teacher counsellors lacked professional training on guidance and counseling and out of those who had trained in guidance and counseling, only a few attended refresher courses every term, this hindered effective counseling in public secondary schools in Kericho County.
- (ii) The study also concluded that secondary schools lacked enough facilities for guidance and counseling and the rooms for counseling were not in strategic location conducive for counseling.
- (iii) The study further concluded that although teachers had positive attitude towards guidance and services they lacked enough support from the administration. This also hindered the quality or effective service in guidance and counseling.
- (iv) The study finally concluded that the attitude of students towards guidance and counseling was not bad as the students were willing to seek for guidance and counseling services.

A large percentage of the students was aware of guidance and counseling services in their schools and reported that they had positive attitude towards the services. It was however noted that the students never sought for the services although they claimed they had positive attitude.

5.4 Recommendations

Based on the findings of the study, the following are recommended;

- (i) Government should train counsellors for schools. This should be independent counsellors who are not teachers so as to concentrate on offering the service to students.
- (ii) Schools should store enough facilities for guidance and counseling , G& C offices to be far from administration block
- (iii)The students should also be encouraged seek guidance and counseling services freely any time they had a pressing need regardless of the problem. They should also be assured of their confidentiality.
- (iv)Students should be educated on the importance of guidance and counseling to boost their attitude and seek for the services.

5.5 Suggestions for Further Research.

From the study findings the researcher suggests further research in the following areas,

- (i) Since the research study was only limited to secondary schools in Kericho Sub-County, there is need for the same study to be done in other schools in Kericho County to elicit a more accurate view on the determinants of effective guidance and counseling programmes in public secondary schools

- (ii) A study should also be carried out to investigate reasons why students do not seek guidance and counseling services yet they know the importance of the service.

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APPENDIX I: INTRODUCTORY TO THE SCHOOL PRINCIPAL

JANE CHEMUTAI RUTO,
KABIANGA UNIVERSITY ,
P.O. BOX
KERICHO.
THE PRINCIPAL

Dear Sir/Madam,

REF: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL.

I am Jane Chemutai Ruto pursuing a Master's degree in Educational Psychology at the University of Kabianga. As part of my course I am required to carry out research on the determinants of effective guidance and counseling programmes in public secondary schools. The purpose of this letter is to request you to allow me to collect the required information from teachers and student in your school. If allowed, I promise to abide by your rules. Attached are copies of my research abstract, questionnaires and a letter from the university.

Thank you.

Yours Faithfully,

JANE CHEMUTAI RUTO

APPENDIX II: QUESTIONNAIRE FOR TEACHER COUNSELLORS

Instructions

Please tick the most appropriate in the space(s) or fill the spaces provided for each question.

SECTION A: BACKGROUND INFORMATION

1. Gender

Male Female

2. Does your school have guidance and counseling room?

Yes No

3. Is guidance and counseling room strategically located in such a way that privacy of the client is guaranteed?

Yes No

4. Do you have guidance and counseling resource materials (textbooks, periodicals, journals?)

Yes No

5. How often do you have guidance and counseling experts visit the school per month to talk to the students?

.....

6. How many times have you had refresher courses in guidance and counseling in the last four years?

.....

7. What is your greatest challenge in providing guidance and counseling services in the school?

.....

8. Are there noticeable changes that guidance and counseling programme has had in the way students relate to their teachers?

.....

9. Are there noticeable changes in guidance and counseling programme has had in student-to-student relationship?

Yes No

If yes, specify

.....

SECTION B : FUNCTIONS OF G/C PROGRAMME

This section has statements regarding the operations/functions of the guidance and counseling programmes in your school. Rate the following statements in relation to the programme in the school as follows:

SA- if you strongly agree

A- If you agree

U- If you are undecided

D- If you disagree

SD- if you strongly disagree

Tick (✓) one choice that is appropriate for each statement.

Part A: Availability of Materials For Guidance and Counseling Services						
		SA	A	U	D	SD
1	Most students are aware of the existence of the guidance and counseling programmes in school.					
2	Most students are aware of the services offered by the counseling programmes in school.					
3	The school has sufficient guidance and counseling reference materials					
4	Teacher counsellors have less workload compared to other teachers.					
5	Teacher counsellors have plenty of time to provide G&C services to students					
6	Teacher counsellors have skills to provide G&C.					
	School administration is supportive to guidance and counseling programmes offered in school					

Part B: Attitude of Teachers and Students Towards Guidance and Counseling Services

		SA	A	U	D	SD
1	The guidance and counseling programmes in school have contributed in development of positive self-esteem among students					
2	The guidance and counseling programmes have had positive impact in the way students socialize with their peers in school					
3	The guidance and counseling programmes have led to the reduction of dropouts in students					
4	The guidance and counseling programmes have assisted this school to realize good relationship among students.					
5	Most students with academic problems consult teacher counsellor for assistance					
6	Students with social, personal problem do express themselves freely to the teacher counsellor					

Part C: Perception of Teachers on The Role of Guidance and counseling Programmes On Personal-Social, Academic Achievement, Career Choice and Vocational Benefits

		SA	A	U	D	SD
1	Guidance and counseling programmes provided in school influence personality of the students positively					
2	Guidance and counseling programmes provided in school influence students ' academic performance					
3	The guidance and counseling programmes have contributed a great deal in general improvement of discipline among students					
4	The guidance and counseling programmes have enabled you to assist students to make informed career choices					
5	The guidance and counseling programmes have enabled student to improve their academic performance					
6	Most students are well informed of the world of work and the subjects they need to do well in to be able to pursue them					
7	Students are ready to confront poor performance with teacher counsellors					
8	Students have a negative attitude towards guidance and counseling					

APPENDIX III: FORM THREE STUDENTS QUESTIONNAIRES

I am Jane Chemutai Ruto pursuing a master's degree in Educational Psychology at University of Kabianga. As part of my course, I am required to carry out a research on the determinants of effective guidance and counseling services in public secondary schools. The questionnaire has been developed to obtain information regarding the determinants of effective guidance and counseling programmes in secondary schools in Kericho sub-county, Kericho County, Kenya. The purpose is purely academic research. The information provided will be treated with utmost confidence. Please provide the most appropriate response to the questions.

Instructions

Please tick the most appropriate in the space(s) or fill the spaces provided for each question.

SECTION A: BACKGROUND INFORMATION

1. Gender

Male Female

2. Does your school have guidance and counseling room?

Yes No

3. Is guidance and counseling room strategically located in such a way that your privacy is guaranteed?

Yes No

4. Do you have sufficient guidance and counseling resource materials in your school e.g. textbooks, periodicals, journals?

Yes No

5. How many times do you have guidance and counseling experts visit your school per term? E.g., once, twice etc.

.....

8. Are there noticeable changes that guidance and counseling programme has had in the way students relate to their teachers?

.....

9. Are there noticeable changes in guidance and counseling programme has had in student-to-student relationship?

Yes No

If yes, specify

.....

SECTION B : FUNCTIONS OF G/C

This section has statements regarding the operations/functions of the guidance and counseling programmes in your school. Rate the following statements in relation to the programme in the school as follows:

SA- if you strongly agree

A- If you agree

U- If you are undecided

D- If you disagree

SD- if you strongly disagree

Tick (✓) one choice that is appropriate for each statement.

Part A: Availability of Materials For Guidance and Counseling Services						
		SA	A	U	D	SD
1	Most students are aware of the existence of the guidance and counseling programmes in school.					
2	Most students are aware of the services offered by the counseling programmes in school.					
3	The guidance and counseling department is well equipped with guidance and counseling materials					
4	Guidance and counseling materials are sufficient					
5	School administration is supportive to guidance and counseling programmes in schools					
	There is a serious shortage of professional teacher counsellors in school.					

Part B: Attitude of Students Towards Guidance and Counseling Services						
		SA	A	U	D	SD
1	The guidance and counseling programmes provided in schools have contributed in development of good morals among students					
2	The guidance and counseling programmes have had positive effect in the way you socialize with your peers in school					
3	The guidance and counseling programmes have led to the reduction of school dropouts					
4	The guidance and counseling programmes have assisted schools to realize good relationships among students.					
5	Peer influence discourage most students from seeking G&C services					
6	Most students believe that whatever issue they discuss with the G&C teacher will be kept confidential					
7	Most students with academic problems do admit that they have a problem and seek for assistance from guidance and counseling teachers					
8	Learners with social, personal problems do express themselves freely to the teacher counsellor					
9	Most students frequently visit guidance counseling department for assistance on social issues					

Part C: Perception of Students on The Role of Guidance Programmes On Personal-Social, Academic Achievement, Career Choice and Vocational Benefits						
		SA	A	U	D	SD
1	Guidance and counseling programmes provided in school improve personality of the students					
2	Guidance and counseling programmes provided in school influence students' performance positively					
3	The guidance and counseling programmes have contributed a great deal in general improvement of discipline among students					
4	The guidance and counseling programmes have enabled you to make informed career choice					
5	The counseling programme help students to solve social problems					
6	The guidance and counseling programmes have enabled student to improve their academic performance					
7	Most students feel free to seek for guidance and counseling services.					
8	Guidance and counseling programmes have enabled students to identify their values					
9	Students frequently visit guidance and counseling department whenever they have personal challenges					

APPENDIX IV: OBSERVATION CHECKLIST

Facilities

	Very Good	Good	Fair	Not Good	Very poor
State of rooms for Guidance and Counseling					
Suitability of Guidance and Counseling room location					

Teaching and Learning Resources

	Readily available	Available but few	Not available at all
Availability of Guidance and Counseling resources materials			

Relevance of learning resources in classroom

	Relevant	Not relevant
Relevance of the learning material		

APPENDIX V: RESEARCH PERMIT

CONDITIONS

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



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A **12814**

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

**MS. JANE CHEMUTAI RUTO
of UNIVERSITY OF KABIANGA,
2220-20200 KERICHO, has been
permitted to conduct research in
Kericho County**

**on the topic: CHALLENGES FACING
GUIDANCE AND COUNSELLING
PROGRAMMES IN PUBLIC SECONDARY
SCHOOLS IN KERICHO SUB-COUNTY,
KENYA**

**for the period ending:
11th February, 2018**

Permit No. : **NACOSTI/P/17/50346/15452**

Date Of Issue : **14th February, 2017**

Fee Received : **Ksh 1000**



Jane Chemutai Ruto

**Applicant's
Signature**

Sammuti B. R.
**Director General
National Commission for Science,
Technology & Innovation**



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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

Ref No.

NACOSTI/P/17/50346/15452

Date:

13th February, 2017

Jane Chemutai Ruto
University of Kabianga
P.O. Box 2030-20200
KERICHO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Challenges facing guidance and counselling programmes in public secondary schools in Kericho Sub-County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Kericho County** for the period ending **11th February, 2018.**

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

The County Director of Education
Kericho County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX VI: MAP OF KERICHO

