

ASSESSMENT OF SERVICE DELIVERY IN GUIDANCE AND COUNSELLING UNITS IN SELECTED SECONDARY SCHOOLS IN ELDORET MUNICIPALITY, KENYA

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Abstract

This paper assess the type of services delivered by the existing Guidance and Counselling units in secondary schools in Kenya based on a survey conducted in Eldoret Municipality in Uasin Gishu County, Kenya. The study adopted an ex-post facto research design the target population being all secondary schools in the Municipality where a sample was obtained by both random and stratified sampling techniques. A total of 204 secondary school students (103 girls and 101 boys), from nine secondary schools, 41 teachers (14 male and 27 female) and the officer in Charge of Guidance and Counselling in the District constituted the sample. All categories of schools were considered, that is, boarding and day; single sex and co-educational; public and private. The research instruments for the study involved the use of structured questionnaires (open- and closed-ended). The data were subjected to descriptive and inferential statistical techniques for analysis and interpretation. The findings were described in the form of frequencies, percentages, means, variances and standard deviations. Chi-Square was used to test the hypotheses, where results were accepted as significant at $P \sim 0.05$. From the results, the services delivered within these units were varied. Physical and human resources were also not well distributed in all schools. The type of school did not have an influence on services delivered. Both private and public were not aware of the MOEST guidelines on the provision of Guidance and Counseling services. Each school had its own guidelines on service delivery, though they were almost similar. It is thus recommended that more teachers should also be trained in Guidance and Counselling and more than one posted per school. In addition, teachers in charge of Guidance and Counselling should be relieved of their teaching duties or their teaching loads reduced so that they devote more time to the service.

Keywords: Service Delivery, Guidance, Counselling Units, Secondary Schools, Eldoret Municipality, Kenya

1. Introduction

The need for Guidance and Counselling in Kenya has been made more urgent by the greatly expanded and diversified educational facilities and opportunities at the country's secondary schools level (Gichunge, 1996). At the same time, the majority of students in Kenyan secondary schools are in the transition period from puberty to adolescence. This period is characterized by physical and social changes as well as mental and psychological developments. Physically, the transition is marked by the changes in the body as a whole, but specifically, changes are manifested in the voice, sex organs, height and weight. Socially, they become attached to one member of the opposite sex, although at times they become gregarious when the group faces a common foe or have a common problem (ibid.). They are also emotional and almost respond in the same way to similar situations. In addition, they tend to develop adventurous spirit to do the forbidden, like defy authority, challenge authority, smoke cigarettes, drink alcohol and engage in sex.

According to Gichunge (1996), the students' individualistic ideals, interests and emotions need recognition and encouragement. Normally, they are faced with the desire for education and career development. What hinders them from achieving these desires is the influence of a money economy, a pluralistic society, growing materialism and the adoption of western technology. As a result of these influences, they are constantly searching for identity, stability and direction in a changing and uncertain world. Their main concern is to find a coherent and consistent identity so as to function well in the world. There is therefore need to provide them with Guidance and Counselling services to help them make the right choices at every transitional stage.

The Kenyan society has also been experiencing rapid political, social and economic changes. As a result, parents, families and the community are losing their responsibilities, such as preparing the adolescent for adult life. The schools, on the other hand, with a loaded curriculum and the anxiety of excelling in national exams, goes on to put more pressure on the adolescent who is already overloaded with social problems. Therefore, Guidance and Counselling services need to be developed as rapidly and as carefully as the changes occur and as resources permit. The study sought to establish the nature of services that the Guidance and Counselling units

were delivering to students to empower them to make the right choices at the various transitional stages that they undergo.

As Durojaiye (1972) rightly puts it:

... Through a purposeful guidance, the pupil's attempts at learning are channelled into wider knowledge and nurtured into correct reactions in different situations. His moral training, social development: emotional reactions and intellectual growth are given correct orientation (p. 33).

Guidance and Counselling assists students to resolve and cope with conflicts arising from or are bound to arise in a changing society. Students need to be helped to understand themselves in respect to their abilities and interests and with these, the selection of future careers or occupations and/or generally the making of appropriate decisions. Indeed, according to Pecku (1991), Guidance is an important part of a child's development and education. It is only by making a survey that an insight into the existence, nature and service delivery of Guidance and Counselling units can be made known and any flaws detected.

Moser and Moser (1963), on the other hand, observe that students have personal problems for which they need help. Every student needs help in formulating a workable philosophy of life and in developing goals outside the spheres of vacation and education.

Personal growth and development is an important consideration at the secondary school level, counsellors can do much to aid the students in developing their personality and building attitudes conducive to a full and happy life (ibid. p. 37).

Adesina (1990) seems to agree with this statement saying that:

Guidance is that education function that has a direct synthesizing influence on the life of the student. ... Basically, its purpose involves assisting the individual (learner) develop his potential and aid him in becoming more and more self-directive (p. 14).

Similarly, Kipnusu (2002) states that the need for Guidance and Counselling in schools and the role of Guidance and Counselling teachers in it increases every year with increasing enrolments of children in schools.

In Kenyan secondary schools today, the major complaint is on indiscipline, which has been found to manifest in different forms. These forms range from strikes, burning and destroying the school properties, rape, sex, drug abuse, and many more (p. 4). According to Ohlsen (1979), adolescents are idealistic, self-critical, and very reactive against adult hypocrisy. They become very critical of adult's failure to attack problems that they face in their homes, schools, churches and in the nation as a whole. Guidance and Counselling services given to them should therefore enable them to voice their problems and also seek amicable solutions.

An effective Guidance and Counselling programme is essential for a good school (Mutie & Ndambuki, 2003). If there is to be any impact on the growth and development of the child and the quality of educational programme, the Guidance and Counselling programme must be an organized service. Pecku (1991, p. 82) points out five aims of an effective Guidance and Counselling services in a secondary school. These are to assist the learner to: Achieve self understanding; Learn to deal with complicated interpersonal relations; Attain appropriate academic achievement; Alleviate special personal or emotional problems, and make appropriate educational and vocational decisions.

It is worth noting here that depending on the context of a school, a particular society, there could be more and sometimes different services delivered to the students within the Guidance and Counselling units. However, for the Kenyan context, the objectives of Guidance and Counselling are given in line with the broad goals of education and these should guide the nature of guidance and counselling in secondary schools. The efficiency of counselling services, therefore, depends on the balance among, corrective, preventive and developmental functions. The study applied a combination of approaches in evaluating the services offered by the Guidance and counselling units in selected secondary schools based on the objectives set by the MOEST.

Many studies have been done to find out the nature of services needed by students and offered within the Guidance and Counselling units. Karen, Shirley, Allen, Paul and Connie (1999) did a study in Southern California on the Guidance and Counselling services among 203 high school students and found that amongst the services secondary school students needed was financial management. The study further established that high school students spent \$141 billion annually. Most of that spending was related to self-gratification of immediate wants. The questionnaire was developed to ask the teens what they knew and wanted to know about

financial management. From the study findings, it was evident that early financial management education is crucial and should therefore be included in school Guidance and Counselling services. The study deduced that individuals who learn financial matters at an early age tend to do better financially than those who do not have financial education. Financial education also enabled high school students set goals and develop savings and spending plans for reaching their goals.

Another study by Lukanow, Brandrup, Mansour and Hawkins (1991) also on the Guidance and Counselling services needed by secondary school students found that students need more knowledge on pregnancy and sexual behaviour. As part of their recommendation, they say that education and information about health risks related to sexuality, such as preventing unwanted pregnancies, sexually transmitted diseases including HIV/AIDS and even sexual dysfunction should be provided to secondary school going students (p. 66). According to them, information to help individuals as they develop their sexual identities and provide them with the means to make Informed choices in the field of sexuality are some of the areas that Guidance and Counselling units should address.

In a related study, Smith, Jones and Hall (1980), in New Jersey, found that among others, information on contraceptives, adolescent pregnancy and its lasting effects on the adolescent parents should be some of the services provided by the Guidance and Counselling units in secondary schools. Their study found that the consequences of adolescent pregnancy were long lasting for the mother. The study involved 309 respondents. It was found that 60% of the adolescent mothers did not finish high school; yet, graduating from high school was critical for post secondary education or getting a good job. On the other hand, fathers of children born to adolescent mothers bore relatively few consequences of adolescent pregnancy. Seventy per cent of adolescent males who became fathers completed high schools. This study therefore found that apart from ensuring that the students are aware of consequences of engaging in sexual activities while in school, the Guidance and Counselling services should be structured such that students who fall out of school due to pregnancy are followed and helped to live a meaningful life.

Doswell (1993) has explored the effect of attitudes of teachers on service delivery programmes within Guidance and Counselling units. Doswell (1993) reports that the teacher's race, social background and religion have some influence on their attitude towards the students to whom they were to administer Guidance and Counselling services. He observes that the age of the teacher and the presence of young unmarried children in a teacher's home are predictive of attitudes towards secondary school students who, for example, became pregnant. The study found that teachers who encourage teen-age parents to remain in school are an extremely valuable part of the support system for pregnant and parenting adolescents.

According to Bagley and Ramsey (1986), Finkel, (1984), Herman and Hirschman (1981), secondary school students ought to be given life skills on how to cope with poverty and sexual abuse. This should therefore form part of the services provided by the Guidance and Counselling units. Because of poverty and the HIV/AIDS scourge, many youths today are finding themselves living with caregivers other than their parents. These scholars advocate that children who live without their biological parents at some time during childhood have increased vulnerability to sexual abuse. Sims and Stamper (1992) add that that a large percentage of boys and girls experience sexual abuse by the time they reach middle and high school. The same views are held by Lindberg and Distad (1985) who argue that family relationships, interpersonal relationships, sexual behaviour and personal safety are common subjects that teachers in Guidance and Counselling department should discuss with students in a non-threatening environment.

1.1 The Role of the Teacher Counsellor in Service Delivery

According to Okoth (2002), the school counsellor's role concept is essentially an extension of his counselling view, which in turn is dependent upon his behavioural concept of man or his personality theory. Underlying these influences of the role concept is the counsellor as a person, his existential totality, his lifestyle, his experiential pattern, and his inner motivational force. Counselling differs from other occupations in that its main tools are people. Counsellors and clients bring many characteristics into session and experience many thoughts and feelings during it.

Counsellors are first of all people, and secondly, they are counsellors. They have their own weaknesses, strengths, fears, anxieties, doubts and uncertainties. All these can hinder or facilitate their work with clients. Counsellors must, therefore, cautiously engage themselves in self-exploration, to be aware of themselves; how others affect them and the effect they have on others. To perform their role effectively, they must allow themselves to be guided by the set objectives of Guidance and Counselling.

Rao (2003) describes the role of the counsellor as that of a staff consultant and agent at institutional change. The counsellor should be increasingly involved with consulting academic staff and teaching them skills ancillary to counselling. He should attempt to: enhance teacher's sensitivity to student problems of personal growth, demonstrate the application of psychological principles of learning to human problem solving and improve the effectiveness of the academic faculty in institutions of learning.

Makinde (1984) specifies three important roles of school counsellors. First and foremost it should be able to help persons who are presently experiencing difficulty. This is the remedial or rehabilitative role. Secondly, counsellors should be able to anticipate, circumvent and if possible forestall difficulties, which may arise in the future. This is a preventive role. Thirdly, it should be able to help individuals plan, obtain and derive maximum benefit from educational, social, vocational, avocational and other kinds of experience which will enable those individuals to discover and develop their potential. This is the educative and developmental role.

Pecku (1991) identifies five roles of an effective Guidance and Counselling teacher. These he gives as: counselling, consultation, coordination, evaluation and in-service of teachers. Hollis and Hollis (1965) on the other hand give the responsibility of Guidance and Counselling teacher as falling in the areas of: planning and development of the guidance program, counselling, pupil appraisal, educational and occupational planning, referral work, placement, parent help, staff consulting, conducting local research and doing public relations work. By making a survey into the nature and service delivery of Guidance and Counselling units in the selected secondary schools, this study was able to establish the roles of teachers assigned to these units.

1.2 Importance of Effective Service Delivery in Guidance and Counselling Units

Several evaluation studies have been done to find out the effectiveness of Guidance and counselling programmes. Kranzler *et al.* (1966) evaluated the effects of counselling on fourth-grade students in the USA. He believed that the close personal relationship provided to students assigned to counselling would result in a significantly greater gain in sociometric status. The evaluation studies found that the difference between the counselled and the control groups were significant. Through this evaluation it was evident that Guidance and Counselling was effective. This study is similar to Kanzler's in that it is also focused on one grade of learners randomly selected, that is, form four students. However, it differs from that of Kanzler's in the level of learners studied and in that it did not look at the effects of counselling on the student but the nature of services offered by Guidance and Counselling units.

Rothney (1958) makes a series of studies to evaluate the value of counselling. The experimental group received extensive Guidance and Counselling, and it was found that it had better academic records, made more realistic vocational choices, were less dissatisfied with their high school experience, made more progress in their employment, participated in self-improvement activities, had a more favourable attitude towards counselling and were more satisfied with their lives compared to subjects who did not receive any counselling assistance. However, it will be inferred from the services delivered through the units in schools.

Williamson and Bordin (1940) attempted to make an inquiry into the effectiveness of counselling services provided at the Student Counselling Bureau, University of Minnesota. The findings were that: the counselled students were rated significantly higher on the adjustment scale, the counselled students earned significantly better grades than the non-counselled students. Twenty-five years later Campbell (1965) compared the same two groups, that is, those who had been counselled and those who had not. The differences between the two groups were slight but the counselled group reported higher incomes and made greater contribution to society.

Morris (1966) and Lieberman (1996) did an inquiry in USA into the effect of programmes given in classroom guidance, they found that comprehensive curriculum about career, academic and social/personal development could positively impact student knowledge in each of those domains. That social skills could increase the social attractiveness of gifted and special needs student and that multicultural conflict resolution education could provide students with more positive perspectives on conflict, and can build related skills. The study also found that classroom curriculum about stress reduction techniques could improve student self concept, sense of locus of control and appropriate coping strategies and that classroom guidance focusing on academic achievement could influence students' behaviour and attitudes towards school, impact students school attitudes, and improve knowledge about succeeding in school. Lastly, the study found out that classroom curriculum designed to educate students about goal setting, problem solving, career exploration, school resources significantly improved student behaviour, attitude and knowledge in the areas. This present study seeks to find if the services delivered by the Guidance and Counselling units in schools are in line with the Guidance and Counselling goals of

MOEST.

1.3 Limitations of the Study

The focus of the study was on the existence of Guidance and Counselling units in selected secondary schools in Eldoret Municipality. The findings and generalizations of the study apply only to the population of secondary school pupils from which the sample of study was drawn. It is only if a similar study the same methods is conducted that generalizations may be applicable to similar populations in other municipalities. Lack of a uniform curriculum to be followed in the provisions of school Guidance and Counselling services made it difficult to evaluate these services effectively. Data collection in most schools proved challenging, as there were so many activities competing for the little time. In day schools, the situation was even more challenging as the most learners did not reside near their schools.

2. Materials and Methods

The study was conducted in Eldoret Municipality, Uasin Gishu County in the Rift Valley Province of Kenya. The main focus was on secondary schools within the Municipality, which is the administrative centre for the County. The Municipality was selected because it has a number of established public and private secondary schools. Eldoret Municipality, according to the District Education Office has an estimated population of 200,000 while its catchment area has a population of over one million. There are a number of secondary schools within the Eldoret Municipality.

The secondary school population of students stood at 6238 (3213 boys and 3025 girls) against 450 teachers by the end of 2004. Secondary schools within the Municipality do well in the Kenya Certificate of Secondary Education (KCSE) done at the end of secondary school. In 2004, for example, Chebisaas Secondary School was 5th nationally in the District Schools' category, Moi Girls' was 4th in the National Schools' category while Mother of Apostles Seminary was 7th in the Private Schools' category. The schools also do well in extra-curricular activities (drama, athletics and game balls). The researcher was therefore curious to find out the existence, nature and service delivery of Guidance and Counselling units in these schools.

This was an *ex-post facto* design based on a combination of qualitative and quantitative research. The qualitative aspect helped to give total description Guidance and Counselling units in secondary schools. On the other hand, the quantitative aspect helped to quantify the variables that were measured. The primary source of data was a series of field surveys undertaken between February and April 2005. The dependent variable was type or school while the independent variables were existence, nature and service delivery of Guidance and Counselling units.

Sampling targeted Form Four students from secondary schools and all teachers in Eldoret Municipality. A list from the Municipal Education Office was used to identify all the registered secondary schools. They were found to be twenty (20) in number: 9 were public and 11 private. Out of these, 14 were co-educational, 6 single sex (of which 4 were girls' only and 2 boys' only), 6 boarding and 13 day, while only one school catered for both boarders and day scholars. Stratified random sampling to categorize schools into public and private and also into boarding, day, single sex and co-educational schools was done. Schools from different strata were then listed and random selection done to choose the schools and the respondents. A total of five public schools and 4 private schools were sampled. Out of these, 5 were day schools and 4 boarding schools, 4 were single sex (2 girls' only and 2 boys' only) while the other five were co-educational.

From a total population of 20 schools, a representative sample of 9 schools was selected. Thirty per cent of form four students in each sampled school were selected to participate in the study. An officer from the DEO's office and five teachers including the head teacher, the teacher in charge of Guidance and counselling and three other class teachers were randomly selected to constitute the sample. The main instrument of study was a questionnaire. The study took care of the bias that can be encountered by using one tool by making use of observation on whether the actual Guidance and Counselling rooms existed and their organization. Three types of questionnaires were used; one for the students, another for the teachers and a third one for the DEO.

To determine the existence, the students were required to state whether there were Guidance and Counselling units in their schools, and whether or not they had used the services provided for the time they were in the school. 'Yes' meant that these services existed and they had made use of them while 'no' meant that the services were not available and they had not made use of them. On The findings were tabulated in contingency tables. The information was quantified using frequencies and analysed.

The significance was tested by computing Chi-Square values for each independent variable which were; existence, nature and service delivery. Statistical Package for Social Sciences (SPSS v.II.5) was used for analysis of data for reliability index and Chi-Square.

3. Results

The assessed the level service delivery in Guidance and Counselling units. It looked at planning for Guidance and Counselling services, objectives and guidelines that direct the service delivery and the actual services provided in line with the said objectives and guidelines. The Means, Standard Error (\pm SE) and Standard deviations (\pm SD) for service delivery were calculated for both students and teachers as a measure of the extent to which the objectives of MOEST were being achieved by the Guidance and Counselling units in the schools.

3.1 Planning for Guidance and Counselling Services

Planning for Guidance and Counselling was mainly done at the beginning of each term as attested by 73.2% (N=41) of the teachers (Table 1).

Table 1: Personnel Involved in the Planning of Guidance and Counselling Services

Personnel involved in the planning of Guidance and Counselling services	Number of personnel	Percentage
Teachers in the Guidance and Counselling department	33	80.5%
All teachers	6	14.6%
Administration staff only	5	12.2%
All teachers and few students	1	2.4%
All teachers and all students	0	0

3.2 Guidelines Used in Service Delivery for Guidance and Counselling Units

The study sought to find out which guidelines were being used by the Guidance and Counselling staff in the provision of Guidance and Counselling services in the schools. Forty one teachers were therefore asked if there were guidelines used for Guidance and Counselling in their schools. They gave their responses as follows; 43.9% said that there were guidelines used, 29.3% said no guidelines were used while 26.8% said that they did not know whether there were guidelines or not.

The teachers were further asked to state the source of the guidelines used in Guidance and Counselling. From the response obtained, 80.5% said the teachers within the Guidance and Counselling department provided these guidelines; 12.2% said they were provided by MOEST, while 2.4% said the source of the guidelines was the board of governors.

Association between the source of Guidance and Counselling guidelines between public and private schools was not significant (X^2 cal = 1.396, df = 1, X^2 = 3.84, P = 0.121). Thus the type of school did not influence the source of guidelines used in the provision of Guidance and Counselling services. For both categories of schools, Guidance and Counselling guidelines used emanated from the members of the Guidance and Counselling staff. However, though many teachers did not know the source of the guidelines, the Guidance and Counselling units performed the functions recommended by the MOEST, that is, they provided educational and vocational Guidance as well as Guidance and Counselling on matters of personal and social concern.

The study considered the extent to which the objectives of MOEST were being met as a measure of the effectiveness of the Guidance and Counselling units. This was considered by computing the means (\bar{M}) of students' and teachers' responses upon which percentage mean score (Z) was computed. The responses were divided into five categories: those that had to do with record keeping; Guidance and Counselling on educational matters; on vocational matters; on issues of personal and social concern; and those that had to do with evaluation of Guidance and Counselling services. The means, the \pm SE and \pm SD were used to describe responses from the teachers and students.

In all the five categories, there were areas in which both the students and teachers agreed, by the nature of responses they made. On record keeping, the responses from the teachers and the students differed significantly

($P < 0.05$). When asked whether the Guidance and Counselling units collected personal background information of each student enrolled in the school, the students felt that this was a rare practice ($Z=60.0\%$, $N=194$) while the teachers felt that they did this sometimes ($Z=80.0\%$, $N=41$). Ten students did not respond to this item. This was an indication that the Guidance and Counselling units in schools rarely kept background information on students. Though the teachers said they did this sometimes, it was still clear that this was not always done.

The students and teachers were also asked whether the Guidance and Counselling units used background information while providing services. Results obtained indicated that whereas students felt that this was rarely done ($Z=60.0\%$, $N=194$), teachers felt that this was sometimes done ($Z=80.0\%$, $N=41$). The study confirmed that the background information on students was not being kept; therefore the Guidance and Counselling units could not use what they did not have.

Table 2: Record Keeping within Guidance and Counselling Units

- Service	N	(M)		Means		SE		SD	
		ST	TR	ST	TR	ST	TR	ST	TR
collects background information	194	41	3.0	4.09	.095	.17	1.325	1.090	
keep detailed up to date records	194	41	3.0	3.70	.118	.20	1.648	1.309	
			57	3		4			
- Use personal background information to guide and counsel students	194	41	2.9	4.22	.101	.16	1.410	1.084	
			8	0		9			

Key:

ST - Students

TR - Teachers

The study also looked at the responses of students and teachers in both questionnaires on matters to do with educational Guidance and Counselling (Table 3). From the table there were areas where both agreed, and where the two disagreed. The agreements were on two issues; that the Guidance and Counselling staff understood subjects and education courses offered in all institutions ($Z=80.0\%$), and that the Guidance and Counselling units assisted learners in making appropriate changes and decisions ($Z=80.0\%$).

The discrepancies occurred where students said that the practice of disseminating vital information to them by the Guidance and Counselling staff was rare ($Z=60.0\%$) while the teachers said that they sometimes did this ($Z=80.0\%$).

Another discrepancy was seen in the response on whether the Guidance and Counselling units disseminated changes as they took place in the society. Students said that teachers rarely did this ($Z=60.0\%$) while teachers said that they did this sometimes ($Z=80.0\%$).

The third disagreement was in whether the Guidance and Counselling units planned appropriate orientation services for new student to enable them settle socially and psychologically. Whereas students felt that this was a rare happening ($Z=60.0\%$) the teachers felt that they did, it sometimes ($Z=80.0\%$).

Table 3: Educational Guidance and Counselling

Educational Guidance and Counselling	N	Means		SE		SD		
		ST	TR	ST	TR	ST	TR	
Collects and disseminates vital information	194	41	3.046	3.537	.097	.20	1.3	1.325
Disseminates to students changes taking place in society	194	41	3.263	3.805	.097	.20	1.3	1.327
Assist learners make appropriate changes and decisions	194	41	4.108	4.390	.079	.16	1.0	1.070
Clearly understand subjects and education courses offered in all institutions	194	41	3.758	4.000	.105	.21	1.4	1.396
Plan appropriate orientation services for new students to enable them settle socially and psychologically	194	41	3.39	3.9	.1	.18	1.40	1.182

Key:

ST - Students
 TR - Teachers

The study also sought to find out whether Guidance and Counselling included issues to do with careers and career choice. There were agreements in all the responses that were made by both groups. When asked whether the units used learners' abilities, aptitudes, ambitions and limitations to help them make choices on careers and/or occupation both groups said that this happened sometimes (Z=80.0%). The study also found out that both teachers and students felt that the units rarely coordinated all activities of other teachers to avoid duplication (Z=60.0%). According to the study, the Guidance and Counselling units sometimes invited resource persons to speak to the learners on relevant and topical issues in learners' lives (Z=80.0%).

To establish to what extent the Guidance and Counselling units in secondary schools provided services that were of social and personal concern, responses of the teachers and students were considered (Table 4). There was agreement by both groups in all but one area. When asked whether the Guidance and Counselling staff consulted with parents, teachers and other adults in helping learners solve or cope with their problems, both groups said that this sometimes happened (Z=80.0%).

Both groups agreed that the Guidance and Counselling units rarely referred learners for specialized services (Z=60.0%). In addition, both the teachers and the students felt that the Guidance and Counselling units provided in a socially and morally manner vital information to students regarding family life and sex education (Z=80.0%).

However, when asked whether the Guidance and Counselling units identified learners' problems that called for consultation with other staff members and adults, there were differences in the responses. Whereas students said that this rarely done (=60.0%) the teachers said that they did this sometimes (Z=80.0%).

Teachers felt that this was rarely done (Z=60.0%), while students felt that this was never done (Z=40.0%). The study further sought to find out if evaluation of Guidance and Counselling services was a common practice in schools (Table 5).

Table 4: Guidance and Counselling on Matters of Social and Personal Concern

Service Delivery	N		Means		SE		SD	
	ST	TR	ST	TR	ST	TR	ST	TR
Provide in a socially and morally manner vital information to students regarding family life and sex education	19	41	3.57	4.07	0.1	0.18	1.33	1.15
Consult with parents, teachers and significant others	19	41	3.57	4.15	.10	1.10	1.32	6.50
Makes use of G/C techniques and skills	19	41	3.56	4.42	.10	.18	1.44	1.14
Identifies learners problems that call for consultation with other staff members and adults	19	41	3.33	4.30	.10	.15	1.30	.98
refers learners to specialized services	19	41	3.04	3.24	.09	.163	1.28	1.044
Make follow ups after learners leave school	19	41	2.47	2.68	.08	.173	1.16	1.105

Key:

ST - Students

TR- Teachers

Table 5: Evaluation of Guidance and Counselling Services

Evaluation of Guidance and Counselling activities	N		Means		Standard error of Means (SE)		Standard Deviation	
	ST	T R	ST	TR	ST	TR	ST	TR
	Makes use of research methods and techniques	19	41	3.1	3.1	.10	.20	1.4
Conduct research and Evaluation of programmes.	19	41	2.9	3.1	.1	.21	1.3	1.33
Use Research evaluation findings to improve G/C services.	19	41	2.9	3.1	.1	.18	1.3	1.18
Observe and make use of legal and ethical aspects of G/C	19	41	3.4	3.7	.102	.21	1.4	1.32

Key:

ST – Students

TR – Teachers

From the study, it was clear that there were differences between the students' and teachers' responses on whether the Guidance and Counselling units used legal and, ethical aspects of Guidance and Counselling (e.g. confidentiality). Whereas students felt that this was rarely observed (Z=60.0%) teachers felt that they observed these aspects sometimes (Z=80.0%).

Both groups however, held similar Views on three issues, that Guidance and Counseling units rarely made use of research methods and techniques (Z=60.0%), the units rarely conducted research and evaluation programmes (Z=60.0%), and that the units rarely used evaluation findings to improve the services offered (Z=60%). "

From the above means, it can be seen that the objectives of MOEST are not being fully realized. A mean of five (Z=100%) would have been obtained for each practice if the services of the Guidance and Counselling units were to be said to be effective. A mean of three (Z=60.0%) could be an indication of uncertainty; whereby the service were rarely provided and it would be in order to say that the services were not being offered all together.

3.3 Influence of Demographic Factors on Service Delivery

The study looked at some respondents' background information that could affect the delivery of Guidance and Counselling services. The information obtained was in terms of age and gender of both teachers and students and the teachers' experience in the teaching profession.

3.3.1 Age of the Learner Respondents

The study found the average age of the form four students to be 17 years. This age group is basically referred to as adolescents or young adults. The United Nations (UN) considers adolescents as persons aged between 15 and 24 years, while the World Health Organization (WHO) considers them as persons between 10-20 years (KIE, 2004). The study found that in single-sex schools, there were younger boys and girls than in mixed schools and also, more older boys and girls were found in day schools than boarding schools. Age and type of school did not influence the issues for which Guidance and Counselling services were sought (P<0.05).

The study also found that there were no significant differences between age versus the issues for which Guidance and Counselling services were sought.

The computed Chi-Square value $CX^2 = 7.81$ for all the issues, that is, educational, vocational, personal and social was found to be greater than the observed ones indicated in Table 6 at 3 degrees of freedom at 0.05 level of significance. The study, therefore, found that there was no significant differences ($P < 0.05$) between age and the issues for which Guidance and Counselling services were sought. The age of the learners did not influence the issues for which they went for Guidance and Counselling.

Table 20: Chi-square Computations of Age Versus Issues for Guidance and Counselling

Issues	Calculated X^2 values	Critical values of X^2	df	Asymp. sig (2 sided)
Educational	4.21	7.81	3	.24
Vocational	5.33	7.81	3	.15
Personal	0.49	7.81	3	.92
Others	2.70	7.81	3	.44

3.3.2 Gender

This study considered ration of male to female that does not differ significantly ($P > 0.05$) from the expected ratio (1:1). A hundred and three (50.5%) of the students were female and 101(49.5%) male. Association between gender and most sought Guidance and Counselling services revealed that significantly ($X^2 = 8.953$, $df = 1$, $P = 0.001$) higher number of female, 42(43.8%), than male, 23(23.5%), students had sought for the services. Gender, therefore influenced the ability of the students to seek for Guidance and Counselling services. This showed that gender had a significant influence on a student's willingness to seek for Guidance and Counselling services.

More female than male students had sought for Guidance and Counselling services. Both the female and male students were more confident to approach the teachers on issues that were of educational nature. The Chi-Square computation (X^2) further confirmed that gender did not have an influence on issues for which Guidance and Counselling services were sought ($X^2 = 3.84$, $df = 1$, $P = 0.02$).

3.3.3 Professional Training in Guidance and Counselling

The study found out that the number of trained personnel in Guidance and Counselling was not equal in all the schools. One school had six whereas some schools had none against a student population of between 40 and 700.

3.3.4 Experience of Teachers

This study found out that most of the teachers including Guidance and Counselling teachers did not have much experience in the field of teaching. Majority of teachers in private schools had been in teaching profession for less than 5 years while in public schools; the majority had been in the teaching profession for between 5 and 10 years. In public schools there are very few teachers who have been in the profession for less than 5 years. This could be attributed to the fact that because the TSC, froze mass employment over 10 years ago and has only been employing teachers for specific subjects according to school requirements.

4. Discussion

The study sought to find out if the service delivery within the Guidance and Counselling units. The study found that learner characteristics affected the Guidance and Counselling services that students sought. The characteristics considered in this study were age and gender. The study found that gender determined whether students sought Guidance and Counselling services or not. More female than male students sought Guidance and Counselling services, however gender did not affect the issues for which Guidance and Counselling services was sought. Age was also found not to have an effect on whether students sought for Guidance and Counselling services or not and the issues for which they sought these services. The MOEST has guidelines which it expects all schools to use in the provision of Guidance and Counselling services.

The guidelines are intended to help the teacher in charge of Guidance and Counselling in preparing worthwhile programmes for all classes (Forms 1 to 4). According to the guidelines, a well rounded Guidance, and

Counselling programme should have the following functions: Educational Guidance, vocational Guidance, and Guidance and Counselling in matters of personal and social concern (MOEST, 1977). From the responses of students on issues for which they went for Guidance and Counselling, it was clear that Guidance and Counselling units offered educational, vocational and Guidance and Counselling on matters of personal concern, but the majority of students only went for Guidance and Counselling of educational concern.

Background information is a very important document when making references. According to KIE (2004), information on class progress, personal data, family background, health information, interests and aptitude development, character development, ability to comprehend instruction, promptness, courtesy, accuracy, personal appearance, interpersonal relationships, among others should be kept for each student. Mutie and Ndambuki (2003) say that, an effective Guidance and Counselling programme should maintain reliable, valid, and comprehensive information on the pupil, collected systematically over a period of years.

Makinde (1984) also agrees with this when he says that:

When an objective measuring device is lacking, we often resort to the subjective method for example when writing reference letters for students (p. 158).

In the world of careers, and work, changes often take place. These changes could be in areas like subject combinations, cut off entry points in institutions of higher learning, when courses begin and end, when interested applicants can make their applications, institutions, courses they offer and the fees they charge, available scholarships, job ethics, and the like. If such information is availed to learners in time, it can help them in making decisions and early preparation of subject choices to make.

Orientation services are usually provided to help students adjust better in any new environment. Programmes should be drawn to familiarize new students with the overall school situation. The students should be introduced to physical plants, administrative set-up, rules and regulations governing student conduct, the use of school facilities, teaching staff and how the school GIC programme can serve their needs (Makinde, 1984).

The Guidance and Counselling staff should be able to appreciate the fact that they may not have all solutions to learners' problems. As such, they should see the need to involve a wide variety of people when dealing with issues that concern the learners. When doing this, confidentiality must not be compromised.

According to KIE (2004), parents and guardians should be made aware of the aims of the Guidance and Counselling programmes, which should be to provide services to the learners based on the need of each individual so that he/she can be a well adjusted personality. Some parents have Guidance and Counselling skills or are professionals and could be of help to the learners.

The heavy teaching load that Guidance and Counselling teachers, like all other teachers could be the reason why they may not have time to consult with others on matters concerning the students. On the other hand, Guidance and Counselling teachers may be willing to consult but other teachers may not be cooperative. Another discrepancy was seen when the respondents were asked whether the units made follow-ups after learners left school.

The issue of confidentiality on the part of the teachers featured prominently in this study, and it may be one of the reasons why few students make use of the school Guidance and Counselling services. Makinde (1984) puts it strongly when he says that counsellors must always respect and keep the secrets of their clients as much as the ethical code allows.

The study found the average age of the form four students to be 17 years. This age group is basically referred to as adolescents or young adults. The United Nations (UN) considers adolescents as persons aged between 15 and 24 years, while the World Health Organization (WHO) considers them as persons between 10-20 years (KIE, 2004). The age of adolescence or young adults can be a confusing and stressful period. It is a period when many physical and emotional changes take place and as such, it is a period when the victims become anxious and ask a lot of questions (ibid.). The study found that in single-sex schools, there were younger boys and girls than in mixed schools and also, more older boys and girls were found in day schools than boarding schools.

According to Wolman (1979), personality differences between individuals originate from their environmental

experiences. The way the society treats their children determine their personality. The study however, found that gender did not affect the issues for which Guidance and Counselling were sought. Both the female and male students were more confident to approach the teachers on issues that were of educational nature. According to Rao (2003), Counselling is a professional field, and like any other profession, it must pay attention to such vital matters as the selection and training of its members. To make Guidance and Counselling professionals competent, suitable training programmes have to be evolved and implemented. To maintain the competency, proficiency and quality of service, professional standards have to be spelt out and enforced. Okoth (2002) observes that there are several ways of training people to become Guidance and Counselling Personnel. He adds that:

.... From the Counselling psychology education programme, provided by the full-time University courses to certificates and diplomas offered by Counselling and training centres on a part-time or full term basis. All methods of training offer in varying depth, a practical, academic and personal element ... my experience as a counsellor has shown that the practical and personal aspects are crucial to the whole endeavour (p. 41).

He therefore recommends that cumulative records for each student be kept for objective appraisal of the social and emotional behaviour of the students and of a whole personality.

The Goal -Setting theory on which the research was based can be applied in all Guidance and Counselling units in schools. According to Hoy and Miskel (2001), when goals are set, performance is improved.

5. Conclusion and Recommendations

Physical and human resources were also not well distributed in all schools. The type of school did not have an influence on services delivered. Both private and public were not aware of the MOEST guidelines on the provision of Guidance and Counselling services. Each school had its own guidelines on service delivery, though they were almost similar.

The MOEST should prepare a curriculum for all Guidance and Counselling units in secondary schools depending on the goals it would want the units to achieve and ensure that all schools adhere to them. Professional Guidance and Counselling staff in schools should be well involved in all the stages of curriculum formulation and implementation.

If regular and thorough supervision is given to all Guidance and Counselling units in schools in the country, then all students going through Kenyan secondary schools will have undergone more or less the same experiences within the Guidance and Counselling to prepare them for the future as they pursue higher education and prepare for the world of work. In addition, the MOEST should strategize on how to evaluate Guidance and Counselling units in schools. It is only through evaluation that it can be established whether or not the units adhere to the set goals.

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