

**SECONDARY SCHOOL STUDENTS' PERCEPTIONS ON THE INFLUENCE
OF GUIDANCE AND COUNSELLING SERVICES ON SCHOOL
ADJUSTMENT IN KEIYO NORTH SUB-COUNTY, KENYA**

BY

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DECLARATION

DECLARATION BY CANDIDATE

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DEDICATION

I dedicate this work to Almighty God for His manifold blessings, grace, gifts and abundant mercies in my life. He has unfailingly guided me upon life's way. Without Him I am nothing and can do nothing as seen in Luke 1:37; "Nothing is impossible with God".

I also dedicate this work to the memory of my late father, Kipsongok Arap Kanus. He has always been an inspiration in my educational journey. This work is further dedicated to the following people: my beloved mother Jemaiyo Kanus for always being there when I need her, my beloved sons Kipkosgei and Kiprop for cheering me on and encouraging me never to give up and to all my siblings for their moral support and prayers.

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ABSTRACT

Guidance and counselling services in a school play a major role in school adjustment of students and the subsequent achievement of their full potential. The purpose of this study was to investigate secondary school students' perceptions on the influence of guidance and counselling services on their school adjustment in Keiyo North Sub-County. The objectives of the study were to investigate students' perceptions on the influence of guidance and counselling services on school adjustment and to establish the influence of gender, school type and class level on students' perceptions on the influence of guidance and counselling services on their overall school adjustment. The study was anchored on the Social cognitive theories of perception. The study adopted a mixed approach research methodology and the *ex post facto* causal comparative research design. The philosophical paradigm on which the study was based is pragmatism. Stratified and random sampling techniques were used to select seven schools out of the 21 schools and 367 out of the 8001 students in the sub-county secondary schools. Also, 16 participants were purposively selected (one from each class level of the type of school) and interviewed. The instruments of data collection were a questionnaire and an interview schedule that was used during the interviews. The descriptive statistics used in data analysis were frequencies, percentages, means and standard deviation. The inferential statistics used were independent t-test, and analysis of variance (ANOVA). The hypotheses were tested at a significance level of 0.05. The qualitative data was analyzed using selective coding to establish the common themes emerging from the data. The major findings of the study showed that there were significant differences in students' perceptions on the influence of guidance and counselling services on all the three domains of school adjustment that the study dealt with: academic adjustment $F(2,326) = 52.202$, $p = 0.001$, emotional adjustment $F(2, 326) = 42.97$, $p=0.01$ and Social adjustment $F(2,326) = 50.083$, $p = 0.001$. The results further showed that female students had higher mean perceptions (3.6391, SD .06308) than the male students (3.4000 SD .07159). The study concluded that uniformity and adequacy in provision of guidance and counselling services is lacking in secondary schools in the sub-county. Based on the findings of the study, it was recommended that since there exist significant differences in students' perceptions on the influence of guidance and counselling services on their school adjustment, there was need to address the challenges and shortcomings that exist in the provision of guidance and counselling services in the schools so that all the students are adequately assisted to make the desired school adjustment. The study also showed there was the need to explore on a theory that can guide the provision guidance and counselling services in secondary schools.

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LIST OF ABBREVIATIONS

AIDS:	Acquired Immune Deficiency Syndrome
ANOVA:	Analysis of Variance
ASCA:	American School Counselling Association
BACP:	British Association of Counselling and Psychotherapy
CIDP:	County Integrated Development Plan
GOK:	Government of Kenya
HIV:	Human Immuno-Deficiency Virus
KCSE:	Kenya Certificate of Secondary Education
KIE:	Kenya Institute of Education
KNEC:	Kenya National Examinations Council
MOEST:	Ministry of Education, Science and Technology
NACADA:	National Authority for the Campaign Against Alcohol and Drug Abuse
NACOSTI:	National Commission for Science, Technology and Innovation
SACQ:	Students' School Adjustment Questionnaire
SPSS:	Statistical Package for Social Sciences
SSAQ:	Students' School Adjustment Questionnaire
UNESCO:	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Overview

This chapter presents the background to the study. It also contains the statement of problem, the purpose, the objectives of the study, research questions, research hypotheses, justifications, significance, scope, the limitations the assumptions of the study. Other contents of this chapter are the theoretical framework, conceptual framework and the operational definition of terms used.

1.1 Background to the Study

Guidance and counselling services are useful in a variety of ways. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), guidance and counselling is described as a broad professional field with a wide range of activities, programmes and services geared towards assisting individuals to better understand themselves, their problems, their environment and their world and to develop adequate capacity for making wise choices and decisions in life (UNESCO, 2000a). According to Nasibi (2003), guidance and counselling services in Kenyan schools is part of a broad delivery system designed to enhance the success of all learners. These services are an integral component of the educational mission of a school. Guidance and counselling services promote the personal, social, educational, and career development of all students. Additionally, a lot of emphasis has been put on guidance and counselling in Kenyan schools especially after it was recommended as an alternative after the ban of corporal punishment (Government of Kenya

(G.O.K), 2001). This ban called for strengthening of guidance and counselling services in schools.

School adjustment is a very significant topic in education research. McGhee and Mangrum (2007) envisage school adjustment as a social-emotional development touching on attention, activity level, anxiety, conduct problems and learning that incorporates aspects of wellbeing as well as academic achievement. Naturally, learners need to make a series of adjustments as they report to school. It is the desire of every individual learner to be able to achieve a healthy school adjustment. Apart from the physical adjustment that is achieved in most schools in the first week in the process of orientation to the school's physical environment, the student has to make academic, emotional, and social adjustments. All these are geared to the student achieving overall school adjustment. In a general way therefore, adjustment is understood as the absence of negative manifestations (such as aggressiveness, lack of attention or disruptive behaviour) among individuals, as well as the presence of certain competencies which include the co-operation, compliance to various tasks and self-regulated behaviour (Wentzel, 2003).

At the secondary school level of education, students are generally at the adolescence stage. The stage of adolescence tends to be the most difficult one throughout the life cycle. According to Melgosa (2009), many boys and girls of the adolescence stage seem to cause problems in the family, school, and community. And above all, they suffer from these same problems. At the same time, adolescents possess highly positive traits which properly channelled are of benefit to everyone.

Nasibi (2003) adds that students who are at the adolescent stage suffer more stress than any other group. This is because of the physiological and psychological changes they undergo. The latter include questioning of family values, of self-concept, personality development, and emotional experiences. Physiological changes include development of primary and secondary sexual characteristics, endocrine change, and alterations in physical appearances. In school, adolescents also experience social changes, because they are so dependent upon their relationship with others. All the variations can generate high levels of stress because the adolescents are adapting to the new changes.

Ndichu (2005) further adds that in a school setting, there are many difficulties which students may express through various ways which include withdrawal, unhappiness, annoyance, anger, anxiety, and hyperactivity. Similarly, Ramakrishnan and Jalajakumari (2013) note that the need for guidance and counselling services has increased because of the multiplicity of problems that face individuals at various domains of life. They add that students encounter problems in their school life while at the same time they are not mature enough to critically evaluate the baffling situations that they are faced with. Therefore, they need somebody to help them in finding solutions to the problems and thus avoid conflicts.

Research has well established the indispensable role that guidance and counselling services play in the life of students. One of the roles is to improve the mental health and reduce psychological disturbances (Egan, 2002; McGuinness, 1998). Chireshe (2011), shares the same opinion in making the claim that guidance and counselling services impart students with life skills, attitudes and values that enable them to solve problems and make sound decisions thereby helping students address the social,

psychological and emotional problems they experience. He further claims that that guidance and counselling services received by students result in a decrease in cases of poor discipline among students and reduced dropout rates. Moreover, in a study carried out in Haramaya University in Ethiopia showed that about 42 % of the participants acknowledged that guidance and counselling services are always helpful in minimizing or alleviating students' academic, vocational, social and personal problems (Seyoum, 2011).

Mutie and Ndambuki (2004) emphasize the need to introduce and strengthen the guidance and counselling services in schools and colleges so as to meet the varied needs of students. A number of reasons have been given for this. Ndondo (2004) points out that some students engage in antisocial behaviour such as drug and alcohol abuse and irresponsible sexual behaviour. This is seen to result from lack of knowledge on how to manage leisure time on the part of the students and it has led to a decline in moral integrity. The need for guidance and counselling services could also be due to the ever-growing complexity of the society and the people have to learn how to cope with accompanying challenges (Biswalo, 1996). It should be noted that despite the manifold benefits of guidance and counselling services, studies that have investigated the secondary school students' perceptions of the influence of guidance and counselling services on their school adjustment have been inconclusive.

Research shows that secondary schools in Kenya have established guidance and counselling departments (Ndirangu, 2007). This could possibly be because of the stringent measures that have been put in place by the Quality Assurance Officers from the Ministry of Education, Science and Technology (MOEST). However, the guidance and counselling services face a number of challenges. A research by Auni,

Songok, Odhiambo and Lyanda (2014) indicates that the poor social adjustment in schools was as a result of the challenges faced by the guidance and counselling departments. They note that majority of the heads of departments do not have adequate training that would help them to handle the varied issues affecting students in schools since the short term workshops and seminars that the majority of them had attended were not sufficient in empowering them to effectively guide and counsel students. The guidance and counselling teachers also had other responsibilities in schools with heavy subject loads and therefore not able to run the programme well. The same study also reported that some students had a poor attitude towards the programme and were not willing to confide in teachers doubling up in the guidance and counselling activities and being members of the disciplinary committee.

This study has been conceptualized against a backdrop of a country whose education system is facing a number of challenges. These challenges include secondary school students engaging in alcohol and drug abuse (Kibet, 2014)), a number of teenage girls dropping out of school due to early pregnancies (Republic of Kenya, 2010), examination irregularities (Aduda, 2014) among many other challenges.

The offering of guidance and counselling services in schools has several other goals aside from the benefits mentioned earlier. These goals include helping the individual access a greater part of their personal resources. The offering of these services is thus seen as a means of enabling the individuals to regain their lost energy and get back on track (Egan, 2002). Secondly is to enable the individual to live more competently and with contentment (McGuinness, 1998) and thirdly is to improve the mental health and reduce psychological disturbances (Egan, 2002; McGuinness, 1998) among other goals. Guidance and counselling services therefore play an important role in

preventing educational, social, mental emotional and similar problems. The reduction or elimination of such problems among students assures them of a better life and subsequent achievement of their full potential. When such a state is achieved, the student is said to have attained school adjustment. The way students respond to and perceive the influence of guidance and counselling services on their adjustment to school will, to a great extent determine whether or not guidance and counselling services are needed or will be effectively utilized in schools (Eyo, Joshua, & Esuong, 2010). When students have a negative perception on the influence of guidance and counselling services, the consumption of the services will be minimal thus many cases of maladjustment are likely to be evident among the students and vice versa.

Various Stakeholders' (for example teacher counsellors and head teachers) perceptions on the roles of guidance and counselling in every day running and management of learning institutions have been studied over time. However, secondary school students' perceptions on the influence of guidance and counselling services have not been assessed to the degree that these other stakeholders' perceptions have been assessed. Also, no similar study has been done in Keiyo North Sub-County. It is because of this gap in the literature review that the researcher believed that research on secondary school students' perceptions on the influence of guidance and counselling services on their school adjustment was warranted. By undertaking this study, the researcher envisaged that secondary school students, both male and female from various types of schools may provide valuable insight to assist in further defining the role of guidance and counselling in students' school adjustment. Hence the study sought to find out secondary school students' perceptions on the influence of guidance and counselling services on school adjustment in Keiyo North Sub-County.

1.2 Statement of the Problem

Overwhelming scientific evidences have highlighted the manifold benefits of guidance and counselling services in students' lives and their subsequent school adjustment (Biswalo, 1996; Egan, 2002; McGuinness, 1998; Seyoum, 2011; UNESCO, 2000a; UNESCO, 2009; Wentzel, 2003). Due to this realization, guidance and counselling services have been set up in virtually all schools in Kenya as a matter of government policy (Ndirangu, 2007). Research and reports however, show that cases of indiscipline in Kenyan secondary schools are quite prevalent and on the rise. The indiscipline in the schools takes various forms. These forms include alcohol and drug abuse, (National Authority for the Campaign Against Alcohol and Drug Abuse (NACADA), 2011; Ngesu, Ndiku & Masese, 2008), teenage pregnancy and HIV/AIDS (Republic of Kenya, 2010; Songok, Yungungu & Mulinge, 2013).

Cheating in national examinations is also rampant whereby in the year 2013, examination irregularities were reported in Kenya Certificate of Secondary Examination (KCSE) (Aduda, 2014). Data from Keiyo North Sub-County show that 16 candidates from one school were found to have engaged in examination irregularities in 2013 (Keiyo North Sub-County Office, 2013).

Drug and alcohol abuse seems to be the most common form of indiscipline as shown in a recent survey in Kenyan secondary schools reported by Kibet (2014). The survey showed that 50.3 % of respondents were involved in drug and substance abuse. The survey also showed that 56.3 % of the participants abused prescriptive drugs while 50.3 % smoked bhang. Many secondary schools also experience other indiscipline

problems which include bullying of students, sneaking out of school and homosexuality and lesbianism (Samoei, 2012).

Moreover, academic performance has not been satisfactory in most of the secondary schools in Kenya. For instance the highest mean score recorded in Keiyo North Sub-County in the last 5 years in KCSE is 6.8108 in the year 2011 and the lowest is 4.9953 that was recorded in the year 2013 (Keiyo North Sub-County Education Office, 2015). This led to student protests in some schools whereby students from two schools in the sub-county went on a rampage citing poor performance in national exams in the year 2015. Also, right from the 1980s through 1990s to date, school fires and strikes have continued to be widespread in Kenya (Wanjohi, 2016). Keiyo North Sub-County was not spared since a dormitory was razed down in one of the secondary schools in the year 2016.

This state of affairs continues to prevail despite the fact that the Kenyan Government has put in place many policies with regard to management of education. Such policies include recommending that guidance and counselling services be established and strengthened in all learning institutions, enforcing the ban on corporal punishment and recommending various discipline practices (Wangai Report, 2001). Unfortunately, however, research studies on students' perceptions on the influence of guidance and counselling services on school adjustment is scanty and inconclusive yet they are the major consumers of these services. This is more so when compared with researches on students' perceptions on the influence that guidance and counselling has on career choices and curbing indiscipline in schools. There was therefore the need to carry out this study to investigate secondary school students' perceptions on the influence of guidance and counselling services on their school adjustment. School adjustment was

considered in three major domains namely; academic, emotional and social adjustment.

1.3 Purpose of the Study

The purpose of this study was to investigate secondary school students' perceptions on the influence of guidance and counselling services on their school adjustment in Keiyo North Sub-County. School adjustment was measured in three domains of school adjustment: academic, emotional and social.

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To investigate secondary school students' perceptions on the influence of guidance and counselling services on their academic adjustment.
2. To establish secondary school students' perceptions on the influence of guidance and counselling services on their emotional adjustment.
3. To describe secondary school students' perceptions on the influence of guidance and counselling services on their social adjustment.
4. To determine secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to gender.
5. To investigate secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to school type.

6. To establish secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to class level.

1.5 Research Questions:

The study was guided by the following research questions:

1. Are there significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their academic adjustment?
2. Are there significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their emotional adjustment?
3. Are there significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their social adjustment?
4. Are there significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to gender?
5. Are there significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to school type?
6. Are there significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to class level?

1.6 Research Hypotheses

The study was guided by the following null hypotheses:

Ho 1: There are no significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their academic adjustment.

Ho 2: There are no significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their emotional adjustment.

Ho 3: There are no statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their social adjustment.

Ho 4: There are no significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to gender.

Ho 5: There are no significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to school type.

Ho 6: There are no significant statistical difference in secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to class level.

1.7 Justification of the Study

The issue of school adjustment is a very important topic in the education sector of any country. Therefore, carrying out an investigation of the students' school adjustment is necessary since despite the policies and measures for example provision of guidance and counselling services that the government has recommended to be put in place

with regard to management of public secondary schools in Kenya, the schools continue to experience increased cases of students engaging in deviant behaviours like strikes, alcohol and drug abuse, cheating in examinations, bullying and below average academic performance. Display of such behaviour is only expected from students whose adjustment to school is wanting and therefore needs to be addressed.

This study was also justified because literature review points to a link between provision of guidance and counselling services to students and school adjustment. It was therefore necessary that this study be carried out to investigate the secondary school students' perceptions on the influence of the guidance and counselling services on their school adjustment. This was more so because no similar study has been carried out in Keiyo North Sub-County. Moreover, the study can help the parents, teachers and the State Department of Education in the Ministry of Education, Science and Technology (MOEST) to raise the level of awareness and understanding of the nature of the guidance and counselling services that are provided in secondary schools. If necessary, the information can be used by these stakeholders to strategize on how to help students attain proper school adjustment by availing the best guidance and counselling services and possibly changing any negative perceptions of the services which the students may be having. Therefore, it can be concluded that in this study it was possible to identify and subsequently improve on what may still be lacking in the school guidance and counselling services provision in Kenyan secondary schools.

1.8 Significance of the Study

Establishing the secondary school students' perceptions on the influence of guidance and counselling services on their school adjustment was deemed very important in

this study. This was more so because the role that guidance and counselling services play in ensuring that cases of school maladjustment are minimized or eliminated altogether has been well documented. It was also the hope of the researcher that such knowledge will provide direction and vital information for teachers and other stakeholders working with secondary school students. This information can be useful in strengthening the guidance and counselling services in the school so as to effectively assist students to acquire the desired overall school adjustment and realize their full potential academically, emotionally and socially. Also, with the current interest in and call for strengthening of guidance and counselling services in schools, the study may help identify what students expect from the school guidance and counselling departments and what improvements could be made to improve the role played by the provision of this service. More importantly, it was the hope of the researcher that this study would add to the scanty and inconclusive research on secondary school students' perceptions of the influence of guidance and counselling services on their school adjustment. This research may therefore serve as a resource material for students of guidance and counselling, administrators and teachers in schools and colleges and for policy makers.

1.9 Limitations of the Study

There were limitations of this study. First of all, there was the possibility that the participants may have given answers that they perceived as more socially desirable rather than what was the case on the ground. Secondly, the participants may have reported what they thought the researcher wanted to know rather than the truth and their responses could thus have been idealized to conform to norms that are acceptable. To overcome this, the researcher briefed the potential participants on the fact that there were no right or wrong answers and that the responses they provided

would be treated as confidential and were to be used for research purposes only. Thirdly, In relation to methodological limitations, the study could have also used focused groups in addition to questionnaire and interview in order to increase the scope and depth of the research.

1.10 The Scope of the Study

The focus of the study was on the students' perceptions on the influence of guidance and counselling services on their school adjustment. The study was carried out in secondary schools in Keiyo North Sub-County. Therefore, the findings and generalizations of the study results would only apply secondary school students from which the sample was drawn. The study was delimited only to the students' perceptions on the influence of guidance and counselling services on only three domains of school adjustment namely academic, emotional and social. It could have taken care of other areas such as administrators', parents' and community's perceptions but it was delimited to only students' perceptions so that an in-depth investigation could be carried out. The study also investigated the influence of gender, type of school and class level on secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment. The study was conducted in seven selected secondary schools in the sub-county. It involved a sample of 329 students drawn from all the secondary school class levels of Form 1 to Form 4. An *ex post facto* causal comparative research design was utilized. Mixed research methodology was adopted for this study. Data was collected through the use of questionnaires and interview. Finally, the study was guided by the social cognitive theories of perception.

1.11 Assumptions of the Study

The study had the following assumptions:

1. That the participants in this study were willing to participate in the study and therefore willingly expressed their responses freely and genuinely.
2. That guidance and counselling services were in place in the secondary schools sampled.
3. That the students were facing challenges in adjustment academically, socially and emotionally in schools.
4. That any differences in perceptions on influences that were observed in the domains of school adjustment (academic, emotional and social) were as a result of the various independent variables in the study.
5. That other factors not included in this study were assumed not to affect the study.

1.12 Theoretical Framework

A theoretical framework is a frame of reference that is the basis for observations, definitions of concepts, research designs, interpretations, and generalizations (Serem, Boit & Wanyama, 2013). It deals with an examination of existing or self-formulated theories in relation to the research objectives. This study was situated within the social cognitive theories of perception.

Social Cognitive Theories of Perception

These include the social cognitive theories of Jean Piaget (1896-1980) and Jerome Bruner (1915-2016). These theories deal with cognitive processes or mental processes such as thinking, knowing, problem solving, remembering and perception that give us

the knowledge of our sensations of the objects in our environment (Wood, Wood, Wood & Desmarais, 1999). Both Piaget's and Bruner's social cognitive theories are constructivist in nature. Constructivism is a psychological and philosophical perspective that shows that individuals form or construct much of what they learn (Bruning, Schraw & Ronning, 1999). Thus, according to these theories, individuals are active learners who assign meaningful stimuli to everything based on cognitive capabilities and experiences they have culled and gleaned from the world (Schunk, 2000).

The theories further show that cognition processes enable the individual to adapt to the environment. They look at how human thought processes influence the way people understand and interact with the environment. The proponents of these theories further argue that people's mental appraisal and analysis of a situation determine the way they perceive and respond. The social cognitive theories of perception are relevant to this study as they provide an explanation concerning the way the secondary school students formed their perceptions and provided their opinions and responses on the influence of guidance and counselling services on their school adjustment.

In relation to this study, guidance and counselling services are provided in schools through individual counselling, group counselling as well as peer counselling approaches with the main goal of helping students achieve school adjustment. The students, when exposed to this service perceive it as a stimulus. The students use their mental capabilities to assign meaning to the stimulus (the services) and form their cognitive processes. In the process, this interacts with the students' demographic

characteristics of gender, school type and class level to bring out a product namely the students' perceptions on the the influence of guidance and counselling services offered in schools on their school adjustment.

1.13 The Conceptual Framework

The conceptual framework helps in showing the relationship between secondary school students' perceptions on guidance and counselling services and school adjustment. A conceptual model was developed known as the Guidance and Counselling and Students' School Adjustment (GCSSA) Model. All the variables of the study were taken into consideration. These are guidance and counselling services offered in schools as the independent variables (IV), students' perceptions on the influence of guidance and counselling services on the various domains of school adjustment (academic, emotional and social) as the dependent variables (DV) and gender, type of school and class level as the covariates or mediating variables (MV). The model shows that students operate in a school environment where different types of guidance and counselling services are provided. Students' demographic characteristics play a moderating function in this model thus bringing out the perceptions of students on the influence of these services on school adjustment (academic, emotional and social).

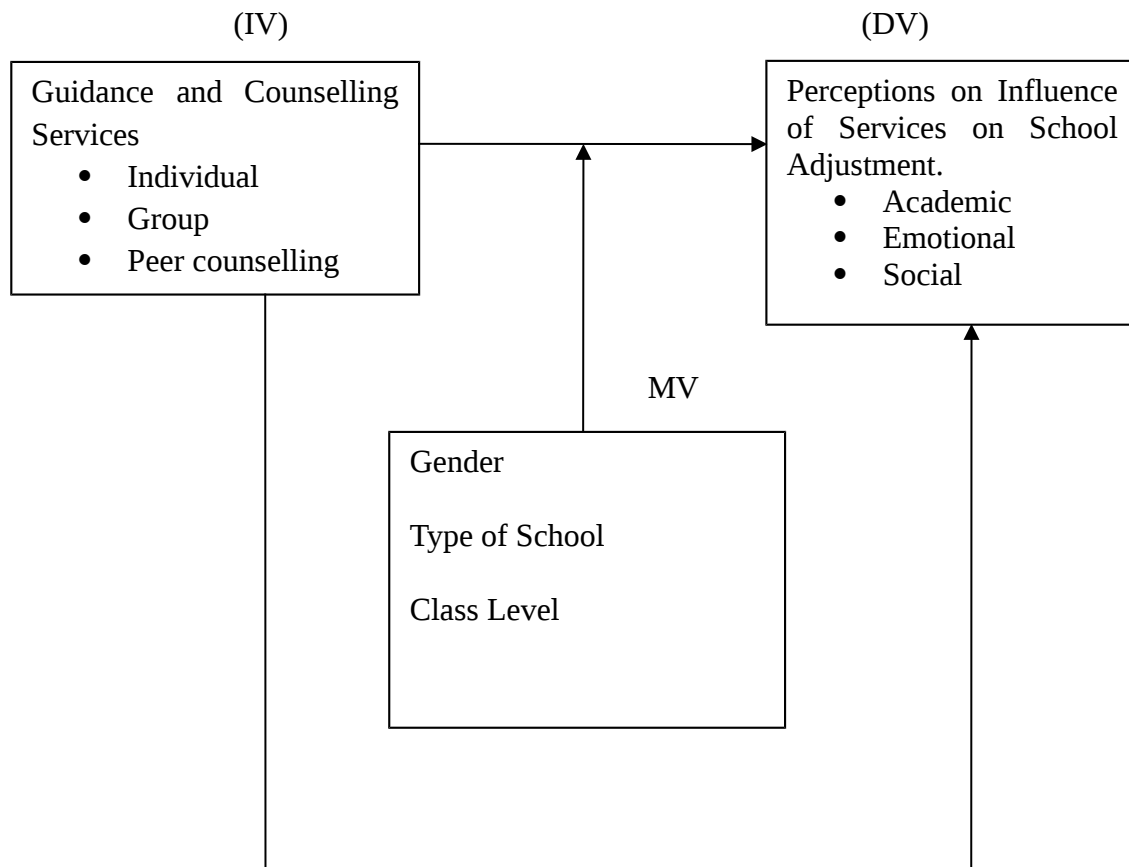


Fig. 1.1 Guidance and Counselling and Students' School Adjustment Model

Source: Researcher

1.14 Operational Definition of Terms

Academic adjustment

According to this study, this is a situation whereby a learner is getting the most out of specific studies and class activities through overcoming learning problems and instructional difficulties thus making satisfactory progress in achieving quality grades. Academic adjustment was measured using students' responses to items on the academic adjustment sub- scale of the questionnaire (refer to Appendix B part 1).

Adjustment

This is a process of adapting to and shaping ones' environment. In this study, it refers to the process by which an individual student maintains a balance between his/ her needs and the circumstances that influence satisfaction of those needs. These needs include a students' ability to make satisfactory progress academically, emotionally and socially thus fitting well in the school environment.

Class Level

This refers to the form to which the participants belong to. This study involved students in all levels in Kenyan secondary schools. These are Form 1, Form 2, Form 3 and Form 4. This information was obtained from the biographical part of the questionnaire and was found to be useful in comparison in terms of adjustment (refer to Appendix B Section 1).

Counselling

This refers to the process that involves helping individual students to cope with or remove frustrations and obstacles that interfere with their lives and develop a more acceptable self by thinking through the situation. In a school setting, this process is normally undertaken by a teacher appointed to be in charge of guidance and counselling services in the school.

Emotional Adjustment

This is the capacity to maintain emotional equilibrium or balance by the students in the presence of the many stressors related to school life. It involves the ability to manage the different feelings including anger, nervousness worries and anxiety thus resulting in a general feeling of happiness and well-being. Emotional adjustment was measured using students' responses to the items on emotional adjustment sub scale (refer to Appendix B part 2).

Gender

In this study it was used to refer to male or female secondary school students.

Guidance

In this study it was used to refer to a process of helping individuals to develop self-understanding, capabilities for making wise decisions, overcoming personality deficits and making optimal academic and personal progress. The process normally goes hand in hand with counselling.

Guidance and Counselling Services

Used in this study to refer to a programme that has been set up in a school that is concerned with helping students in all aspects of development. It makes use of the science of Psychology to determine the attitude, interest, intelligence, personality of the student for providing right and suitable assistance. In a school setting the services are provided by the guidance and counselling departments.

Influence

This refers to the attraction given to students by external stimuli to change in their character and behaviour. In this study it was used to refer to the event that the provision of guidance and counselling services was seen to cause a change towards students' adjustment to school.

Perception

This is the process by which sensory information is actively organized and interpreted by the brain. It is the mental representation of objective reality (Larsen & Buss, 2000).

In this study, perception was used to refer to the ways the students think, understand or notice whether or not guidance and counselling services offered in schools have an influence on school their adjustment.

School Adjustment

In this study this was used to refer to the satisfactory relationship between the individual student and the school environment in respect to three domains of school adjustment. These domains were academic adjustment, emotional adjustment and social adjustment. Students' overall school adjustment was measured by combining scores from academic, emotional and social sub scales.

Social Adjustment

In this study this was taken to mean the learners' ability to have a harmonious relationship with fellow students and teachers, and develop a proper understanding of social needs requirements, group goals and activities, and meeting effectively the social requirements of the peer group and the school community in general. Social adjustment was measured using students' responses to ten items contained in the social adjustment sub-scale (refer to Appendix B part 3).

Teacher Counsellor

A teacher trained to help students deal with psychological problems. According to this study it refers to a teacher appointed to be in charge of guidance and counselling services in a school. The work of a teacher counsellor is helping learners deal with challenges in their lives by offering guidance and counselling services whenever the need arises.

Type of School

Three types of schools were considered for this study. Single sex boarding schools, mixed boarding schools and mixed day schools. Single sex boarding schools are schools that have students of same gender residing within the school premises and mixed boarding schools are those schools that have students of different gender residing within the school premise, whereas mixed day schools are those with male and female students learning together and do not reside in the school premises.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter consists of a review of related literature. The reviewed literature helped in identifying ideas of other researchers on guidance and counselling services and school adjustment. It assisted in ascertaining the gaps that were to be filled by the study. This chapter contains the following sub-headings: A history of guidance and counselling, Guidance and counselling services in schools, school adjustment, guidance and counselling services and academic adjustment, guidance and counselling services and emotional adjustment, guidance and counselling services and social adjustment. The others are gender and school adjustment, type of school and school adjustment, class level and school adjustment and the conclusion. The sources of literature included journals, books, newspapers, and theses among others.

2.1 A History of Guidance and Counselling

The field of guidance and counselling has a rich history. It is a service that is thought to have been there from the beginning of human existence (Rao, 2002). In the traditional African society, guidance and counselling involved educating the youth about tradition and culture of the community (Mutie & Ndambuki, 2004). This was done from generation to generation by the elders who considered it their social responsibility. The guidance and counselling was done informally and the elders depended on their age, knowledge, exposure and expertise. However, formal guidance and counselling is thought to have originated in Europe and America. In America,

guidance and counselling as a movement was started as a reaction to change process in an industrial society (Nasibi, 2003). The focus was mainly on the provision of occupational information.

In India, informal guidance can be traced back to the ancient times. However, formal guidance movement was first introduced in Culcutta University in 1938 to conduct research on the field of educational and vocational guidance (Ramakrishnan & Jalajakumari, 2013). Formal guidance and counselling in Ghana began in the late 1960s as a result of the outcry of Ghanaians for meaningful education for their children. This was one which did not neglect the manpower needs of their country (Essuman, 1999). In Ethiopia, formal guidance and counselling was first introduced in the higher education curriculum of Addis Ababa University in 1967 (Alemu, 2013). Since then, the course has been given to university students at the department of Psychology and graduates have been assigned to schools and other settings to provide guidance and counselling services.

In Tanzania, professional counselling services in schools were implemented following the Arusha National Conference that took place in 1984 where guidance and counselling services were endorsed by the government as an integral part of the country's education system (Biswalo, 1996). Formal guidance in Nigeria started in 1959 at St. Theresa's College, Oke-Ado in Ibadan. This was done by some missionary sisters who, out of sympathy and concern for products of their school, felt that school leavers would have a problem seeking admission, employment and adjusting to the conditions in society (Ebochukwu & Alike, 2010).

In Kenyan secondary schools, formal guidance and counselling started as a result of recommendations given in various government reports and policy documents. These

documents include development plans, policy papers, education commission reports and sessional papers. The most prominent ones include the Ominde Report of 1964 which recommended that children be given courses of education that suited their needs (Ominde, 1964). This recommendation led to the setting up of guidance and counselling unit at the inspectorate headquarters by the Ministry of Education in 1971. The other is the National Committee on Educational Objectives and Policies (1976), commonly known as the Gachathi Report (Gachathi, 1976). This report stated that teachers should participate in guidance and counselling as part of their normal duties. Guidance and counselling should hence be integrated with other topics as Careers, Ethics, Human Relations, Family Life and Sex Education. The Kamunge Report, commonly known as The Presidential Working Party on Education and Manpower further recommended that schools should establish guidance and counselling services for youth to enable them face the realities in life (Kamunge, 1988).

Lastly, there is the Koech Report (1999) that is also known as Report on Totally Integrated Quality Education and Training for Unity, Equality and Development. The report noted that the guidance and counselling unit in the Ministry of Education provided a very effective service to secondary schools and teacher training colleges. The report further noted that there was a dire need of guidance and counselling services and singled out learners infected or affected by HIV/AIDS who require professional guidance and counselling services not only for themselves, but also for immediate members of the families. However, the report noted that guidance and counselling remained a very weak component at all levels of the education system and even where it existed it was undertaken in a haphazard manner. This was because teachers identified for the purpose had not been trained and so had no professional

competence in the subject. The Koech Report (1999) therefore recommended that a national programme be instituted for the professional training of teachers to handle guidance and counselling services in learning institutions. It should also be noted that it was this same report that recommended that peer counselling be established in all educational institutions. Peer counsellors could be entrusted with the task of disseminating the knowledge, attitudes and skills they had been equipped with to their peers.

In concluding this section it can be observed, therefore, that guidance and counselling services have been touted over several decades. Indeed research shows that guidance and counselling services have been established in virtually all secondary schools in Kenya (Ndirangu, 2007). The question is what are the perceptions of the students on the influence of guidance and counselling services offered in their schools on their school adjustment?

2.1 Guidance and Counselling Services in Schools

There are various important functions that have been linked to guidance and counselling services in schools. Therefore, the provision of this important service has been recognised by the various stakeholders in the Kenyan education sector.

2.1.1 Functions of Guidance and counselling

One of the functions of education is to provide opportunities for each student to reach his or her potential in the areas of academic, vocational, personal and emotional development (Lunenburg, 2010). Guidance and counselling is considered an integral part and is centred directly on this function.

The importance of the guidance and counselling services in any school cannot be overstated. This has been captured in its definition as an organized service established as an integral part of the school environment designed to promote the development of students and assist them towards the realization of sound wholesome adjustment and maximum accomplishments commensurate with their potential (Nasibi, 2003). Mutie and Ndambuki (2004) emphasize on the importance of the guidance and counselling services. They see it generally as a service that will help the students to harmonize their abilities, interests, and values, thereby enabling them to develop their potential fully. Self-knowledge is very essential as it helps the individual to formulate life goals and make future plans which are realistic.

Guidance and counselling services also stimulate social and emotional learning and influence variables responsible for academic success observed in positive attitude and school marks (Zins, Weissberg, Wang & Wallberg, 2004). The services are also acclaimed for assisting individual students to achieve as much as possible independence and subsequently be able to discover their self-worth in terms of intellectual abilities and other talents and functions. All these are geared towards the individual's personal development and self-actualization (Kuperminc & Leadbeater, 2001; Makinde, 1983). The service is also important in understanding human behaviour and helping students develop an understanding of their own behaviour and the process of behaviour change. Moreover, guidance and counselling services are important in enhancing personal development and the psychological growth for the maturity of the students and supporting and counselling socially and economically disadvantaged students. It can be said that generally, all types of guidance and counselling services in a school are aimed at assisting individuals acquire the ability

to understand themselves, solve their own problems, and to make appropriate adjustments to their environment as the situation dictates (Gibson, 2008).

Other aims of guidance and counselling services include dissemination of knowledge among students of vocational, educational, and personal opportunities in order to make realistic choices and relevant decisions as well as the important function of planning, placement, and follow-up programs for helping in selection and utilization of opportunities in the world of work and employment (Mohanty, 2003). Indeed researches on guidance and counselling and career choices and development abound (Blackhurst, Auger & Wahl, 2003; Lapan, Tucker, Kim & Koscierek, 2003; Mau, Hitchcock & Calvert, 1998; Ogunlade & Akeredolu, 2012).

Research shows that it is important that guidance and counselling services are strengthened in schools so as to make it possible to identify students' problems and challenges early and effectively deal with them (Gumisiriza, 2012). This is deemed necessary since a lot of changes have taken place in cultural and social patterns. This has been a result of intrusion of foreign cultures and the rapid development in modern science and technology. These new developments bring new ways of life and introduce foreign values. These foreign values can be seen in ways of dressing, ways of worship and growth of sex industry (prostitution and homosexuality).

Perhaps the problem that has a major negative impact on a student's life is the management of leisure activities. Students in schools may not know the fruitful and more acceptable ways of spending their free time (Gumisiriza, 2012; Ndondo, 2004). They may start engaging in undesirable activities like smoking of cigarettes and taking of other drugs like opium and marijuana. Others may engage in unnecessary

loitering which ultimately results in acts of indiscipline. These acts of indiscipline can ruin their future lives. Students therefore need the appropriate guidance and counselling services to help them in gainful use of their leisure time by engaging in productive activities like playing games, participating in club functions, religious activities, or helping communities around the school.

It is important to note that the majority of the boys and girls in secondary schools in Kenya are at adolescence stage of life which has been associated with many challenges. Adolescence has been cited as a trying period in relation to a student's physical, emotional, and academic wellbeing (Berk, 2003; Mangal, 2007). Indeed the increase of students' unrests in secondary schools may be understood from the point of view that students at this stage are negotiating a critical emotional, psychological, and physical period of growth that this stage is associated with (UNESCO, 2002). Adolescents therefore require assistance in overcoming these challenges. Watts and Kidd (2000) note that by resolving physical, emotional, social, and academic difficulties of students and by helping them understand their learning strengths and weaknesses, the academic achievement can be improved and their overall development can be enhanced. This can be achieved through offering effective guidance and counselling services to them.

The same view is supported by Moore-Thomas and Lent (2007) who note that young adolescents' developmental needs mandate a uniquely designed comprehensive, developmental, and systematic school guidance and counselling programmes and services. They posit that services must enable students to optimize academic potential and personal growth, acquire pro- social skills and values, and set career goals within appropriate developmental framework. The same view is shared by Collins (2007)

who indicates that through guidance and counselling programmes, students are assisted to be disciplined and become able to deal with challenges and realities they face in the academic, social, and physical world. Obviously, without guidance and counselling services that offer a clear focus on the depth of the problems that youths experience, many youths may not be able to articulately establish solutions to the many challenges facing them thus suffering from school maladjustment.

A good guidance and counselling programme is therefore noted to be essential for any school. To this end, qualified teacher counsellors, with an active support of the institution can run the programme (Mutie & Ndambuki, 1999). The general benefits of guidance and counselling services have been well documented and the service has been highly recommended. However, there is the need to get the views of the major consumers of the service in a school setting. Hence this study aimed to establish the secondary school students' perceptions of the influence of this important service on their school adjustment.

2.1.2 Provision of Guidance and Counselling services

As already mentioned earlier, having a functional guidance, and counselling service in a school is paramount. It should not be a case of this service existing in name only without fulfilling its designated functions. The findings of a research done in secondary schools in Bahati Division, Nakuru by Ndirangu (2007) established that all schools have established guidance and counselling programmes but varied in the services they offered. Guidance and counselling teachers are also reported to receive various kinds of support from the school administration, other teachers, and parents in undertaking their responsibilities. The study established that guidance and counselling teachers are trained albeit at different levels. However, the program is reported to

have a number of challenges in undertaking its responsibilities. These include lack of specific time allocation for guidance and counselling activities, inadequate resources and facilities and heavy workload for the guidance and counselling teacher notes Ndirangu (2007).

Though offered in the same office and by the same personnel in a school, guidance and counselling services are quite distinct. Guidance services are geared towards directing, piloting, leading or showing the right way to students (Makinde, 1983). A student who seeks this service can be said to receive a steering towards a certain desirable direction or course of action. On the other hand the counselling services involve a consultation, discussion, exchange of ideas or advice (Makinde, 1983). The main difference between the two is that the guidance service is more or less public whereas issues dealt with by the counselling service tend to be confidential and private. This is aptly captured in the definition of counselling provided by the British Association of Counselling and Psychotherapy (BACP, 2006) as a process that takes place when the counsellor sees a client in a private and confidential setting to explore a difficulty that the client may be experiencing.

Furthermore, Brown (2009) observes that the other key distinction between guidance and counselling lies in the role of information. He observes that information is required in guidance which encompasses informing, advising, advocating, and assessing. Whereas on the other hand, the role of information in counselling is more modest and the focus is in helping the clients meet their needs. The common tendency therefore is to use the term guidance to refer to the more factual information and to reserve counselling for more emotional issues. This is for the simple reason that while the aspects of guidance are mostly concerned with the provision and

interpretation of information, counselling is concerned with feelings of the heart and lays more emphasis on the helping process.

In an ideal situation, guidance and counselling services should be readily availed to students. However, Muema (2013) carried out a study in Machakos District whose focus was to examine the factors influencing students' access to guidance and counselling services provided in their schools. The study found that only 61% of the students accessed guidance and counselling in their respective schools. Access was found to be determined by gender of the students. One of the recommendations was that lighter curriculum workload be adopted for teacher counsellors so as to give them ample time to attend to the guidance and counselling needs of students.

The teacher counsellor's role in assisting and thereby contributing to the general wellbeing of a student cannot be overemphasized. However, in order to realize the best outcomes in guidance and counselling, certain conditions have to be met. Aseye (2007) made the following recommendations towards meeting the conditions: The first one is that teacher counsellors should have physical facilities appropriate for work. These would include a private office which offers a relaxed, comfortable atmosphere in which a counsellor may communicate with clients in confidence and without interruption. Secondly, teacher counsellors should have a time schedule which should enable them to develop professionally and which will permit them such activities as participation in research and visits to other schools. Thirdly, the number of students should be such that the teacher counsellor can serve them effectively. The other recommendations are that a budgetary provision should be made that will allow school counsellors to have equipment, material, and anything else that will enable

them carry out their functions as well as having access to professional supervision and consultation when needed.

According to Mutie and Ndambuki (2004), for effective counselling to take place, it is important to acquire knowledge of theories of personality and psychotherapy. Therefore, education and training are likely to influence the growth of a counsellor. The scholars, Mutie, and Ndambuki (2004) also note that the personality of the counsellor is one of the most important factors in counselling. In performing their roles, the teacher counsellors are expected to show warmth, understanding and friendliness by which they can win the confidence and trust of students (Rao, 2002). Also, the counsellor, in order to promote the clients' growth and change, must be continually willing to live up to his/ her potential. Some of the qualities of a good counsellor are self- knowledge, competence, good psychological health, trustworthiness, honesty, strength, and warmth.

There are basically two modes that may be utilized by the teacher counsellor. These are the group and individual guidance and counselling. Group guidance and counselling allows problems to be handled at once and provides a safe environment for learners to express their feelings and concerns (Hayes, 2001; Lunenberg, 2010; Weller, 2000). However, one disadvantage is that this mode suffers from lack of privacy (Nasibi, 2003). Individual guidance and counselling on the other hand focuses on deeper understanding of the learner as an individual and provides the privacy and confidentiality that lacks in group guidance and counselling (Nasibi, 2003). Both individual and group guidance and counselling modes augment each other and should be used depending on the situation that unfolds (Mbabazi & Bagaya, 2013).

Moreover, counselling methods and points of view have developed from research and theories about how individuals grow and develop, change their behaviour, and interact with their environment (Lunenburg, 2010). The counselling methods are generally classified into three broad types or schools of thought. These, according to Neukrug (2011) are the directive, non-directive and eclectic methods.

A counsellor utilizing the directive approach is more interested in the problem than he is on the counselee. In doing this, the main focus of attention is identifying and analyzing the problem and finding an appropriate solution to it. The counsellor tends to make use of test data, school records, and reports and to be more disposed to giving advice and information based on such data. Directive counselling method is the method most commonly used by counsellors in school settings and is noted to be the most successful when the counselee's problem is in an intellectual area (Coleman, 2009).

Counsellors also utilize the nondirective method. Although there are many proponents of non-directive counselling, Carl Rogers (1902-1987) is the best known. This method of counselling aims to equip the counselee with a united purpose and the courage to meet life and the obstacles that it presents. Thus the counselee takes from his counselling sessions, not necessarily a neat solution for each of the presenting problems or challenges, the ability to meet each problem or challenge in a constructive way notes Lunenburg (2010). Fall (2011), observed that all the techniques used in non-directive method should aim toward developing a free and permissive relationship that allows a client to understand himself. This understanding of self leads to positive, self-initiated action.

The third method, eclectic counselling, is the result of selecting concepts from both directive and nondirective approaches. This means that the eclectic counsellor uses whatever approach seems best suited to the situation (Coleman, 2009). It should be noted that choosing the method to use by the counsellor is important, however, it should also be noted that the effectiveness of the counsellor will depend on the relationship existing between the counsellee and the counsellor than on the method he or she chooses and how well he or she performs within the method she employs (Lunenburg, 2010).

Peer counselling has also been introduced in Kenyan schools in order to enhance guidance and counselling services. De Jager and Ntlokwana (2012) define peer counselling as a learning situation in which students listen to and help facilitate the growth and development of other students. It is a process in which trained and supervised students offer amongst others listening support and problem solving skills. They aim to empower others to resolve or cope with their issues and concerns. The rationale for peer counselling is based on the assumption that people who share similar characteristics and age tend to influence one another's behaviour significantly (Bett, 2013). Lutomia and Sikolia (2002) note that selection of peer counsellors should be based on specific qualities such as openness, understanding, good communication, devotion, humility, empathy, discipline, and good listening skills. Peer counsellors require regular supervision (Bett, 2013). Regular supervision refers to teacher counsellors and teacher mentors overseeing the peer counselling. This regular supervision is important in ensuring the efficiency of peer counsellors (Lutomia & Sikolia. 2002).

There are specific criteria for evaluation of guidance and counselling services in schools (Lutomia & Sikolia 2002). One important criteria is of a good program is a desirable counsellor student ratio. This is because counselling ideally involves both individual contact with most students and long term contacts with others as well who need counselling assistance. The counsellor student ratio should therefore be reasonable. The second criterion is the qualification of the teacher counsellors. They should be qualified and must be personally inclined to be counsellors and ready to assist learners who are facing various life challenges. These counsellors should also be self-evaluative and research oriented. The third criterion is that schools must avail the necessary physical facilities like offices or rooms for counselling and also provide adequate financial support. Last and more importantly, counselling services should provide appraisal of students and help them adjust, plan and develop. Updated informational materials should be available and accessible. The necessary records should be maintained which may be used to help students in self-understanding and development.

There is agreement among experts that there are basically three major components of guidance and counselling. These are educational counselling, personal/emotional social counselling and vocational counselling. Under these are several guidance and counselling services such as appraisal, information, referral and follow-up (Denga, 2001). Each of these major components of guidance and counselling aims at providing services which address students' needs, challenges, and problems. However, this study only discusses educational and personal/ emotional social guidance and counselling which are more immediate in addressing students' school adjustment needs.

2.2 School Adjustment

The concept of adjustment was first given by Darwin who used it as an adaptation to survive in a physical world. Adjustment has been defined in various ways: Encyclopaedia Britannica defines adjustment in Psychology as the behavioural process by which humans and other animals maintain equilibrium among their various needs and obstacles in their environment. A sequence of adjustments begins when a need is felt and ends when it is satisfied (www.britannica.com/E). Weiten and Lloyd (2003) define adjustment as a psychological process through which people manage to cope with the challenges of everyday life. Adjustment is a necessary characteristic to be able to live in this world.

According to Kasschau (2003), adjustment is a process of adapting to and actively shaping one's environment. When psychologists call a person well adjusted, they do mean that the person has learned to deal with the frustrations, disappointments and losses, as well as achievements, joys and gains. Furthermore, the term adjustment is often used as a synonym for accommodation and adaptation. It denotes the results of equilibrium or balance which may be affected by either of these processes (Monroe, 1990). Adjustment is used to emphasize the individual's struggle to get along or survive in his or her social and physical environment.

Adjustment is also noted to be a psychological process which involves coping with new standards and values and it can be viewed from two angles (Makwana & Kaji, 2014). Firstly, adjustment may be viewed as an achievement or how well a person handles his conflicts and overcomes the resulting tension. Secondly, adjustment may be looked upon as a process involving how a person adjusts to or compromises his

conflicts. Thus adjustment maintains peace and harmony in the home, school society, or country.

School adjustment is a multidimensional construct that consists of personal and social indicators of the individual's ability to adapt to the school's demands and values, both internal constraints and external requirements (Bouffard, Roy & Vezeau, 2003). In school, many students participate in academic and non-academic activities and develop a sense of belonging. Ideally, they develop a sense of belonging and have good relations with teachers and identify with and value school outcomes. For this study, school adjustment has been taken to mean a satisfactory relationship between the individual and the environment. It is the course of behaviour an individual follows in relation to demands of internal, external, and social environment. An individual confronts quite a number of adjustment problems which have direct impact in reducing the general efficiency of the individual. For example individuals are likely to face many challenges as they report to a new school and as they function in the school. These challenges include adjusting to and interacting with new teachers, new academic activities, and the need to mix with new and more diverse groups of schoolmates among other challenges. When individuals exhibit a range of social skills associated with cooperation, initiating interaction or assertion, and self-control, they are more likely to adjust easily to school.

However, Margetts (2002) notes that difficulties are likely to occur when children are disorganized, distractible, or when they are anti-social and have difficulty considering the rights of others. Such learners have difficulty in believing that their school experiences have much bearing in their future, and they do not feel accepted and withdraw from school life and become maladjusted. Some maladjusted students are

disruptive in class and are known to exert negative influence on others. Poor school adjustment also leads to low academic achievement, behavioural problems, discordant educational aspirations and even school dropout (Vasalampi, Salmela-Aro & Nurmi, 2009). Well-adjusted students on the other hand usually value what they are learning and are positively involved in classroom activities and receive good grades (Kiuru, Nurmi, Aunola & Salmela-Aro, 2009).

Researchers have shown a lot of interest in the concept of school adjustment. Wainright, Russell and Patterson (2004) carried out a study that examined associations among family type (same sex versus opposite sex), family relationships as variables and the psychosocial adjustment, school outcomes and behaviours of adolescents. Normative analysis indicated that, on measures of psychological adjustment and school outcomes, adolescents were functioning well and their adjustment was not generally associated with family type. In regard to family type, adolescents who reported closer relationships with their parents reported better school adjustment. There is also evidence linking student-teacher relationships with student school adjustment. It is reported that students attain better grades in classes taught by teachers they like (Baker, 2006; Klem & Connell, 2004; Montalvo, Mansfield & Miller, 2007).

A study by Raju and Rahamtulla (2007) sought to examine adjustment problems of school students from urban and rural schools of Visakhapatnam District in India. The study was conducted on a sample of 461 students (197 boys and 164 girls). The major findings of the study showed that adjustment of school children was primarily dependent on school variables like the class in which they were studying, the medium of instruction used in the school, and the type of management of the school. Parental

level of education and occupation were reported to significantly influence learners' school adjustment.

Louis and Emerson (2012) carried out yet another study in India. The study sought to identify adjustment difficulties of high school students that were drawn from urban, rural, co-educational and convent schools. Both female students (103) girls and male students (101) boys took part in this study. Findings revealed that there were problems noted across emotional, social and educational domains in both boys and girls. However there were no significant gender differences. The conclusion of the study was that adolescents present as a vulnerable group. The implication of these findings for parents and significant others were that there was need to help students develop adequate coping skills.

In Kisumu District, Kenya, Winga, Agak and Ayere (2011) undertook a research study that sought to add to what is already known about the school adjustment of high achievers and low achievers who were learning using the same curriculum up to form four level of education. The study focused on finding the levels of adjustment among secondary school students and to find out whether there were significant differences between male and female students and also to find out whether there were significant differences between high achievers and low achievers doing the same curriculum in school adjustment. The study concluded that despite girls' performance being poorer, there were no differences in school adjustment. The study defined school adjustment in terms of school engagement and satisfaction with school. The study also reported differences in school adjustment were manifest between high achievers and low achievers.

School adjustment can be enhanced through offering guidance and counselling services to learners. For instance a research by Borders and Drury (1992) shows that school counselling interactions have substantial impact on students' educational and personal development and thus adjustment. These interactions could be on individual and small groups that are used for classroom guidance and consultation activities. These interactions seem to contribute to students' success in the classroom (Borders & Drury, 1992). In a research carried out in Egerton University, Njoro Campus, guidance and counselling services were found to play a critical role in helping students adjust to university life (Kyalo, 2011). The study recommended that there is need for the university to increase the level of publicity of guidance and counselling services so as to assist students in coping and adjusting to university life.

School adjustment of students in the various institutions of learning and the important role the psychological counsellor plays are very important topics in our society today. This is more so because the youth in the 21st century are facing numerous issues that may impede their ability to function properly in school notes Gumisiriza (2012). It is the complexity of these issues, such as interaction with peers and teachers, academic performance, behaviour and actions within the community, that have fallen on the shoulders of the education system and eventually on the school counsellor (Menantaeu-Horta, 1986). Makewa (2008) concedes that it is important to understand the youth's world as a counsellor. The counsellor is then able to help them lead more fulfilling lives.

As mentioned earlier in chapter one, most secondary school students are at the adolescence stage. This is a stage during which they need to adapt too many changes. Nasibi (2003) enumerates some of the changes as follows: First, they adapt to a new

image. This is where they have to accept as satisfactory the new looks, new hair growth and their enlarged sex organs. Second is learning to use new intellectual capacities which result from their accelerated development of mental ability that is known to vary from one individual to another. Third is the development of students' personality. Adolescence is a time for students to develop his or her own unique personality. Fourth is the establishing of emotional and psychological independence from the parents and guardians. In this regard, the family and the school are expected to provide them with both practical help and emotional security and affection. The other changes that arise include developing satisfactory relationships with peers of the opposite as well as the same sex. Adolescents learn values, behaviour and attitudes more from peers than from their families. Therefore choice of friends becomes very important. Finally there is the need to develop a sense of self-control and maturity. This is especially important since the adolescent suffers from mood swings, which in some cases produce socially unacceptable behaviour.

Furthermore, coping during adolescence is essential in the modern society as life is becoming very complex and conflicting day by day. The trend is alarming and therefore it is important that we pay attention to adolescent adjustment processes note Louis and Emerson (2012). Adjustment is something that is constantly achieved and re-achieved by us (Mangal, 2007). Therefore it can be concluded that there is nothing like satisfactory or complete adjustment which can be achieved for all time. The students in schools thereby need continuous attention from the teacher counsellors so as to remain well-adjusted. Personality characteristics also determine one's adjustment in life. The domains of school adjustment which are considered in this study are three: academic adjustment, emotional adjustment and social adjustment. These domains of adjustment are deemed as important indicators of overall school adjustment of a

student. Review of literature indicates that most reports and research on school adjustment was drawn from samples from the western world. This study will draw from a Kenyan sample.

2.3 Guidance and Counselling Services and Academic Adjustment

Establishing the students' perceptions on the influence of guidance and counselling services on their school adjustment was the first objective of this study. Education is said to be a powerful equalizer of people's endowments with which they expand their horizon of life choices, grasp economic opportunities, and attain higher living standards thereby enjoying a life of happiness and well-being. It also acts as a foundation upon which one can build the rest of their life. Therefore, it is important for students to acquire a wholesome education in their life. This is only possible with proper academic adjustment of the student while in school. For example it may happen that considerable academic differences exist between the primary school environment and secondary school environment, such as greater emphasis being placed on evaluation of students (Anderson, Jacobs, Schramm & Splittgerber, 2000; Benner & Graham, 2009).

There are other reasons why students need assistance in making the right adjustment in school academically. Repetto, Penna, Mudarra and Uribarri (2007) indicate that guidance and counselling services are important in schools so as to promote motivation and improve learning in students particularly those coming from other cultures, in which they could have learned hopelessness and experienced erroneous beliefs that might persist throughout their entire lives. There is also the need to adapt to the different teacher expectations and teaching styles in secondary school (Pratt & George, 2005). Furthermore, keeping up with the demands of secondary school is a

source of concern for students, what with the pressure to achieve academically arising from a variety of sources including parents, teachers, and peers (Walkerdine, Lucey & Melody, 2001). Support from guidance and counselling at this time is paramount.

Mutie and Ndambuki (1999) note that poor organization, laziness, being easily distracted and lack of self-confidence are among the factors that contributes to poor academic performance. They however emphasize that through academic counselling, students can be motivated to improve on their academic standards. Academic guidance and counselling is normally done through training learners on effective study methods and examination techniques. This is supported by Abid (2006) who carried out an experiment that proved that guidance and counselling services have a significant positive effect on students' attitudes and study habits which result in improvement of students' academic performance.

More research studies have linked guidance and counselling services to improved academic performance. One of them is a study of Missouri high schools in the USA that was undertaken by Lapan, Gysbers and Sun (1997). The study found that schools with more fully implemented model guidance services had students who were more likely to report that they had earned higher grades, and that their education was better at preparing them for the future since their schools made more career and college information available to them. Similarly, a study on the effects of counselling on classroom performance found that underachieving students who received counselling improved significantly on classroom behaviour and in Mathematics and Language Arts grades (Gerler, Kinney & Anderson, 1988). However, guidance and counselling services have also been noted to be ineffective in enhancing academic performance (Ireru & Muola, 2010).

Rao (2002) gives specific areas for academic counselling. The first one is preparation for study. It is noted that learners hear and absorb only when they are ready to hear and learn, they therefore need to be prepared to know what to expect and what is expected of them. Secondly is helping the learner to develop interest in the subject thus dedicating more time to the subject. This is important since some learners develop likes and dislikes with regard to subjects which may adversely affect performance. He notes that poor performance may in turn lead to other problems like loss of interest in studies, irregular attendance of class, truancy and other minor delinquencies. Thirdly is developing reading and note-taking skills. This is because some students may have reading difficulties and their rate of reading may be slow and comprehension is poor.

A learner therefore needs to find an environment that is conducive for reading and to focus on the topic or subject and write notes that will be used for revision for examinations. Also, a learner needs to be helped to develop memory skills by devising ways of preserving what has already been studied in the long term memory. The final area is the putting in place appropriate steps to develop the necessary remedial programme and the making of a personal study time- table by the learner. A sound guidance and counselling programme could help the learners understand themselves, understand their own problems and overcome them and promote academic excellence.

The American School Counselling Association (ASCA) states that the role of the school counsellor is in supporting the student academically (ASCA, 2005). The ASCA National Model (2005) emphasizes the counsellor's role, as an expert on issues regarding child and adolescent development, to become leaders for change in the educational system. The model emphasizes that it is the responsibility of the school

guidance and counselling service to “support the school’s academic mission by promoting and enhancing the learning process for all students.” (2005, p. 15).

It should be noted that schools in Kenya have complied with the directive from the government to provide guidance and counselling services in all learning institutions. However, there is paucity of information concerning secondary school students’ perceptions on the influence of this important service on their academic adjustment. This necessitated a research on this area.

2.4 Guidance and Counselling Services and Emotional Adjustment

The second objective in this study was to establish students’ perceptions of the influence of guidance and counselling services on their emotional adjustment. Emotions are known to play a leading role in controlling and directing one’s behaviour and providing a definite shape to his or her personality make up. According to Rao (2002), emotions have positive and negative aspects. Guidance and counselling services can help clarify to the learner the role of positive emotions that are constructive and integrative and the role of negative emotions that are disruptive and disintegrative. He emphasizes that an emotionally well-adjusted student should minimize the role negative and disintegrative emotions while magnifying the role of the positive and integrative emotions.

At school, students can display a range of reactions to experiences of grief (Heath, Leavy, Hansen, Ryan, Lawrence & Gerritson-Sontag, 2008; McGlaulin, 1998). Students who have difficulty coping with this experience may exhibit “behaviour such as lack of concentration, inability to complete tasks, fatigue, and excessive display of emotion, withdrawal, and aggressiveness” (McGlaulin, 1998, p.46). In fact it is noted

that all losses that face adolescents should be treated as a potential source of grief (McGlaughlin, 1998). Such losses include various changes in peer associations and the loss of a romantic relationship.

It follows therefore that an individual who is capable of expressing his emotions in a proper way at a proper time may be termed as emotionally adjusted. The acquisition of such emotional adjustment may automatically help an individual to act and behave in a desired way, face life situations properly and feel adjusted in the personal and social life (Mangal, 2007). According to Nondo (2004), all secondary school students seem to experience anger at different times as a result of poor performance, and conflicts between them and teachers. Desocio and Hootman (2004), note that students whose personal or emotional guidance and counselling needs are not satisfied in school suffer for an extended period and the student may break from school completely. The teacher counsellor needs to help these students who are faced with emotional challenges to understand their feelings, acknowledge those feelings, and try to overcome them and be happy and if possible avoid situations that trigger such feelings in future.

Research studies show that emotional support which is given through services that include guidance and counselling is linked to good psychological adjustment and generally fewer symptoms of depression and anxiety (Maly, Umezawa Leake & Silliman, 2005; Wills & Fegan, 2000). Furthermore, Corey (2008) posited that psychological counselling helps clients to resolve the unfinished earlier life experiences like what might have resulted into the students' current status and has influence in their current way of life. By doing this, counselling helps student clients

discover and develop their potentials that can assist them overcome future problems like life skills of managing stress that might result from hassles of school life.

School guidance and counselling services have also been noted to have a significant influence on discipline problems. This is by tackling the psychological issues that are the underlying causes of indiscipline among secondary school students. For instance (Baker & Gerler, 2001) reported that students who participated in school counselling programmes and services had significantly less inappropriate behaviour and more positive attitudes towards school than those who did not participate in the program. Another study reported that group counselling provided by school counsellors significantly decreased participants' aggressive and hostile behaviour (Omizo, Hershberger & Omizo, 1988). School counsellors have also been found to be effective in reducing victimization by assisting victimized children, reducing bullying behaviours, and modifying the school climate and structure (Hanish & Guerra, 2000).

Further, it has been reported that students whose needs are met through guidance and counselling are also better able to cope with test anxiety (Kesici, 2007). Test anxiety refers to the appraisal of a test or other evaluative situations as threatening and consists of distinct cognitive, affective- physiological and behavioural components (Zeidner & Matthews, 2005). The cognitive component is the worrisome thoughts and concerns about the consequences of failing the test, the affective-physiological components are the physical sensations that accompany anxiety for example trembling, headaches and sweating and the behavioural include actions indicating lack of concentration during an exam such as playing with the writing material and looking around.

Test anxiety is an emotion that is consistently reported by children and adolescents as worrisome and stressful (Owen-Yeates, 2005). Students frequently become concerned with the consequences of failure. This is especially so since their self-worth has become tied with external achievement whereby there is a possibility of negative judgement from others such as family members and friends. Moreover, educational as well as occupational aspirations rest on achievement in a test. It is no wonder that in Kenya, many of the student unrests are reported towards or during the examination periods.

More studies show that school counsellors have proven effective in preventing students from committing suicide. The most effective programs start with younger students and portray suicide as a mental problem, not a dramatic way of ending life (Jones, 2001). Only an emotionally disturbed person can decide to end his or her life. It should be noted that if the difficulties and stresses are addressed in a preventative manner this can improve not only the students' ability to perform in school, but also their interpersonal relationship with peers, parents and teachers, and can also impact their sense of worth and self-efficacy (Akos, 2005; Kesici, 2007).

However, there are studies that report the ineffectiveness of guidance and counselling services in helping individuals with psychological problems. For example a study carried out by Ileri and Muola (2010) reported that many pupils are still beset with physical and psychological problems as well as indiscipline yet the guidance and counselling programmes are running in the schools. The sample for the study was 234 respondents selected from a population of 10 000 primary school teachers in Nairobi City through stratified and random sampling. Ng'eno (2012) reported that students were uncertain on the impact of guidance and counselling services on emotional needs

of students. Again very few studies on guidance and counselling services and influence on emotional adjustment have been done in Kenya. Therefore this study aimed to fill this literature gap by comparing students' perceptions on the influence of guidance and counselling services on their school adjustment depending on the nature of the services provided in their schools.

2.5 Guidance and Counselling Services and Social Adjustment

According to Melgosa (2005) sociability is a basic instinct and each person impulsively searches for companionship with others like themselves. Unfortunately, some learners in schools do not know how to behave in a group. They tend to be timid, shy, and self-conscious and generally avoid meeting people (Rao, 2002). Tindi and Silsil (2008) also note that young people who lack social skills are at a risk of violence. They are likely to behave in aggressive ways and do not think about the consequences of their actions .and usually start fights with peers who ignore them.

According to Erdley, Nangle, Newman, and Carpenter (2001), peer relations that children experience influence their adjustment. This is from the developmental perspective whereby individuals develop diverse needs that can be satisfied by distinctive social interactions at different phases of development.

As noted earlier, most secondary school students are at the adolescence stage. Adolescence is a period when social acceptance is typically perceived by students to be of great importance (Gerner & Wilson, 2005; Melgosa, 2005). In a study of English students, Chedzoy and Burden (2005) found that students identify "fitting in" as being of utmost importance during this period. An adolescent who is not well adjusted socially is not likely to achieve well in school and the counsellor's role in

assisting an individual perform well in school is inevitable (Osa-Edoh & Iyamu, 2012). It is a fact that in schools the world over, children with different abilities, different skills and different cultures get educated together, providing them an opportunity to hone their adjustment skills. Indeed, peer relations are important to adolescents notes Ryan (2000) and as such the loss or change of a relationship can have significant impact on students' identity development and ultimately school functioning. As such, during school life, a child has to learn to co-exist and co-operate with fellow students and teachers of different religions, different cultures, different opinions, and a different outlook towards life.

It is not uncommon to find learners in schools who may be aggressive, ill-mannered, and crude. This is lack of adjustment (Rao, 2002). Such learners display anti-social tendencies such as bullying. Bullying is usually a compensation for poor self-concept. Learners hide fears and feelings of inadequacy behind acts of bullying. It is seen as an attempt to strike back at an unfriendly world or seek attention due to feelings of insecurity, and poor socialization (Birichi & Rukunga, 2009). Such learners have also been reported to hold more negative attitudes towards institutional authorities for example school and the teachers (Adair, Dixon, Moore & Sutherland, 2000). The role of the teacher counsellor is to help such learners to avoid these problems of social adjustment. Indeed, guidance and counselling services in a school should ideally enable students acquire social skills which are vital in interacting with other students, teachers, and the school administration.

Generally, school is the area in which adolescents spend the majority of their time. This is where, according to Desocio and Hootman (2004), students will learn how to socialize, and where they achieve "developmental milestones" and if not properly

managed can lead to more severe health problems in adolescence and adulthood (p. 192). Osterman (2000) adds that occasions within the school context that give rise to students collaborating and engaging in discourse and positive social interactions are apt to stimulate further pro social behaviours. This in turn should be associated with overall school adjustment.

More research studies show that in a school context, peers are very important in the process of socialization. These include a study by Steinberg and Morris (2001) which found that the majority of adolescents are influenced by their peers because they admire them and respect their opinion. This is called peer pressure. Peer pressure is the acceptance to be controlled by group cultures, behaviours and habits (Birichi & Rukunga, 2009). It is noted as a factor that leads to attempts to experiment with drugs and other harmful behaviours, particularly during adolescence, peer pressure begins to influence young people and it can be harmful. Birichi and Rukunga (2009) add that guidance and counselling services come in handy in ensuring that negative influence does not occur.

Moreover, people generally strive to be comfortable in the surrounding by having their psychological needs met (such as love and affirmation) through the social networks which they inhabit. Some researches indicate that adolescents who are violent at school are in most cases those who have been rejected by peers (Hay, Payne & Chaldwick, 2004; Werner, 2004).

Peers indeed can play a beneficial role to individual students. Adolescents are constantly comparing themselves to their peers to sort out a sense of identity. For this reason, peers can influence pro social behaviours such as empathy- the ability to

understand the perspective of others. Positive friends can also be associated with improved academic performance (Barrell, 2009). In fact, acceptance by friends is an integral part of the adolescent's life in school as reported in a study by Vitaro, Laroque, Janosz and Trembley (2001) who note that peer rejection during middle or high school could predict the possibility of an individual dropping out of high school.

Researchers have acknowledged the effectiveness of school counsellors in teaching social skills (Verduyn, Lord & Forest, 1990). It has been reported that schools with a more fully implemented guidance programme had students who reported that their schools had a more positive climate with greater feelings of belonging and safety at school and classes are less likely to be interrupted and peers behave better (Lapan, et al., 1997). Young people who are well received and hold positions among their peers are candidates for positive adjustment (Gifford-Smith & Brownell, 2003; Zettergren, 2003).

Further research findings show that children with positive peer relations tend to perform higher academically whereas children with peer problems tend to experience a wide range of academic difficulties, including school engagement (Kuperminc, Leadbeater & Blatt, 2001) and dropping out of school (Cairns, Cairns & Neckerman, 1999). According to Kesici (2007), a student whose guidance and counselling needs are satisfied can establish a harmonious relationship with friends and family. A very limited number of studies have been undertaken to investigate secondary school students' perceptions on the influence of guidance and counselling services on social adjustment especially in Kenya. This study therefore is intended to fill the literature gap.

2.6 Gender and School Adjustment

The current study also set out to determine students' perceptions of the influence of guidance and counselling services on their school adjustment in relation to gender. Generally, the relationship between gender and school adjustment has attracted a lot of interest in researchers. Chauhan (2003) conducted a study in 111 secondary schools in Durg District, India to ascertain the school adjustment of students. He reported that female students have a better adjustment level when compared to the male students. Makwana and Kaji (2014) in a study involving a sample of 60 boys and 60 girls report that there is no significant difference in emotional adjustment of boys and girls in school adjustment. However they reported a difference in social adjustment showing that boys have a better social adjustment than girls. This contrasts with Gupta and Gupta (2011) who found that female children were better in social adjustment while in educational adjustment boys and girls have the same order of adjustment. Concerning academic adjustment, Gupta (2013) reported that boys possessed a moderate level in terms of mean. This was a study carried out in senior secondary schools in New Delhi State in India.

In a related study, Enochs and Roland (2006) examined the relationship between the living environment, gender and overall adjustment to college and social adjustment in freshmen's academic and overall adjustments. The study found that boys had significantly higher overall adjustment levels than the girls regardless of the living environment.

Closer home in Kenya, Winga, Agak and Ayere (2011) investigated the levels of adjustment and its relationship with academic achievement, gender differences were also examined. The researchers employed a cross sectional research design involving

students drawn from secondary schools in Kisumu District. The study found that there were no significant differences between boys and girls in school adjustment. Gatua (2012) reported that female students expressed higher levels of social and emotional adjustment than male students. Also, Pinto (2004) found that gender influences the adolescents' rate of seeking help for emotional problems. This is for example through guidance and counselling services.

Gender has also been an important variable in students' perceptions of guidance and counselling services. For example according to Chireshe (2011), female students view the services more positively than their male counterparts. In yet another study, Ng'eno (2012) reported no gender differences in students' perception of the impact of guidance and counselling on social needs of students. From the literature reviewed, it seems gender is very important in students' school adjustment. However, there is paucity of information on secondary school students' perceptions of the influence of guidance and counselling services on school adjustment. It is this gap in literature that the study intended to fill.

2.7 Type of School and School Adjustment

The study also aimed at establishing whether the type of school attended was an important factor in the students' perceptions of the influence of guidance and counselling services on their overall school adjustment. The types of schools that were considered were single sex boarding schools, mixed boarding schools and mixed day schools. First of all, type of school and adjustment has also been of interest to researchers. Raju and Rahamtulla (2007) carried out a study in which the type of school was categorized into four groups on the basis of management of the school.

The categories of schools were private unaided English medium schools, municipal schools, Zila Parishad schools and private aided schools.

In the study, significant differences were observed among the four schools on academic and emotional factors of adjustment. On the academic dimensions, Zilla Parishad schools were found to have higher mean scores than students from other type of schools. These students felt they could easily get cooperation from fellow students and that they could also finish their studies adequately. In the emotional adjustment dimensions, private unaided English medium schools students were reported to be better adjusted than students from the other types of schools. In yet another research from India involving urban higher secondary and rural secondary schools of Ahmedabad District, it was found out that there is no difference between adjustment levels these two groups in terms of emotional adjustment, social adjustment and also overall adjustment (Rashmikant & Shree, 2014).

Yellaiah (2012) found no significant difference between government and private school students and rural and urban schools in academic adjustment. Yet another study by Chauhan (2003) reported differences in adjustment of higher secondary school students than lower secondary school students. Could such differences be a reflection of the kind of psycho social support provided by significant other in the school environment? This study was interested in determining students perceived the guidance and counselling services provided in their various schools influenced their school adjustment.

Secondly, there are studies that have focused on guidance and counselling services and school adjustment. One such study was carried out in Kenya by Gatua (2012). This is a study involving urban and rural public type of schools that was carried out

with the aim of investigating the impact of guidance and counselling services on students' social and emotional adjustment. The findings indicated that that guidance and counselling services in secondary schools had high levels of impact on students' social and emotional adjustment whereby rural schools indicated higher levels of impact of the services than urban schools. Another researcher, Chireshe (2011) in a study carried out in a Zimbabwean secondary school concerning students' perceptions of the benefits of guidance and counselling services reported that students from rural boarding secondary schools viewed guidance and counselling services more positively than those from other type of schools. However, students' perceptions on the influence of guidance and counselling services on their school adjustment in relation to school type in terms of single sex boarding schools, mixed boarding schools and mixed day schools is missing in literature. Therefore this study intended to fill this literature gap.

2.8 Class Level and School Adjustment

Lastly, this study also aimed at establishing students' perceptions on the influence of guidance and counselling services on overall school adjustment in relation to class level. All class levels from Form 1 to Form 4 were considered in this study. First, it was noted that earlier studies have reported differences in class level and academic adjustment. For example a study done in Gwinnett County, Georgia, showed that school counselling has an impact on academic performance, and increase the on-task, productive behaviours. The Behaviour Rating Checklist indicated statistically significant increases in productive on-task behaviour for both third grade and fifth grade students tested. Language arts progress was statistically different for both levels as well (Mullis & Otwell, 2007; Watts & Thomas, 1997). Secondly, Ng'eno (2012) in a study of teachers' and students' perception on the impact guidance and counselling

on students' needs in Rift Valley province reported differences in class level. Moreover, Chireshe (2011) reported that students from Form 4 to 6 viewed guidance and counselling services more negatively than those from other forms.

Furthermore, in a study to survey counselling needs among technical college students in Ebonyi State, Nigeria, Nweze and Ugochukwu (2014) found that there were significant differences in college adjustment in terms of class level on academic achievement. However, boys tended to experience more social relationship problems than girls hence their counselling needs were more. There is scanty literature on students' perceptions on the influence of guidance and counselling services on their school adjustment in relation to class level of the respondents thus justifying the need to carry out this study and report the findings.

2.9 Summary

The reviewed literature has identified and recognized studies and researches that have already been done in relation to guidance and counselling services in learning institutions. These include the functions and importance of these services especially for learners who at the adolescence stage of development. The review has also highlighted what an ideal guidance and counselling service in a school should entail as there are many expectations that clients have from the service. The many challenges that are facing the implementation of functional guidance and counselling departments particularly in Kenyan learning institutions were also highlighted.

The concept of school adjustment has also been investigated in relation to guidance and counselling services. Many studies point out the role guidance and counselling plays as an intervention in cases where there exist cases of maladjustment among

students. Students in many schools are reported to be facing challenges of various kinds that affect their academic, emotional and social life which affect their school adjustment. It is noted in the literature review that if the services are provided adequately, cases of drop outs and underachievement among students are minimised. Most researches acknowledge the important role that guidance and counselling plays in enriching the quality of school life and subsequently school adjustment. However, the review also pointed out some inconsistent findings regarding guidance and counselling services and influence on the various domains of school adjustment. The same inconsistency is seen regarding gender, type of school and class level and school adjustment.

Moreover, the review highlighted the gaps in past researches which this study sought to fill. For example very few studies have investigated students' perceptions of the influence of guidance and counselling services on overall school adjustment of students and this is the gap that this study intended to fill. The studies that have been carried out were also mostly inconclusive in their findings. The literature reviewed covered all the variables for the study which are guidance and counselling services, perceptions of students on the influence of guidance and counselling services on school adjustment (academic, emotional and social), gender, school type and class level of the students.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

This chapter presents the procedure that was adopted in conducting this study. The sub-headings are: the geographical locale of the study, philosophical paradigm, research design, the research methodology and the study population. Others are the sample size, sampling techniques, the study variables, research instruments, scoring of research instruments and data analysis procedures and the ethical considerations.

3.1 Geographical Locale of Study

The study was carried out in secondary schools in Keiyo North Sub-County. Keiyo North Sub-County is one of the four sub-counties in Elgeyo Marakwet County in the Rift Valley region of Kenya. The other sub-counties are Keiyo South, Marakwet East, and Marakwet West. The national population census that was carried out in 2009 showed that Elgeyo Marakwet County had a total population of 370,712 out of which Keiyo North Sub-County had the highest population density of 148 persons per square kilometer according to Elgeyo Marakwet County Integrated Development Plan 2013-2014 (CIDP, 2013). The sub-county is mostly inhabited by the Keiyo people who are a sub-tribe of the larger kalenjin group. The main economic activities are small scale farming and trading. The largest town centre is Iten overlooking the Great Rift Valley at 8000 feet above sea level.

The researcher chose Keiyo North Sub-County because of various reasons: first is that the sub-county has the various types of schools, single sex boarding schools, mixed boarding schools and mixed day schools. Secondly, guidance and counselling services

have been introduced in all these types of schools as it is one of the requirements of the Ministry of Education Science and Technology (MOEST), yet the students' perceptions on the influence that these services have had on their school adjustment have not been investigated adequately.

Moreover, secondary schools in the sub-county register relatively poor academic performance for example it has consistently registered a mean grade of below 6.9 in the last five consecutive years. Furthermore several secondary schools have experienced cases of student unrest and school drop- out among students (Keiyo North Sub-County Education Office, 2015). Thus justifying the need to undertake this study on the students' perceptions of the influence of guidance and counselling services on their school adjustment. However, it is important to note that the decision to choose Keiyo North Sub-County among other areas in the country does not minimize the importance of these other areas, which may perhaps produce similar results.

3.2 Philosophical Paradigm

A paradigm is a basic set of beliefs about the way in which particular problems exist and a set of agreements on how such problems can be investigated (Denzin & Lincoln, 2003). The philosophical paradigm for this study was pragmatism. Pragmatism is a deconstructive paradigm that advocates the use of mixed methods in research "sidesteps the contentious issue of truth and reality" (Feilzer, 2010, P.8) and focuses instead on "what works" as the truth regarding the research questions under investigation (Tashakkori & Teddlie, 2003, p.713). Feilzer (2010) goes ahead to emphasize that pragmatism is oriented "toward solving problems in the real world" rather than on assumptions about the nature of knowledge.

As already noted, pragmatism is not committed to any one system of philosophy or reality (Feilzer, 2010). Pragmatist researchers focus on the “what” and “how” of research problem and places the research problem as central (Creswell, 2003, p.11). The researcher chose pragmatism since it places the research problem as central, the researcher is at liberty to choose data collection and analysis methods that are likely to provide insights into the question with no philosophical loyalty to any paradigm. Pragmatism was also deemed to be the best philosophical paradigm this being a mixed methods research study.

3.3 Research Design

This study was conducted through the *ex post facto* causal comparative research design. This design was chosen because it is a design that allows a researcher to investigate the possibility of a causal relationship among variables. It is a systematic empirical inquiry in which the researcher has no ability to control the independent variables because their manifestations have already occurred and therefore cannot be manipulated by the researcher (Kerlinger, 1993; Kothari, 2003). In schools, the researcher found students who had already been exposed to guidance and counselling services due to the various academic, emotional and social challenges and they had experienced and had already formed their perceptions on the influence that the services had on their school adjustment.

Also, gender, type of school, and class level in this study were variables which the researcher could not manipulate. Furthermore, the causal comparative design was deemed appropriate because this study involved a comparison of groups of student respondents depending on their ratings of guidance and counselling services offered

in their schools and its perceived influence on the domains of school adjustment that were addressed in this study. Comparison was also made on students' perceptions of the influence of guidance and counselling services on overall school adjustment in relation to their gender, type of school and class level.

3.4 Research Methodology

This study utilized the mixed research methodology to collect, analyze data, and report findings. This mixed approach involved the use of quantitative and qualitative approaches in tandem so that the overall strength of the study is greater (Creswell, 2009). Thus the mixed research gave the study the opportunity to expand understanding of the phenomena under study using different data sources.

3.5 The Study Population

Population is defined as the total collection of elements about which a researcher wishes to make inferences (Cooper & Schindler, 2008). The population for this study comprised of secondary school students in Keiyo North Sub-County. Table 3.1 shows the population of secondary schools in the sub - county in the year 2015.

Table 3.1 Population Distribution of Secondary School Students

Gender	Class Level				Total
	Form 1	Form 2	Form 3	Form 4	
Male	1094	1046	984	887	4011
Female	1079	1113	945	853	3990
Total	2173	2159	1929	1740	8001

Source: Keiyo North Sub-County Education Office

The researcher drew the participants from all the types of schools found in the sub-county. These comprised of single- sex boarding schools, mixed sex boarding schools and mixed day schools. All class levels (Form 1, 2, 3 and 4) took part in this study. This ensured that the sample was representative.

3.6 Sample Size and Sampling Techniques

A sample is a sub-group of the target population that a researcher plans to study in order to make generalizations (Creswell, 2005). Various sampling techniques were used in this study. First, the study employed stratified sampling and then followed by random sampling techniques in selecting a representative sample to respond to the questionnaires. According to Serem, Boit and Wanyama (2013), a stratified sample is a type of sample which is obtained by dividing the study population into layers or strata then selecting the sample from within the strata. The aim of the stratified random sample is to reduce the potential for human bias in the selection of cases to be included.

As a result, the stratified random sample provides a sample that is highly representative of the population being studied, assuming there is limited missing data (Castillo, 2009). For this study, the layers of strata were gender, type of school and class level. Selection requires the inclusion of sample characteristics in the proportions that they contribute to the population (Levin & Fox, 2003) .Simple random sampling on the other hand is a method of sample selection by which every member of the target population has an equal chance of being selected (Fraenkel & Wallen, 2000; Levin & Fox., 2003; Serem, et al., 2013). One of the advantages of simple random sampling is the ease of assembling the sample. It is also considered a

fair way of selecting a sample from a given population since every member is given an equal opportunity of being selected (Castillo, 2009).

Simple random sampling was used to select the respondents from the selected schools. Secondly, purposive sampling was used to identify participants for the interview. With the help of the teacher in charge of guidance and counselling, the researcher purposively selected 4 students from each type of school and one from each class level who were peer counsellors. This was to ensure that each type of school, gender and class level was represented. The sample thus selected consisted of 8 boys and 8 girls. The reason for using peer counsellors was due to their unique position in the school. Peer counsellors tend to be more aware of and engage more in guidance and counselling activities in the school than the ordinary students.

Keiyo North Sub-County has 21 secondary schools consisting of 9 single-sex boarding schools, 3 mixed boarding schools and 9 mixed day schools. Stratified sampling was used to select one third (7 schools) of the schools that were included in the study. Therefore, in line with the proportions, 3 single sex boarding schools, 1 mixed boarding school, and 3 mixed day schools were selected. From the total student population of 8001 in Keiyo North Sub-County (Keiyo North Sub-County Education Office, 2015), 367 participants were selected of which 184 were boys and 183 were girls. To get the desired sample size of students, a table designed by Kathuri and Pals (1993) was used to select the sample of 367 participants (refer to Appendix F).

3.7 The Study Variables

The study variables for the study were divided into three: Independent variables, covariates or mediating variables and dependent variables. The independent variables

were guidance and counselling services, this being the quality of the guidance and counselling services as rated by the students. The services were rated in three ways: poor, average (for those who answered not sure), or good. The covariates or mediating variables were: gender, school type and class level. Gender was whether the participant was male or female, school type was whether the school was single sex, mixed boarding or mixed day school. Class level was the form in which the participant was in. These variables were built into the study as independent variables. This is because it was important to find the effect that these variables had on the students' perceptions on the influence of guidance and counselling services on their school adjustment. The dependent variables were students' perceptions on the influence of guidance and counselling services on their school adjustment which were measured in three domains of academic adjustment, emotional adjustment and social adjustment.

3.8 Research Instruments

Data was collected through the use of questionnaire and interview. This is because the study adopted a mixed approach research methodology.

3.8.1 Questionnaire

The decision to use questionnaire was because the study was concerned mainly with variables that could not be directly observed such as views, perceptions, and feelings of participants. Kothari (2003) notes that such information is best collected through questionnaire. Questionnaire also provides firsthand information from the sample (Ary, Jacob & Razavieh, 1990). The other reason for choice of questionnaire was that it was easier to reach many participants within a short time (Oso & Onen, 2003).

Other advantages of a questionnaire include the fact that questionnaires are easier to administer, they are economical to use in terms of time, and energy and permits great depth of response as well as stimulate a person to think about his or her feelings and motives (Mugenda & Mugenda, 1999). Again, the secondary school students who were the target population are largely literate and were able to comprehend the items hence experienced no difficulty in responding to the questionnaire.

The researcher used the Students' questionnaire which consisted of 3 sections (refer to Appendix B). Section 1 of the questionnaire which was constructed by the researcher was used to collect biographical data of the participants. These included gender, class level, and type of school attended by the participant. Section 2 of the questionnaire contained ten items which were used to generate information concerning guidance and counselling services offered in the school. The responses were used to rate the services provided as either poor, or good. There was also the neutral category who rated it as not sure or average. Section 3 of the questionnaire is the Students' School Adjustment Questionnaire (SSAQ).

The SSAQ had three subscales which contained items which were used to generate data on students' perceptions of the influence of guidance and counselling services on their academic adjustment, emotional adjustment and social adjustment respectively (refer to Appendix B, Section 2 Parts 1, 2 and 3). Each of the sub-scales contained 10 items which were combined to create a composite score for students' overall school adjustment. The items on SSAQ were adapted from the Students' Adaptation to College Questionnaire (SACQ) by Baker and Siryk (1989) which is a standardized scale that was developed to assess students' college adjustment (refer to Appendix E) The items were modified to suit this study. All the items in SSAQ were closed ended

in nature. All sections of the questionnaire with the exception of section 1 (Biographical data) had items based on the Likert type scale. The scale contained 5 types of responses: Strongly Agree (**SA**), Agree (**A**), Undecided (**U**), Disagree (**D**), and Strongly Disagree (**SD**).

The questionnaire contained positively worded items. The statements in the sub- scale expressed the feelings of the participants towards their perceptions of the influence of guidance and counselling services on the three domains of school adjustment. The response given therefore indicated agreement or disagreement with each statement on the subs-scale. The responses indicating the most favourable attitudes or positive perceptions were given the highest score which was 5 and the responses indicating the least favourable or negative perceptions were given the least score which was 1.

3.8.2 The Interview Guide

The interview guide (refer to Appendix C) was used by the researcher to interview the participants who were chosen purposively from each type of school. These participants were students who were peer counsellors. The reason for choosing this group of students was due to the peer counsellors' unique position which exposes them more to guidance and counselling activities in the school as compared to the rest of the students. The purpose of the interview in this research was to obtain more information through qualitative data from students concerning the provision of guidance and counselling services in the schools and their perceptions of the influence that the services had on their school adjustment.

According to Sheperis, Young and Daniels (2010), the interview allows for a long response, flexibility, follow-up and in-depth inquiry thereby assisting the researcher in verifying and enriching and thus validating the information obtained by use of

questionnaires. The guide was developed by the researcher based on the objectives of the study. The interviews were based on the items in the interview guide and the researcher sought the permission from the participants to write down the responses without quoting their names. The responses were later used during selective coding to establish the common themes emerging from the data.

3. 9 Scoring of Research Instruments

The questionnaire for collecting information on provision of guidance and counselling services from the participants (refer to Appendix B section 2) was scored as follows: Strongly Agree =5, Agree =4, Undecided =3, Disagree =2 and Strongly Disagree =1. The maximum score for this section was 50. A score of 35 and above was taken to mean guidance and counselling services in the school were good. The lowest possible score was 10. A score of 25 and below was taken to mean that guidance and counselling services in the school are poor. An average score of between 26 and 34 was taken to mean that the participants were not sure whether the guidance and counselling services were good or poor so they were described as average.

The items on the Students' School Adjustment Questionnaire (SSAQ) as shown in the academic, emotional and social adjustment sub-scales of school adjustment (refer to Appendix B sections 3) consisted of 10 items each which were scored as follows: Strongly Agree =5, Agree =4, Undecided = 3, Disagree =2 and Disagree =1. In the academic adjustment subscale, a score within the range of 35 and 50 was taken to mean students perceived guidance and counselling services as having a high influence (positive perception) on their academic adjustment and a score of 25 and below was taken to mean that participants perceived guidance and counselling services as having a low influence (negative perception) on their academic adjustment. A score of

between 26 and 34 was taken to mean that the participants were undecided whether guidance and counselling services had any influence on their school adjustment or not.

Similarly, a score of between 35 and 50 for the emotional sub-scale was taken to mean that students perceived guidance and counselling services as having a high influence on their emotional adjustment, a score of 25 and below was taken to mean that students perceived guidance and counselling services as having barely any influence on their emotional adjustment whereas a score of between 26-34 was taken to mean that students were not sure or were undecided about the influence of guidance and counselling on their emotional adjustment.

A similar kind of scoring was done on the social adjustment scale whereby a score of between 35 and 50 was taken to mean that the students had a positive perception on the influence of guidance and counselling services on their social adjustment. A score of between 26 and 34 was taken to mean that the students were not sure about the influence of guidance and counselling services on their social adjustment and a score of 25 and below was taken to mean that the students' perception on the influence of guidance and counselling services on their social adjustment was low.

It should be noted that for the purposes of descriptively determining the students' sub-scales mentioned above, the ratings were summed up as either negative (low), perceptions on the influence of guidance and counselling services on each of the undecided (neutral) or positive (high). Thus, for each of the domains of school adjustment, the product was divided into three categories of perception: negative, undecided and positive.

The qualitative data from the interview was analyzed using selective coding to establish the common emerging themes from the data. This was after the researcher used the field notes to categorize the responses given during the interviews with the participants. Inductive interpretation of the data was used and it was based on the social cognitive theories of perception that guided this study.

3.10 Pilot Study

A pilot study was conducted in three schools in the neighbouring Keiyo South Sub-County. These schools were one single sex, one mixed boarding, and one mixed day school. Keiyo South Sub-County was selected because it falls under the same county as Keiyo Sub-County and students could share the same characteristics. After piloting the research instruments were discussed with the supervisors and where necessary modifications were done. For example piloting helped to simplify the difficult items and to ascertain that the instrument indeed measured what it purported to measure (Orodho, 2004; Serem et al., 2013).

3.11 Reliability and Validity

Reliability and validity of data collection instruments had to be ascertained so as to give credence and faith in the results that were obtained and the conclusions that were drawn.

3.11.1 Reliability of the Instruments

Reliability is the consistency or stability of measurement, the degree to which instruments measure the same way each time it is used under the same conditions with the same results (Creswell, 2009). To ensure reliability, of the instruments, were

piloted in 3 secondary schools in a neighbouring Keiyo South Sub-County. Test re-test method was used whereby a sample of student respondents were asked to respond to a questionnaire set twice. The second time they did so was after an intervening period of two weeks. The correlation coefficient was then calculated using the Cronbach's coefficient alpha from the test re- test scores. Alpha coefficient ranges from 0-1. The study adopted George and Mallery (2003) levels of alpha co-efficient to make judgement on reliability of the instrument; Excellent $>.9$, Good $>.8$, Acceptable $>.7$, Questionable $>.6$, Poor $>.5$ and Unacceptable $<.5$. In this study the guidance and counselling subscale reliability was .89, academic adjustment subscale was .90, emotional adjustment subscale was .88 and social adjustment subscale was .87. The reliability of the interview schedule on the hand was estimated by asking the participants for clarification during the interview. According to Shank (2006), it is highly recommended that data from multiple sources be verified to ensure accuracy.

3.11.2 Validity

Validity can be defined as whether the research has measured what it set out to measure (Adler & Clark, 1999; Serem et al., 2013). This measure aims to assess whether or not there is a clear relationship between how the concept is defined and how it is operationalized. It therefore seeks to establish whether there is a gap between the information that is sought and the data to be collected. According to Fraenkel et al. (2000), for a survey instrument to be considered valid, the content selected and included in the questionnaire must be relevant to the variable to be measured. Both construct and content validity were established for the instruments.

In order to ensure construct validity of the questionnaire, constructs that explain academic, emotional and social adjustment concepts were included in the instrument

as much as possible. To check content validity of the research instruments, suggestions from educational research experts were sought. Their suggestions were then incorporated in the final instrument that was used in the data collection. Content validity is the representativeness or sampling adequacy of the content- the substance, the matter, the topics- of a measuring instrument (Kerlinger, 1993). Validity of the research instrument was also determined through piloting whereby the responses of the participants were checked against the research objectives. Furthermore, the credibility of the interview schedule was determined by choosing students who are peer counsellors from different schools and different classes with various experiences in guidance and counselling. Choosing participants with varied and wide experiences helped to generate rich information and increased the possibility of the study to meet its objectives.

3.11.3 Triangulation

Triangulation is a method of crosschecking data from multiple sources to search for regularities in the research data (O' Donoghue & Punch, 2003). The main purpose of triangulation is to obtain complementary quantitative and qualitative data on the same topic, bringing together the different strengths of the two methods. It increases the credibility and validity of the results. Triangulation design typically involves the concurrent but separate collection and analysis of two types of data which are then merged at some stage (Creswell & Plano Clark, 2007). For this study merging was done at the interpretation stage. This helped to overcome the weaknesses and any intrinsic biases and problems that may arise from the use of a single method. In this study also, methodological triangulation was used to gather the different types of data. Quantitative data was collected by use of questionnaire whereas qualitative data was collected using an interview schedule.

3.12 Data Collection Procedures

The researcher obtained a letter of introduction from Moi University. The letter was then used to seek permission to conduct research from the National Commission for Science, Technology and Innovation (NACOSTI) (refer to Appendices G and H). Once the permit was obtained, the researcher embarked on a pilot study after which some modifications were made on the research instruments. The researcher later presented the permit to Elgeyo Marakwet County Education office so as to request for clearance to undertake a research in Keiyo North Sub-County schools. The request was granted (refer to Appendix I). The researcher also sought permission from the Elgeyo- Marakwet County Commissioner's office so as to carry out research which was also granted (refer to Appendix J). Prior to the research, the researcher visited the sampled schools to secure consent of school head teachers and secure appointment for the preferred dates for undertaking the research.

The researcher then proceeded to the sampled schools to administer the questionnaire and carry out interviews with the participants personally. The participants were asked to read the instructions carefully before responding to the questionnaire items. Clarifications were made where necessary and sufficient time was allowed for the participants to respond to the items accurately. Each participant responded to the questionnaire without discussing the contents with colleagues. For the interview, the researcher requested the teacher counsellor to help identify participants from each of the class levels and to provide a private room where the interviews could take place with confidentiality and with little interruption.

3.13 Data Analysis

Data generated by the questionnaire (refer to Appendix B), which was quantitative in nature, was manually coded, scored, and accurately transcribed into a computer file. The SPSS (Statistical Package for Social Sciences) programme was used to analyze it. Both descriptive and inferential statistics were utilized. The descriptive statistics included the mean, frequencies, percentages and the Standard Deviation (SD). The inferential statistics include the t-test and analysis of variance (ANOVA). This was because data that was collected was both nominal and ordinal. T-test is a measure of the difference between the mean scores of two groups (independent and dependent) and it was used because some of the measures dealt with averages rather than individual scores. The ANOVA on the other hand was used to analyze the collective effect of certain variables. All H_0 was tested at 95% significance level. The qualitative data which was obtained from the interview (refer to Appendix C) was analyzed using selective coding where themes which connect the required topic of study were generated (Corbin & Strauss, 1990). This involved looking for the general traits and identifying the connections between the codes identified earlier and the emergent themes. Later, the emerging patterns were checked and the frequencies of codes across the respondents were established. The emergent themes were finally translated into narrative accounts of the participants.

3.14 Ethical Considerations

The study was conducted after obtaining a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). Also, a cover letter by the researcher explaining the purpose of the study was attached to each questionnaire (refer to Appendix A). Besides, the participants were briefed and assured

of complete confidentiality and anonymity. As such, participants were asked not to write their names anywhere on the questionnaire. During the interview, names of the participants were not mentioned or written down at all. This ensured anonymity of the participants. Participants were also assured that personal data collected by the researcher were to be used for the purposes of the study only.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Overview

This is a chapter that deals with the presentation, analysis, and interpretation of data on secondary school students' perceptions on the influence of guidance and counselling services on their school adjustment in Keiyo North Sub-County. The data for this study was collected from the participants through interviews and questionnaires. Out of the sample population of 367 students, only 329 responded signifying an 89.64% response rate.

The following is a presentation of the demographic characteristics of the participants of the study.

4.1 Demographic Characteristics of Participants

The participants' demographic characteristics were the students' gender referring to whether they were male or female, their class level referring to whether they were in Form 1, Form 2, Form 3 or Form 4 and the type of school attended by the participants referring to whether it was a boys' boarding, girls' boarding, mixed boarding or mixed day school.

4.1.1 Gender of Participants

The study sought to find out the gender of participants who participated in the study.

The results are presented in Figure 4.1.

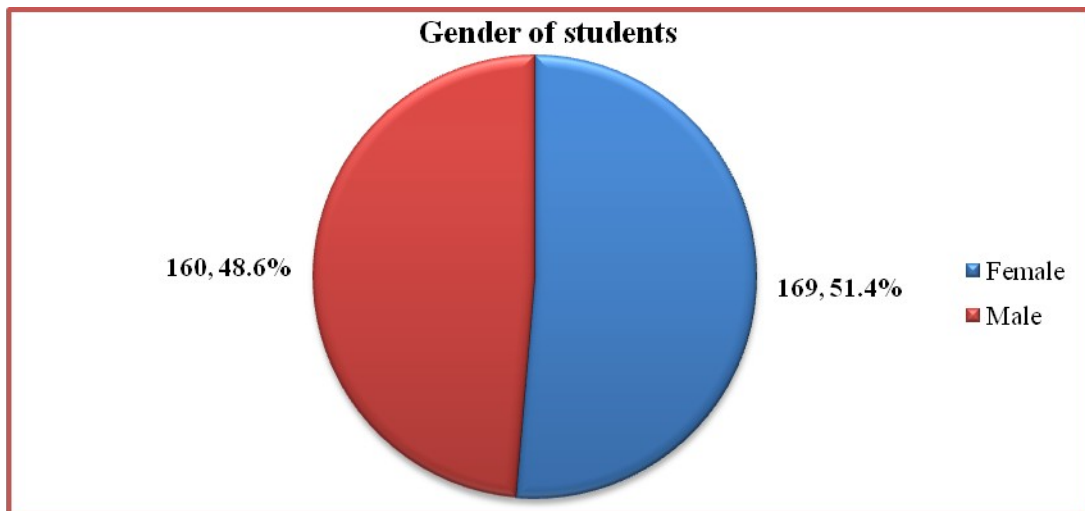


Figure 4.1: Gender of Students

Findings show that 169 (51.4%) of participants were female while 160 (48.6%) were male. This ensured a balance in responses among male and female participants. This was helpful in determining the students' perceptions on the influence of guidance and counselling services on their school adjustment in relation of gender in Keiyo North Sub-County.

4.1.2 Class Level Participants

The participants were also asked to indicate their class level since guidance and counselling services were provided from Form 1 to Form 4. It was important to collect this data so that students' perceptions on the influence of guidance and counselling services on school adjustment could be compared across the four class levels. Their responses are summarised in Figure 4.2:

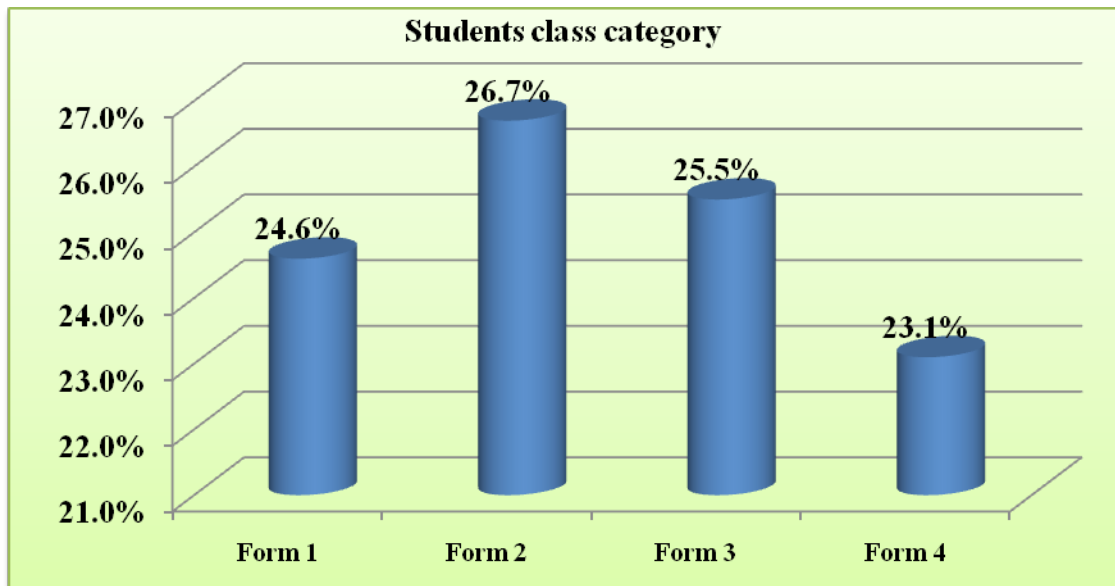


Figure 4.2: Class Level of Participants

Results reveal that 26.7% of the 329 participants were from Form 2, 25.5% from Form 3, 24.6% from Form 1 and 23.1% from Form 4. This ensured that all class levels were included in the research study.

4.1.3 Type of School Attended by Participants

Moreover, the study sought to find out the type of school that participants came from.

The results are presented in Figure 4.3.

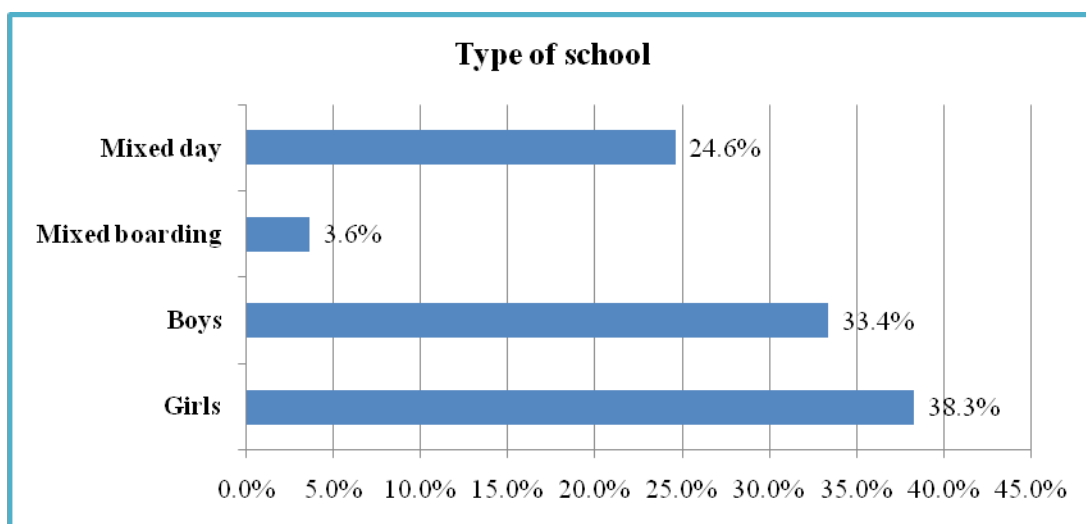


Figure 4.3: Type of School

Most, 126 (38.3%) of the participants were from girls' boarding, 110 (33.4%) came from boys' secondary schools, 81 (24.6%) were from mixed day secondary schools while 12 (3.6%) were from mixed boarding schools. The implication is that guidance and counselling services are provided in each type of school and participants from each from each type of school were captured in their existing proportions.

4.2 Students' Guidance and Counselling Services

It was imperative to describe the nature of guidance and counselling services in Keiyo North Sub-County secondary schools before establishing the students' perceptions on the influence it has on school adjustment. To do this, ten statements on guidance and counselling were provided to the participants to indicate their level of agreement or disagreement with the given statements (refer to Appendix B, Section 2). These responses were later used to rate the services as poor, average or good. The findings of the analysis of the responses are presented in Table 4.1.

Table 4.1: Responses on Guidance and Counselling Services

Guidance and Counselling services	Disagree		Undecided		Agree	
	Freq	%	Freq	%	Freq	%
Students are regularly advised to seek guidance and counselling services.	53	16.1	13	4.0	263	79.9
The guidance and counselling office invites speakers to give talks regularly.	67	20.4	24	7.3	238	72.3
The teacher counsellor is always available when needed.	95	28.9	30	9.1	204	62.0
We have time to seek guidance and counselling services whenever the need arises.	91	27.7	36	10.9	202	61.4
Students regularly seek guidance and counselling services.	174	52.9	52	15.8	103	31.3
Students trust the teacher counsellor to help them when faced with challenges.	129	39.2	46	14.0	154	46.8
I highly rate the services offered by guidance and counselling office.	117	35.6	60	18.2	152	46.2
The guidance and counselling office observes adequate privacy for us students.	143	43.5	49	14.9	137	41.6
I find it easy to share my problems with the teacher counsellor.	137	41.6	76	23.1	116	35.3
The teacher counsellor makes regular follow-ups on student issues.	165	50.2	62	18.8	102	31.0

Results in Table 4.1 show that majority of the participants tended to agree with the first four statements on guidance and counselling provision in their schools. All had a percentage proportion of more than 60%. For instance, majority 263 (79.9%) agreed that they are regularly advised during school assemblies to seek guidance and counselling services. This aims at addressing the various challenges that the students face which could negatively affect their satisfactory adjustment to the school environment. The results above also imply that efforts have been made by school to

popularise the service and to sensitise the students on the importance of seeking guidance and counselling services since 263 (79.9%) of the participants agreed that they are regularly advised to seek the service. It is evident also that 238 (72.3%) of the participants agreed that the guidance and counselling department in their schools regularly invited speakers to give talks on various issues surrounding their school life. Only 67 (20.4%) disagreed with the statement suggesting that guidance and counselling departments in the majority of secondary schools value the importance of inviting speakers to address various issues affecting students.

It can also be seen that 204 (62.0%) of the participants agreed with the statement that teacher counsellors are always available and ready to help when needed, 30 (9.1%) said teacher counsellors are occasionally available and 95 (28.9%) disagreed with the statement. This shows that despite the fact that majority of teacher counsellors are always available for consultation, there are many others who are unavailable suggesting a lack of commitment by the teacher counsellors to their duties. The findings also revealed that 202 (61.4%) of the participants agreed that they always have time to seek guidance and counselling services in their schools when the need arises, 36 (10.9%) were undecided while 91 (27.7%) disagreed with the statement. From the above findings, it is clear that not all the schools have an open-door policy where students can access guidance and counselling services.

The results of the study also showed that more than half of the participants 174 (52.9%) disagreed with the statement that they regularly sought services from the guidance and counselling department while 52 (15.8%) were undecided. 103 (31.3%) agreed that they were regular consumers of guidance and counselling services. The implication of these findings is that most of the students in the sub-county depend less

on seeking individual guidance and counselling services. This is clear when compared to the 238 (72%) of the participants who agreed that speakers are regularly invited to give guidance services. These services are always delivered to them in a group.

The analysis further revealed that only 154 (46.8%) of the participants agreed that they trusted the teacher counsellor to assist them when they are faced with life challenges, 46 (14.0%) were undecided while 129 (39.2%) disagreed with the statement. This shows that some students trust their teacher counsellors while others do not. This has an implication on the teacher counsellors' knowledge of guidance and counselling or training. Probably some have not undergone any training and this could be negatively affecting their delivery of guidance and counselling services in secondary schools. Lack of training also means that a counsellor does not possess the qualities of an effective counsellor. One of these qualities is being trustworthy. It was also evident that 152 (46.2%) of the participants agreed that they rated highly the guidance and counselling services offered in their school, 60 (18.2%) were undecided whereas 117 (35.6%) disagreed with the statement. This finding seems to suggest that the guidance and counselling services in majority of the schools are wanting.

The analysis further revealed that only 137 (41.6%) of the participants agreed with the statement that the guidance and counselling office in their schools observed adequate privacy for students. Those who disagreed were 143 (43.5 %) while the undecided were 49 (14.9%). This implies that either the guidance or counselling office does not offer enough privacy or some teacher counsellors divulge sensitive and personal information pertaining to student issues to other teachers and this affects learners' confidence and assurance in seeking support from the office. The result of the study also depicted mixed responses concerning the next statement on whether students

found it easy to share their challenges with the teacher counsellor whereby 137 (41.6%) of the participants disagreed, 76 (23.1%) were undecided, while 116 (35.3%) agreed with the statement. This suggests that more than half of the teacher counsellors may be unfriendly or unapproachable and so students fear them and would not readily confide in them whenever they experience challenges.

Lastly, half 165 (50.2%) of the participants disagreed that the teacher counsellors made regular follow-ups on students who had sought counselling, 62 (18.8%) said they occasionally made follow-ups while 102 (31.0%) did not. This implies that only half of teachers make follow-ups on students' progress while the other half do not therefore students' challenges are sometimes not addressed fully.

4.2.1 Students' Ratings of Guidance and Counselling Services

As indicated in chapter three, students' ratings on guidance and counselling services were scored as follows: A score of 25 and below was taken to mean that the services were poor, an average score of between 26-34 meant that the participants were not sure whether the services were not sure (undecided) whether the services were poor or good and thus they were described as average and a score of 35 and above was taken to mean that the services provided were good. The study found that 85 (25.8%) of the participants indicated poor services, 109 (33.2%) indicated average whereas 135 (41.0%) indicated that the services were good as shown in table 4.2. This means that guidance and counselling services in some schools in Keiyo North Sub-County secondary schools are below average since quite a number of the participants rated it as average or poor. Only 41.0% rated the services as good. The results are presented in Table 4.2.

Table 4.2: Description of Ratings of Guidance and Counselling services

	Ratings	Frequency	Percent
25 and below	Poor	85	25.8
26-34	Not sure	109	33.1
35 and above	Good	135	41.0
Total		329	100.0

4.2.2 Ratings of Services in Relation to Gender

Gender was one of the important variables in this study so it was necessary to gender. The analysis shows that the percentage of girls who rated guidance and counselling services as poor was 11.2% as compared 41.3% of the boys rated it as poor. The percentage of girls who rated the services as average was 37.2% while 28.7% were boys. On the other hand 51.4% of the girls rated the services as good whereas only 30% of the boys rated the services as good. It is clear that more girls than boys in Keiyo North Sub-County tend to rate guidance and counselling services as good. The implication of these findings is that girls' schools may have improved or better services' provision as compared to boys' schools. The findings are summarised in Table 4.3.

Table 4.3: Description of Gender and Ratings of Services

Gender	Ratings			N
	Poor	Average	Good	

Female	19 (11.2%)	63 (37.2%)	87 (51.4%)	169
Male	66 (41.3%)	46 (28.7%)	48 (30%)	160
Total	85 (25.8%)	109 (33.1%)	135 (41.0%)	329

4.2.3 Ratings of Services in Relation to School Type

It was also important to describe the ratings of guidance and counselling services in relation to school type. The findings presented in Table 4.4 show that only 11.9% of the participants from girls' schools rated the services as poor. They were followed by participants from mixed boarding schools whereby 16.6% of the students who participated rated the service as poor. Next was mixed day at 17.3%. The highest percentage of those who rated the services as poor at 49% were from boys' schools. The findings also show the highest percentage of participants who rated the services as average were from mixed boarding schools at 66.6% while the lowest percentage was from boys' boarding at 29%. On the other hand, the findings show that the highest percentage of the participants who rated the guidance and counselling services as good were from mixed day schools at 43.2% next was from girls' boarding schools at 22.5% followed by boys' boarding schools at 21.8% and lastly mixed boarding schools at 16.6%. The interpretation of the findings is that guidance and counselling services provision in all types of schools in Keiyo North Sub-County is wanting since less than half of the participants in each type of school rated them as good. Thus it can be concluded that service provision in all types of schools need to be improved so that a good percentage of students can rate it highly.

Table 4.4: Description of School Type and Ratings of Services

Type of school	Ratings			N
	Poor	Average	Good	
Girls' boarding	15 (11.9%)	37(29.3%)	74(22.5%)	126
Boys' boarding	54 (49%)	32 (29%)	24 (21.8%)	110
Mixed boarding	2 (16.6%)	8 (66.6%)	2 (16.6 %)	12
Mixed day	14 (17.3%)	32 (39.5%)	35 (43.2%)	81
Total	85 (25.8%)	109 (33.1%)	135 (41.0)	329

4.2.4 Ratings of Services in Relation to Class Level

Results in Table 4.5 show the ratings of guidance and counselling services in relation to class level. It can be seen that the highest percentage of participants who rated guidance and counselling services as good were from Form 4 at 53.9%. This is probably because they have stayed in school much longer and thus benefitted more from the services. It may also be possible that a lot of guidance and counselling services are being targeted at them as they prepare for their final exams and exit from the school. They were followed closely by Form 2 class at 53.4%. The highest percentage of participants who rated the services as poor were from Form 3 classes at 45% followed by Form 1 at 32.1%. Probably Form 3 classes are neglected as they concentrate on Form 4 students. Form 1 students on the other hand may not have stayed long in school to get adequate exposure to the guidance and counselling services offered in their schools.

Table 4.5: Description of Class Level and Ratings of Services

Class level	Ratings	N
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	Poor	Average	Good	
Form 1	26 (32.1%)	29 (35.8%)	26 (32.1%)	81
Form 2	16 (18.2%)	25 (28.4%)	47 (53.4%)	88
Form 3	38 (45.2%)	25 (29.8 %)	21 (25%)	84
Form 4	5 (6.6%)	30 (39.5%)	41 (53.9%)	76
Total	85 (25.8%)	109 (33.1%)	135 (41.0%)	329

4.3 Perceptions on the Influence of Services on Academic Adjustment.

The first objective of the study was to investigate secondary school students' perceptions on the influence of guidance and counselling services on their academic adjustment. To achieve this objective, the following question was asked: Are there significant statistical differences in students' perceptions on the influence of guidance and counselling on their academic adjustment? The first null hypothesis stated; there are no significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their academic adjustment. To answer the research question, the participants were asked to respond to ten statements (refer to Appendix B, Section 3 part 1), they were asked to indicate their perceptions on the influence of guidance and counselling services on their academic adjustment. The descriptive analysis findings are presented in Table 4.6

Table 4.6: Description of the Influence of Services on Academic Adjustment.

Perceptions on influence of Services on Academic Adjustment	Negative		Undecided		Positive	
	Freq	%	Freq	%	Freq	%
Regular attendance of classes	37	11.2	32	9.7	260	79.0
Developing interest in learning	41	12.5	30	9.1	258	78.4
Defining academic goals clearly	37	11.2	47	14.3	245	74.5
Timely completion assignments	55	16.7	38	11.6	236	71.7
Enjoyment of class discussions	62	18.8	31	9.4	236	71.7
Active participation in class activities	57	17.3	37	11.2	235	71.4
Looking forward to the start of classes	73	22.2	60	18.2	196	59.6
Satisfied with the quality of class work	96	29.2	45	13.7	188	57.1
Utilisation of school library services	119	36.2	50	15.2	160	48.6
Satisfaction with academic performance	113	34.3	63	19.1	153	46.5

Results in Table 4.6 show that majority of participants tended to agree that guidance and counselling services in their schools have helped them in school academic adjustment. This is because they agree that they attend class regularly 260 (79.0%), they have developed interest in learning 258 (78.4%), learners can also clearly define their goals 245 (74.5%), others have got the ability to complete their assignments and homework on time 236 (71.7%), enjoying classroom discussions 236 (71.7%) and actively participating in class activities 235 (71.4%). However, less than 20% of the participants disagreed with the statements in each case.

Results further showed that 196 (59.6%) of the participants agreed that they always look forward to start of every class activity and 188 (57.1%) felt satisfied with the quality of class work offered. Moreover, 160 (48.6%) of the participants agreed that they utilised the school library services regularly. However, 119 (36.2%) disagreed and 50 (15.2%) were undecided on the statement. This could be as a result of lack of adequate books or space in the existing libraries in secondary schools. They also showed mixed reactions concerning their satisfaction with their academic performance whereby only 153 (46.5%) of the participants agreed that they felt

satisfied with their level of performance, 113 (34.3%) felt dissatisfied while 63 (19.1%) were undecided. This seems to suggest that guidance and counselling services in Keiyo North Sub-County secondary schools have not adequately addressed issues related to students' academic adjustment.

4.4.1 Interview Responses on Influence of Services on Academic Adjustment

A total of 16 participants were selected and interviewed on their perceptions on the influence of guidance and counselling services on their academic adjustment (refer to Appendix C question 1). It was established that the responses were both positive and negative (refer to Appendix D). A total of 62.5% (10/16) of the participants gave positive responses while 37.5% (6/16) gave negative responses. Some of the explanations given by participants who gave positive responses are the invitation of various speakers to give talks to them concerning academic issues like good study habits, reading skills, mastery of content, and the best revision strategies and making a personal study time table and generally developing interest in subjects. Other benefits mentioned were improvement in managing assignments, changing of attitude towards certain subjects and setting and striving to achieve academic targets and preparation for examinations (Appendix D, statements No: 1, 2, 3,4, 5, 6, 8, 9). The participants also affirmed that teacher counsellors were always available and provided the same assistance to them at both individual level and group level (Appendix D, statement No: 2). One respondent from a girls' boarding school had this to say:

At one time I was performing dismally in almost all subjects, but through the intervention of the teacher counsellor I was able to adopt good study habits, reading skills, revision strategies and making a personal study time table. Today

I am among the best performing students in my class. (See Appendix D statements No: 3 and 8).

It was clear from the interview that the participants who gave positive response had guidance and counselling services popularised during various occasions for example during school assemblies and the service was always available when needed. This was unlike the case of the participants who gave negative responses. Some of the explanations they provided include the teacher counsellor being unavailable most of the time when they needed the service, lack of time as they are always occupied with other school activities. Some indicated that they would be embarrassed to be seen going for counselling as they felt that it may suggest that they were beset with major problems or they may have misbehaved. For others there was always the fear that the teacher may not observe confidentiality. Yet others suggested that students are shy while others do not believe that the teacher counsellor understands them enough to be of any assistance especially where sensitive personal issues are concerned (see Appendix D statements No: 23,24, 25,26, 27,28 and 29). These findings seem to suggest that some counsellors are either lacking commitment in their work or do not have time to attend to students' counselling needs. The findings also seem to suggest that the services have not been popularised among students and also attitude issues have come into play hence the embarrassment that students associate with being seen going for counselling.

In testing the null hypothesis, students' ratings on guidance and counselling services and their scores on perceptions on the influence of guidance and counselling on their academic adjustment were compared. As indicated in chapter three, students' ratings

on guidance and counselling services provision were scored as follows; poor ratings (10-25), average (25-34) and good ratings (35-50). To arrive at the results a cross tabulation analysis was computed with ordinal variables of students' ratings of guidance and counselling (refer to Table 4.2) against interval scores of students' perceptions on the influence of guidance and counselling services on academic adjustment (refer to Table 4.6). The descriptive results presented in Table 4.7.

Table 4.7: Ratings of Services and Influence on Academic Adjustment

Perceptions of Influence on Academic Adjustment				
Students' ratings	N	Mean	Std. Deviation	Std. Error
Poor	85	2.1882	.77910	.08451
Average	109	2.3761	.73016	.06994
Good	135	2.9037	.29610	.02548
Total	329	2.5441	.67987	.03748

Results presented in the Table 4.7 reveal that participants who rated guidance and counselling services as poor, perceived it as having the least influence on their academic adjustment (M=2.18 and SD=0.77). Secondly, participants who rated it as not sure or average perceived the service as having less influence on academic adjustment (M=2.37 and SD=0.69) when compared those who rated guidance and counselling services as good as they had the most positive (M=2.9 and SD=0.296) perceptions of the influence of the services on their academic adjustment. These results imply that the participants who rated guidance and counselling services as good also perceived it as having a high influence in helping them in their academic adjustment and vice versa. The statistics above are graphically illustrated in Figure 4.4

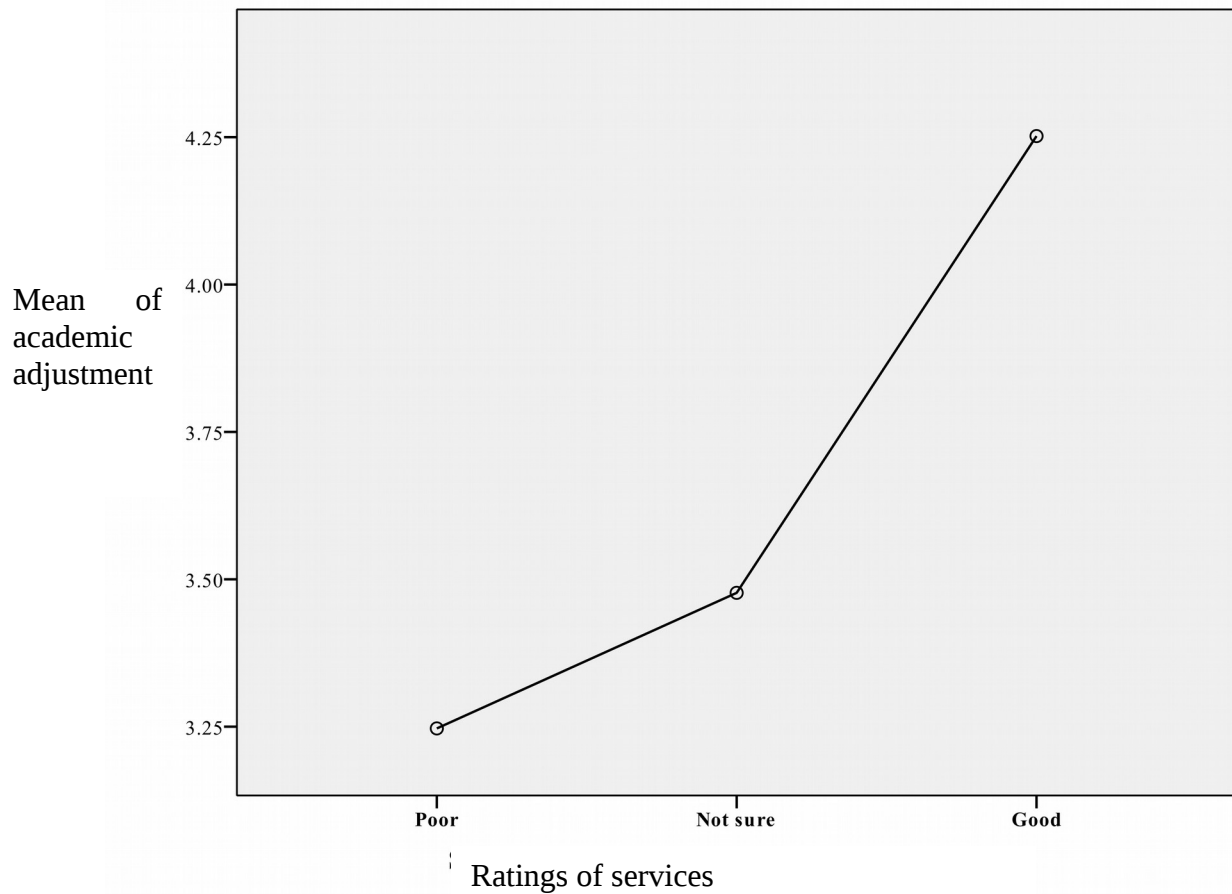


Figure 4.4 Ratings of Services and Influence on Academic Adjustment.

The model above shows that as students' ratings guidance and counselling services improve, their perceptions on its influence on their academic adjustment becomes more positive and vice versa. To test the significance of this, ANOVA was computed at 95% confidence level. A summary of the results are presented in Table 4.8.

Table 4.8: ANOVA on Influence of Services on Academic Adjustment

ANOVA					
Academic Adjustment					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	63.552	2	31.776	52.202	.000
Within Groups	198.441	326	.609		
Total	261.994	328			

The ANOVA values were $F(2, 326) = 52.202, p = 0.001$. Therefore the null hypothesis was rejected. This suggests that there exist significant differences in students' perceptions on the influence of guidance and counselling services on their academic adjustment in secondary schools. The results indicate that participants who rated guidance and counselling services as good or helpful perceived it as having a positive influence on their academic adjustment while those who rated guidance and counselling as poor perceived it as having a low or negative influence on their academic adjustment. The null hypothesis was thus rejected leading to the conclusion that there exist significant statistical differences in students' perceptions on the influence of guidance and counselling on their academic adjustment.

4.5 Perceptions of the Influence of Services on Emotional Adjustment.

The second objective of the study was to establish the students' perceptions on the influence of guidance and counselling services on their emotional adjustment. To achieve this objective, the following research question was asked: Are there significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling on their emotional adjustment? The second null hypothesis stated; there are no significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their emotional adjustment. In answering the research question, the participants were asked to respond to ten statements that were measuring their perceptions of the influence of guidance and counselling services on their emotional adjustments (refer to Appendix B Section 3 Part 2). The results of the descriptive analysis are presented in Table 4.9.

Table 4.9: Description of the Influence of Services on Emotional Adjustment

Perceptions on Influence of Services on Emotional Adjustment	Negative		Undecided		Positive	
	Freq	%	Freq	%	Freq	%
Feeling confident to make decisions	44	13.4	35	10.6	250	76.0
Controlling anger	83	25.2	39	11.9	207	62.9
Feeling happy most of the time	94	28.6	48	14.6	187	56.8
Feeling independent more easily	103	31.3	45	13.7	181	55.0
Avoiding worry most of the time	108	32.8	44	13.4	177	53.8
Relieving tension and nervousness	98	29.8	60	18.2	171	52.0
Feeling calm and energetic	121	36.8	52	15.8	156	47.4
Feel enthusiastic all the time	100	30.4	85	25.8	144	43.8
Sleep well and soundly at bed time	139	42.2	47	14.3	143	43.5
Feeling relaxed most of the time	148	45.0	63	19.1	118	35.9

Majority, 250 (76.0%) of the participants agreed that after seeking guidance and counselling services, they felt confident enough to make their own decision on life issues, 44 (13.4%) disagreed while 35 (10.6%) were undecided. The result implies that learners develop confidence on tackling real issues in life after benefitting from guidance and counselling services in their schools.

Secondly, most of the participants, 207 (62.9%) tended to agree that counselling services help them to control their anger. Anger is identified as one of the emotions that normally lead to indiscipline cases in secondary schools, nonetheless, the rest of the participants were either undecided or disagreed on the statement. The responses also show that 187 (56.8%) of the participants agreed, 94 (28.6%) disagreed while 48 (14.6%) were undecided on the statement that guidance and counselling services help them to be happy most of the time. It is also evident that 181 (55.0%) of participants acknowledged that they felt more independent after receiving guidance and counselling services, 103 (31.3%) did not while 45 (13.7%) were undecided. This shows that most students' feelings of independence improve after receiving guidance and counselling services in schools.

It was also clear that 177 (53.8%) of the participants agreed that guidance and counselling services assisted them not to worry a lot most of the time but 108 (32.8%) disagreed with the statement. This shows that guidance and counselling services are perceived by a majority of students as helpful towards helping them cope with worry and fear. However, the number of participants who perceive otherwise is quite large. Results also revealed that at least 171 (52.0%) of the participants agreed that once they have been offered guidance and counselling services, the nervousness and tension is controlled. Only 98 (29.8%) disagreed with the statement while 60 (18.2%) were undecided. This implies that students tend to feel relaxed after receiving guidance and counselling services.

The responses also showed divided opinion concerning the next statement where 156 (47.4%) of the participants agreed that after receiving guidance and counselling services, they usually feel calm and energetic while 121 (36.8%) disagreed with the statement. This shows that some students despite the fact that many students perceive guidance and counselling as making them feel calm and energetic; there is quite a large number that reported no change. This therefore calls for teacher counsellors to make follow-ups after students have received guidance and counselling services. The participants were also required to give their opinion on the feeling of being enthusiastic after receiving guidance and counselling services. 144 (43.8%) agreed, 100 (30.4%) disagreed whereas 85 (25.8%) were undecided.

Moreover, participants were asked to report about their sleeping habits after receiving guidance and counselling services. Some 143 (43.5%) of participants agreed, 47 (14.3%) were undecided while 139 (42.2%) disagreed that they slept well and soundly

at bed time after receiving guidance and counselling services. Lastly, 148 (45.0%) of participants reported that they were not feeling relaxed most of the time after receiving guidance and counselling services and only 118 (35.9%) reported to be relaxed. The results shown above suggest that though many participants perceive that guidance and counselling services are important in addressing students' emotional needs there are, however, many who are undecided or do not feel that the services are helpful.

4.5.1 Interview Responses on Influence of Services on Emotional Adjustment

The number of participants in the interview questions was 16. The second question in the interview schedule sought to establish the participants' perceptions on the influence of guidance and counselling services on their emotional adjustments (see Appendix C Question 2). The responses were both positive and negative. The participants who gave positive responses were 75% (12/16) whereas those who gave negative responses were 25% (4/16). There were various reasons given by each of these participants. Those who gave positive responses cited issues like assistance in better management of stress, managing anger and other difficult moods thus avoiding conflicts, Also, participants felt that their frustrations that result from every day hassles are addressed as well as the nervousness and anxiety that are common during exam times managing despair and hopelessness and overcoming anxiety thus remaining calm and composed most of the time. Again it was noted by these participants that a generally happy mood engulfs them whenever a motivational speaker is invited to address the students (see Appendix D statements No: 10, 12 and 13).

A male participant from a mixed boarding school had this to say concerning management of negative emotions: *I have seen students who would have ended up fighting but ended up by forgiving one another after receiving guidance and counselling on how to express their emotions appropriately* (refer to Appendix D statement No.10).

The reasons given by the participants for their negative responses included unavailability of the teacher counsellor in the office when needed and the worry about what others may think when they see them going for counselling. The reason that featured prominently, however, is that the students are not convinced that the counsellor is on their side or can understand their emotions and is there to assist them. In such cases students kept their emotions bottled up and their emotional adjustment is affected negatively. A male student from a mixed boarding school gave this response:

I have witnessed cases where students cry but do not want to reveal the reason for the crying as they would rather suffer silently than seek counselling. Others would exhibit obvious signs of restlessness and anxiety but refuse to seek assistance through counselling because they don't think the teacher counsellor will understand (see Appendix D statements No: 23).

As indicated in chapter three students' information on guidance and counselling services was scored as follows; poor (10-25), not sure (26-34) and good (35-50). To arrive at the results, a cross tabulation analysis was computed and the descriptive results are presented in Table 4.10.

Table 4.10: Ratings of Services and Influence on Emotional Adjustment

Students'	Perceptions on Influence on Emotional Adjustment			
	N	Mean	Std. Deviation	Std. Error

Ratings				
Poor	85	2.5176	1.21118	.13137
Average	109	3.2752	.70542	.06757
Good	135	3.8000	.65563	.05643
Total	329	3.2948	.98835	.05449

Findings in Table 4.10 reveal that for those participants who rated the provision of guidance and counselling services as poor, their mean score value for perceptions on the influence on emotional adjustment was below average ($M=2.51$ and $SD=1.12$) whereas those who rated it as average (109) scored higher mean on perceptions on the influence emotional adjustment scores ($M=3.27$ and $SD=0.70$) while those who rated it as good (135) scored the highest mean score ($M=3.8$ and $SD=0.65$). The results are graphically summarised in Figure 4.5.

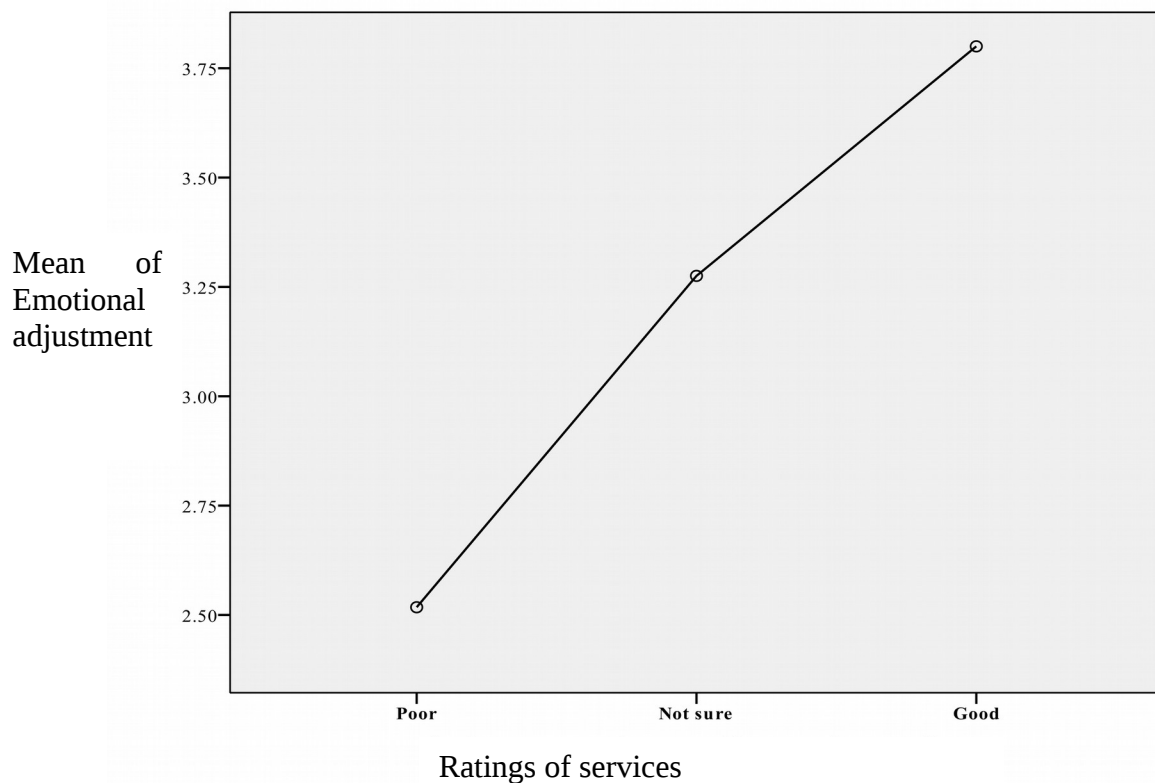


Figure 4.5 Ratings of Services and Influence on Emotional Adjustment.

The model in Figure 4.5 shows that as students' ratings of the guidance and counselling services improve their perceptions on its influence on emotional

adjustment become more positive and vice versa. The significance of the result was tested using the ANOVA at 95% confidence level. A summary of the results is presented in Table 4.11.

Table 4.11: ANOVA on Influence Services on Emotional Adjustment

Emotional Adjustment					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	85.835	2	42.917	59.646	.000
Within Groups	234.567	326	.720		
Total	320.401	328			

The ANOVA values were $F(2, 326) = 42.917$, $p = 0.001$. This led to rejection of null hypothesis. It was therefore concluded that there exist significant statistical differences in students' perceptions on the influence of guidance and counselling services on their emotional adjustment. This implies that there exist significant differences in students' perceptions on the influence of guidance and counselling on their emotional adjustment depending on whether they rated the services as poor, average or good.

4.6 Perceptions on the Influence of Services on Social Adjustment.

The third objective of the study sought to establish secondary school students' perceptions on the influence of guidance and counselling services on their social adjustment. To achieve this objective, the following question was asked: Are there significant statistical differences in student's perceptions on the influence of guidance and counselling services on their social adjustment? The third null hypothesis stated; there are no significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their emotional

adjustment. Therefore, the students were asked to rate their perceptions regarding the influence of guidance of counselling services on their social adjustment on some ten items (refer to Appendix B section3 Part 3). The descriptive statistics results from responses are presented in Table 4.12

Table 4.12: Description of the Influence of Services on Social Adjustment

Perceptions on Influence of Services on Social Adjustment	Negative		Undecided		Positive	
	Freq	%	Freq	%	Freq	%
Getting along well with other students	45	13.7	27	8.2	257	78.1
Choosing friends wisely in school	39	11.9	39	11.9	251	76.3
Getting very involved in social activities	71	21.6	45	13.7	213	64.7
Participation in extracurricular activities	68	20.7	51	15.5	210	63.8
Interacting well with the opposite sex	108	32.8	37	11.2	184	55.9
Confiding in my school friends is easier	78	23.7	75	22.8	176	53.5
Fitting well with peers in school	91	27.7	66	20.1	172	52.3
Feeling cared for by friends	94	28.6	64	19.5	171	52.0
Dealing with negative peer pressure	105	31.9	54	16.4	170	51.7
Overcoming homesickness in school	122	37.1	48	14.6	159	48.3

Results in Table 4.12 indicate that the majority, 257 (78.1%) of the participants agreed they were able to get along well with fellow students after receiving guidance and counselling services. Few, 45 (13.7%) disagreed and 27 (8.2%) were undecided. This suggests that students are helped to develop friendship and companionship and this makes them to interact well with their fellow students in school. Secondly, 251 (76.3%) of the participants also agreed on the statement that the guidance and counselling services had enabled them to be able to choose their friends wisely while in school. It also helped them to get involved in different social activities 213 (64.7%)

like attending symposia and entertainment. Only 71 (21.6%) of the participants disagreed with the statement while 45 (13.7%) were undecided. The result implies that students are able to join social clubs and activities as part of extracurricular activities. This is aimed not only at helping them to identify their skills and hidden talents but also at helping them develop social skills.

Moreover, 210 (63.8%) agreed that they participated in and feel satisfied after participation in extracurricular activities, 68 (20.7%) disagreed. while 51 (15.5%) were undecided about the statement. More than half 184 (55.9%) of the participants also reported that guidance and counselling services helped them to interact well and easily in schools. This interaction removes the state of isolation or loneliness that some students experience while in schools which affects their feeling of social adjustments. However, 108 (32.8%) of the participants disagreed with the statement and this could imply that probably their needs for guidance and counselling services were not related to social adjustments issues.

Quite a large number 176 (53.5%) of the participants supported the statement that they found it easy to confide in their friends at school, 78 (23.7%) did not while 75 (22.8%) were undecided. This implies that to a moderate degree, students are able to gain enough social skills to be able to confide in their friends after receiving counselling services. Furthermore, a good number, 172 (52.3%) of the participants reported that after receiving guidance and counselling services, students feel that they are fitting in well with their peers at school, whereas 91 (27.7%) did not while 66 (20.1%) were undecided on the statement. This therefore generally implies that students perceive that guidance and counselling services offered in schools in the sub-

county only moderately help them acquire skills that help them fit well with their peers.

In addition, more than half 171 (52.0%) agreed, 64 (19.5%) were undecided while 94 (28.6%) of the participants disagreed that they felt their friends were caring towards them after consuming counselling services. This implies that half of students felt their friends cared towards them after seeking and receiving guidance and counselling services. Further, 170 (51.7%) agreed that guidance and counselling services assisted them to deal with negative peer pressure, 105 (31.9%) disagreed while 54 (16.4%) remained neutral. This implies that most students perceive that they are able to deal with negative peer pressure after receiving guidance and counselling services. Lastly, there were students' responses on whether guidance and counselling services helped them deal with homesickness while in school. Quite a number of the participants 159 (48.3%) agreed with the statement, 48 (14.6%) were undecided while 122 (37.1%) disagreed with the statement. This shows that to a large extent, students perceive that the guidance and counselling services do not address issues concerning students' homesickness regularly while at school.

4.6.1 Interview Responses on Influence of Services on Social Adjustment

A total of 16 participants were interviewed concerning their perceptions on the influence of guidance and counselling on their social adjustment. The interview question also sought to find the reasons for the responses (see Appendix C Question 3). The participants provided both positive and negative responses (see Appendix D). It was established that 68.75% (11/16) responded positively whereas 31.25% (5/16) responded negatively. Some of the reasons given by those who responded positively were that teacher counsellors were always in the frontline in advising learners against

the negative influence of bad company, imparting social skills and ensuring that students learn to interact well with peers thus avoiding negative peer pressure. It is also ensured that students learnt good mannerisms, tolerance and confidence. This was reported to be done through invitation of speakers for group counselling sessions or when students seek individual counselling from the teacher counsellor (see Appendix D Statements No: 16, 17, 18 and 19). A participant from a boys' boarding school had this to say:

When I was a new student in my school I was very shy and timid. I did not know how to make friends and felt lonely most of the time. One time a speaker was invited to take us through socialization skills and I can now confidently interact with all types of people. Students have also been advised to join at least one club of their choice and engage in various extra curricular activities. (refer to Appendix D statements No: 16, 19 and 21)

Those who responded negatively cited reasons like unavailability of the teacher counsellor, lack of time, fear, embarrassment and mistrust for teacher counsellors (refer to Appendix D, Statements No: 21, 22, 23, 24, 25 and 26).

As indicated in chapter three, students ratings on the information on guidance and counselling services were scored as follows; poor (10-24), not sure or average (25-34) and good (35-50). To arrive at the results, a cross tabulation analysis was computed and the descriptive results presented in Table 4.13.

Table 4.13: Ratings of Services and Influence on Social Adjustment

Perceptions on influence of Social Adjustment				
Students' ratings	N	Mean	Std. Deviation	Std. Error
Poor	85	2.8706	1.18310	.12832
Average	109	3.4404	.64451	.06173
Good	135	4.0148	.69093	.05947

Total	329	3.5289	.94993	.05237
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Results in Table 4.3 reveal that the participants who rated provision of guidance and counselling services as poor scored the least mean on perceptions on the influence of the services on social adjustment ($M=2.87$ and $SD=1.18$). For those who rated the services as average, they scored moderately on perceptions on the influence on social adjustment ($M=3.44$ and $SD=0.64$) while those who gave good ratings had the highest score on their perceptions on the influence of the services on social adjustments ($M=4.01$ and $SD=0.69$). The results are summarised in Figure 4.6

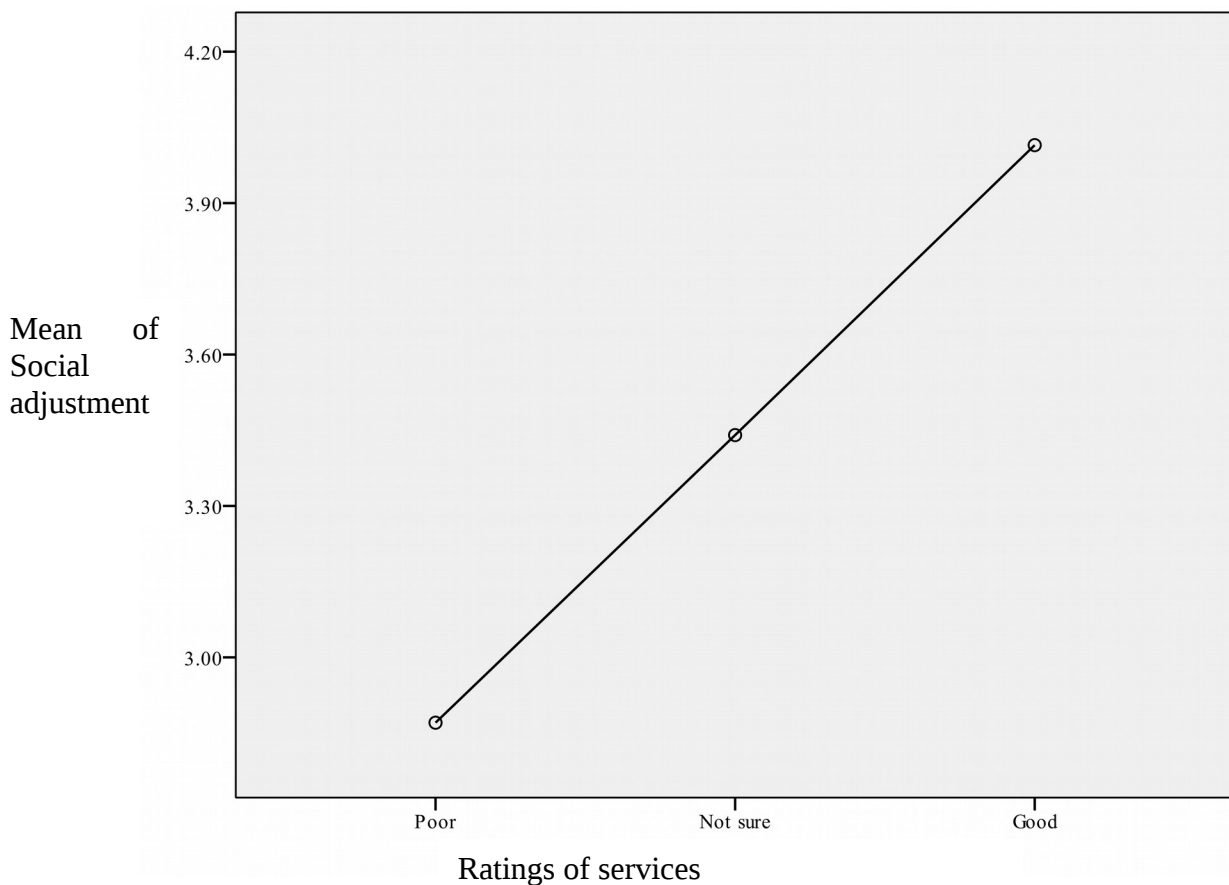


Figure 4.6 Ratings of Services and Influence on Social Adjustment

It can be seen in figure 4.6 that those students who rated guidance and counselling services as good perceived it as having the highest influence on social adjustment followed by those who rated it as average. Those who rated the services as poor had

the lowest perceptions on the influence of the service on social adjustment. The implication of these findings is that as students' ratings on guidance and counselling services improve, their perceptions on its influence on their social adjustment become more positive and vice versa.

To test the significance of the findings, ANOVA was computed at 95% confidence level. The summary of the results are presented in Table 4.14.

Table 4.14: ANOVA on Influence of Services on Social Adjustment

Social Adjustment					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	69.566	2	34.783	50.083	.000
Within Groups	226.409	326	.695		
Total	295.976	328			

The ANOVA values were $F(2, 326) = 50.083$, $p = 0.001$. This led to rejection of null hypothesis. This means that there exist significant differences in students' perceptions on the influence of guidance and counselling services on students' social adjustment. The results indicate that students who rated guidance and counselling services as good reported higher perceptions on its influence on their social adjustment than those who rated the guidance and counselling services in school as poor or average. It was therefore concluded that there exist significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their social adjustment.

4.7 Gender and Influence of Services on Overall School Adjustment

The fourth objective of the study was to investigate students' perceptions on the influence of guidance and counselling services on overall school adjustment in relation to gender. To achieve this objective, the following question was asked: Are there significant statistical difference in secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to gender? The fourth null hypothesis stated; there are no significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to gender. To answer the question, scores for academic, emotional and social adjustments were combined and summed up to form one variable for overall school adjustment. Thereafter, an independent t-test was computed. The descriptive results are presented in Table 4.15.

Table 4.15: Description of Gender and Influence of Services on Overall School Adjustment

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Overall school adjustment	Female	169	3.6391	.82007	.06308
	Male	160	3.4000	.90561	.07159

Results show that female participants had more positive perceptions on the influence of guidance and counselling services on their overall school adjustment (M=3.63 and SD=0.82) when compared to male participants (M=3.4 and SD=0.90). This implies that female students perceive the guidance and counselling services to be more beneficial to their school adjustments compared to male students probably because the services have been enhanced in their schools.

To test the hypothesis, an independent sample t-test was computed at 95% confidence level. The results are presented in Table 4.16.

Table 4.16: T-test for Gender and influence of Services on Overall School Adjustment

		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Overall school adjustment	Equal variances assumed	1.428	.333	2.512	327	.012	.23905	.09516	.05185	.42626
	Equal variances not assumed			2.505	319.474	.013	.23905	.09542	.05132	.42679

The independent t-test results show that there exist significant statistical differences ($t=2.505$, $df=319.474$ and $p=0.013$) between gender and students' perceptions on the influence of guidance and counselling services on school adjustments in Keiyo North Sub-County thus leading to rejection of the null hypothesis. This implies that there exist significant statistical differences in secondary school students' perceptions on

the influence of guidance and counselling services on their overall school adjustment in relation gender.

4.8 School Type and Influence of Services on Overall School Adjustment

The fifth objective of the study was to determine the secondary school students' perceptions on the influence of guidance and counselling services on overall school adjustment in relation to school type. To achieve this objective, the following question was asked: Are there significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling on their overall school adjustment in relation to school type? The fifth null hypothesis stated; there are no significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on overall school adjustment in relation to school type. To answer the research question, combined values for overall school adjustment were compared with scores for school type. The responses are presented in Table 4.17

Table 4.17: Description of School Type and influence of Services on Overall School Adjustment

Overall School Adjustment					
	N	Mean	Std.	Std.	
			Deviation	Error	
Girls	126	3.7302	.79411	.07074	3.5901
Boys	110	3.2545	1.03548	.09873	3.0589
Mixed	12	3.1667	.38925	.11237	2.9193
boarding					
Mixed day	81	3.6173	.66272	.07364	3.4707
Total	329	3.5228	.86968	.04795	3.4285

Results in Table 4.17 show that participants from girls' (M=3.73 and SD=0.79) and mixed day (M=3.61 and SD=0.66) secondary schools had more positive perceptions of the influence of guidance and counselling services on school adjustment as compared to students from boys' (M=3.25 and SD=1.03) and mixed boarding secondary schools (M=3.16 and SD=0.38) who were undecided. The results are further graphically presented Figure 4.7.

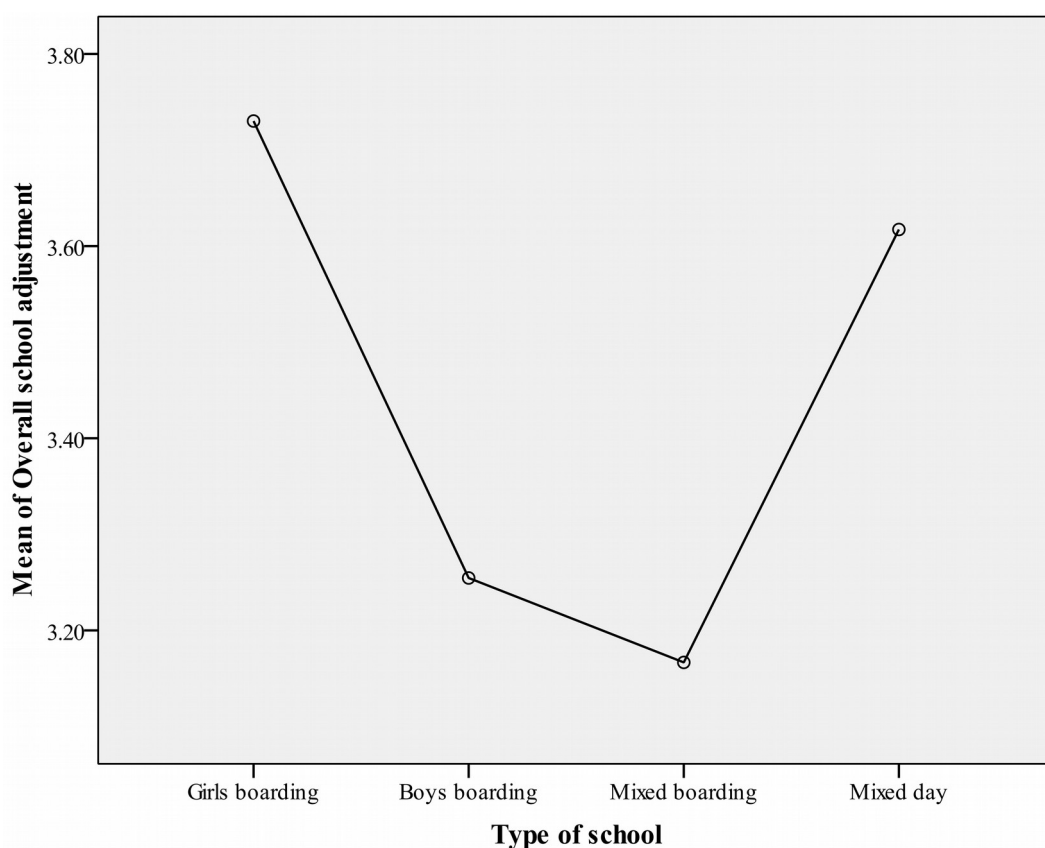


Figure 4.7: School Type and Influence of Services on Overall School Adjustment

Results in Figure 4.7 show that participants from girls' schools and those from mixed day secondary schools have more positive perceptions on the influence of guidance and counselling services on overall school adjustment compared to participants from other types of schools. Students from mixed boarding schools had the least positive perceptions. This implies that guidance and counselling services provision in

secondary school may not be uniformly provided thus making students perceive the influence on overall adjustment differently.

To test the hypothesis, a One Way ANOVA was computed at 95% confidence level. The results of the analysis are given in Table 4.18.

Table 4.18: ANOVA on School Type and Influence of Services on Overall School Adjustment

Overall School Adjustment					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	15.578	3	5.193	7.259	.001
Within Groups	232.501	325	.715		
Total	248.079	328			

The ANOVA values were $F(3, 325) = 7.259$, $p = 0.001$. This led therefore, to the rejection of the null hypothesis. This implies that there existed significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment based on their school type. This led to the conclusion that students from girls', boys', mixed day and mixed boarding perceive differently on the influence of guidance and counselling services on their school adjustments in secondary schools in Keiyo North Sub-County.

4.9 Class Level and Influence of Services on Overall School Adjustment

The sixth and last objective of the study was to determine secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to class level. To achieve this objective, the following question was asked: Are there significant statistical differences in secondary school

students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to class level? The null hypothesis stated; there are no significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on overall adjustment in relation to class level. The descriptive statistics results are shown in Table 4.19.

Table 4.19: Description of Class Level and Influence of Services on Overall School Adjustment

Overall School Adjustment				
	N	Mean	Std. Deviation	Std. Error
Form 1	81	3.3457	.95080	.10564
Form 2	88	3.6705	.75386	.08036
Form 3	84	3.2857	.89942	.09813
Form 4	76	3.8026	.76629	.08790
Total	329	3.5228	.86968	.04795

The descriptive statistics results show that students in F4 were the most positive in their perceptions (M=3.80 and SD=0.76) followed by Form 2 (M=3.67 and SD=0.75), then Form 1 (M=3.34 and SD=0.95) and lastly Form3 (M=3.28 and SD=0.89). From the results Form 4 and 2 had more positive perceptions of the influence on guidance and counselling services on overall school adjustment as compared to Form 3 and Form 1 who appeared to be undecided. This may be because more guidance and counselling activities are more likely to target F4 students as they prepare to sit their final exams and exit school. For F 2 students it is so as to counter the effects of adolescence. This is especially more so since there has always been the teachers' belief that secondary school students are at their most rebellious stage in Form 2 than in any other class. These results are graphically presented in Figure 4.8.

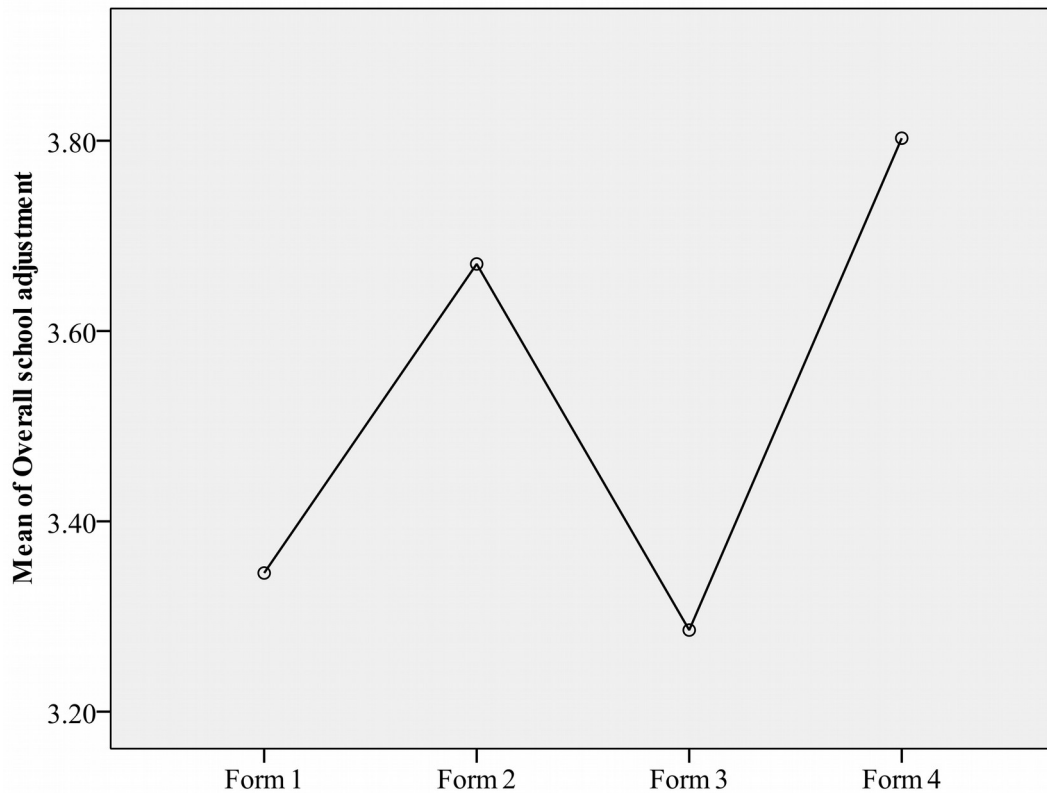


Figure 4.8: Class Level and Influence of Services on Overall School Adjustment.

The figure 4.8 illustrates that the students' perceptions on the influence of guidance and counselling services differ across the various class levels. This may suggest that the services are not provided uniformly across all the classes.

To test the hypothesis, ANOVA was computed at 95% confidence level. The results are presented in Table 4.20.

Table 4.20 ANOVA on Class Level and Influence of Services on Overall School Adjustment

Overall School Adjustment					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	15.133	3	5.044	7.037	.000
Within Groups	232.947	325	.717		
Total	248.079	328			

The ANOVA values as shown in Table 4.20 are $F(3, 325) = 7.037, p = 0.001$. This led to the rejection of null hypothesis and the deduction that there exist significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to class level. This implies that students of Form 1, 2, 3 and 4 perceive differently on the influence of guidance and counselling towards their school adjustments in secondary schools in Keiyo North Sub-County.

4.4.10 Summary

This chapter dealt with results of the analysis and interpretation of the data. The results revealed that although the majority of the students rated guidance and counselling services in the schools as good, quite a good number rated the services as average and poor. In the study, the aim was to establish the students' perceptions on the influence of guidance and counselling services on their school adjustment. To do this, comparisons were made on students' perceptions on the influence of guidance and counselling services depending on the ratings that they gave on these services in the schools. The ratings given by participants were poor, average (or undecided) and good. The study established that 41% (N=329) participants rated guidance and counselling services as good, 33.1% (N=329) rated it as average while 25.8% (N=329) rated the service as poor.

The study established that students' perceptions on the influence of guidance and counselling services on the various domains of school adjustment varied depending on these ratings that participants gave the guidance and counselling services provided in the school. Comparisons were also made in students' perceptions on the influence

of guidance and counselling services on their overall school adjustment in relation demographic characteristics of gender, school type and class level.

The study also established that participants who rated guidance and counselling services as good perceived it as having the highest influence on their academic adjustment by scoring the highest mean score ($M=2.90$ and $SD=0.29$). Those who rated guidance and counselling services as average scored a slightly lower mean score ($M=2.37$ and $SD=0.73$) while those who rated guidance and counselling services provided in the school as poor scored the least mean score ($M=2.18$ and $SD=0.77$).

The study further established differences in students' perceptions on the influence of guidance and counselling services on their emotional adjustment. It was found that the participants who rated guidance and counselling as poor scored also scored the least mean score ($M=2.151$ and $SD=1.12$) This means that guidance and counselling has not helped them much to deal with and control their emotions and live a happy and satisfied life in school. Those who rated guidance and counselling as average had a slightly higher mean score ($M=3.27$ and $SD=0.70$). However, the participants who rated guidance and counselling services provided in the school as good perceived it to have the highest influence on their emotional adjustment ($M=3.8$ and $SD=0.65$)

The study also established that students' perceptions on the influence of guidance and counselling services on their social adjustment differed depending on the ratings of the services provided. It was realized that those who rated the services as poor had the least mean score on their perceptions on the influence on social adjustment ($M=2.87$ and $SD=1.18$). Those who rated the services as average had a slightly higher mean score on their perceptions on the influence of the service on social adjustment

($M=3.44$ and $SD=0.644$). Whereas the participants who rated the services as good scored the highest mean score ($M=4.01$ and $SD =0.69$).

Some 16 participants were also interviewed concerning their perceptions on the influence of guidance and counselling services on the three domains of school adjustment. They were also required to give explanations for their answers. Both positive and negative responses were given by the participants whereby for perceptions on influence of guidance and counselling on academic adjustment 62.5% gave positive responses while 37.5% gave negative responses. Concerning the perceptions on the influence on emotional adjustment, 75% gave positive responses while 25% gave negative responses. For social adjustment the positive responses were given by 68.75% whereas negative responses were given by 31.25 %. Explanations given for positive responses include availability of teacher counsellors when needed, and students being assisted to overcome various challenges during both individual and group counselling. For the negative responses, the explanations included unavailability of teacher counsellors in their offices, lack of time to seek guidance and counselling among others.

The study also revealed that the students' perceptions on the influence of guidance and counselling services varied in relation to their demographic characteristics which for this study were gender, type of school and class level. Independent t-test results showed that girls perceived a higher influence of guidance and counselling services on their school adjustment than boys. One Way ANOVA also revealed that students from girls' schools and from mixed day schools perceived the influence of guidance and counselling services as higher than their counterparts from boys' schools and

mixed boarding schools. From the results, it was also revealed that Form 4 and Form 2 students had more positive perceptions compared to Form 3 and Form 1 students.

Based on the above findings, it is imperative to conclude that guidance and counselling services in secondary schools may not have been provided to the expected levels in all schools and this has resulted in students perceiving its influence on their school adjustment differently. It is important to note that the provision of adequate guidance and counselling services in all schools have been emphasized by the various stakeholders yet this seems not to be the case in secondary schools in Keiyo North Sub-County.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter presents the discussion of the findings of the study. In the discussion, an attempt is made to integrate the findings from other related studies. The chapter also tackles the conclusions and recommendations. Moreover, suggestions for further research are highlighted.

This study was conducted to determine secondary school students' perceptions on the influence of guidance and counselling services on their school adjustment. The discussion is carried out within the context of the social cognitive theories of perception on which this study was based. The social cognitive theories of perception are constructivist in nature. They look at how human thought processes influence the way people understand and interact with their environment. Thus, these theories assert that an individual is not passive but is an active receiver and processor of experiences. In this way, the students in secondary schools were able to form perceptions and provide the responses on their perceptions on the influence of guidance and counselling services on their school adjustment.

The study tested the following hypotheses: there are no significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their academic adjustment, there are no significant statistical differences in secondary school students' perceptions on the influence of guidance and

counselling services on their emotional adjustment and there are no significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their social adjustment. Others were: there are no significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to gender, there are no significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their overall adjustment in relation to school type and there are no significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their overall adjustment in relation to class level.

The students' school adjustment was measured in three domains. These were academic, emotional, and social domains. The study initially sought to determine the students' ratings of guidance and counselling services in their schools. Secondly was to determine the degree to which students perceived guidance and counselling services to influence their academic, emotional and social adjustments before making a comparison in terms of their ratings of the guidance and counselling services offered in the school in relation to their demographic characteristics of gender, type of school and class level. The students from sampled secondary schools in Keiyo North Sub-County formed the study population. Questionnaires and an interview schedule were the instruments for data collection.

Data collected was analysed using descriptive statistics; frequencies, percentages, means and standard deviation. To test the hypothesis and determine the linkage between independent and dependent variables, independent t-test and analysis of variance (ANOVA) were used. The probability of accepting or rejecting the

hypotheses of the study was set at 0.05 significance level or 95% confidence level. The sample that was drawn from the different types of secondary schools in the sub-county comprised of 329 respondents to questionnaires and 16 participants in the interview. The results of the study showed that a balance in response rate was achieved as participants from the different types of schools which were single sex boarding schools, mixed boarding and mixed day schools in their existing proportions participated. Moreover, students from Form 1 to Form 4 class levels participated in the study.

5.1 Discussion of the Findings

Discussion of the findings starts with the provision of guidance and counselling services in Keiyo North Sub-County secondary schools. It is then followed by summaries and discussions of the results on the students' perceptions on the influence of guidance and counselling services on each of the domains of school adjustment that were investigated in this study. The last part of the discussion deals with the influence of gender, school type and class level on students' perceptions on the influence of guidance and counselling services on their school adjustment.

5.1.1 Guidance and Counselling Services in Schools

Provision of guidance and counselling services in secondary schools formed the independent variable for the study. It was imperative that the provision of guidance and counselling services in Keiyo North Sub-County be described before seeking the students' perceptions on the influence of the same on their school adjustment. Therefore the participants were asked to provide pertinent information pertaining to guidance and counselling services in their schools. From their responses, it was

established that close to 80.0% of them said that their schools regularly advised them to seek guidance and counselling services. These findings show that the schools have heeded the call from various stakeholders of education to introduce, strengthen, and recommend guidance and counselling services to students. As noted in chapter two, guidance, and counselling services have been recommended in all schools and colleges because of its manifold benefits (Gachathi, 1976; Kamunge, 1988; Ominde, 1964). One of the benefits is that guidance and counselling services are reported to have a high level of impact on students' social as well as emotional adjustment (Gatua, 2012) as well as improved academic performance (Lapan et al., 1997).

Moreover, the study established that as part of the guidance and counselling programme, many schools had gone ahead to invite speakers who are believed to be experts in guidance and counselling to give talks to students on various issues affecting their school life. Indeed this seemed to be the main mode of delivering guidance and in some cases counselling services. Group counselling is one of the two modes that may be utilized in counselling. Probably most of the schools use it because it has several advantages like it being economical on time and cost as it allows problems affecting many students to be handled at once as well as providing a safe environment for clients to express their feelings and concerns (Hayes, 2001; Lunenberg, 2010; Weller, 2000).

Despite publicizing the guidance and counselling services, the findings showed that not all schools created an open door policy whereby any student had the opportunity of seeking and receiving guidance and counselling services when they needed. Only 62% of the participants agreed that the service was readily available. The other 38% disagreed with the statement. Failure to receive guidance and counselling services

promptly when the need arises can be detrimental to the students' welfare. When the right guidance is offered, students are able to overcome the various challenges that are part of their school lives (Egan, 2002; McGuinness, 1998; Wentzel, 2003). This may be attributed to the fact that there is no specific time that has been allocated for guidance and counselling in some of the schools. For example during the interview many participants acknowledged that lack of time was a major impediment in their consumption of the services as they were always engaged in one activity or the other.

The study also established that only 46.8% of the participants admitted that they trusted the teacher counsellors in helping them to deal with life related challenges. This may suggest incompetency of teacher counsellors in delivering effective services to students. Trust has to be built between a client and a counsellor but less than 50% teacher counsellors appear to have gained trust from their students as shown by the participants' responses. This may also be attributed to the fact that most of the teacher counsellors may not have undergone the necessary training to handle complicated psychological issues as well as well as to be able to handle students in a professional manner for example showing unconditional positive regard as expected in counselling. The implication of this finding is that some students in Keiyo North Sub-County avoid seeking counselling services because of the distrust that they have for the teacher counsellors. These findings contradict Mutie and Ndambuki (2004) who suggested that for counsellors to be effective they need to have self-knowledge, competence, good psychological health, trustworthiness, strength, and warmth. Rao (2002) underscored this by saying that teacher counsellors, in performing their roles are expected to show warmth, understanding and friendliness which can win the confidence of the students. The other possible reason for this could be that some teacher counsellors could be non-committal in ensuring privacy of information given

to them by students during counselling sessions and may divulge sensitive and confidential information for various reasons which include the administrators demanding the information from them. Aseey (2007) recommended that a counsellor needs a private office which offers a relaxed, comfortable atmosphere in which a counsellor may communicate with clients in confidence and without interruption. This seems not to be the case in Keiyo North Sub-County since slightly over half of the participants disagreed with the statement that they regularly sought services from teacher counsellors in their schools probably because they are not feeling comfortable in the counsellor's office among other reasons. Moreover, the effectiveness of teacher counsellors was also found to be questionable as an insignificant number was found to be regularly making follow-ups on learners' progress in schools after they have sought guidance and counselling services. The same state of affairs was reported by Ndirangu (2007) whose study found that a number of counsellors face a number of challenges in undertaking their responsibilities. The challenges, as mentioned earlier include lack of specific time allocation for guidance and counselling and heavy workload for the teacher counsellors. Undertaking all these responsibilities makes teacher counsellors have very little or no time to make the necessary follow up on their clients' issues. It is challenging more so because many teacher counsellors are expected to carry out this additional duty without being relieved of their normal workload.

5.1.2 Students' Perceptions on the Influence of Services on Academic Adjustment

The first objective of the study was to investigate students' perceptions on the influence of guidance and counselling on their academic adjustment. The study found that students' perceptions differed depending on the ratings that they gave on the provision of guidance and counselling services in the schools. The ratings were poor,

average or good. To investigate the actual statistical differences in students' perceptions on the influence of guidance and counselling services on academic adjustment, an ANOVA test was conducted that revealed significant differences. The ANOVA values were $F(2,326) = 52.202, p = 0.001$. This led to the rejection of the null hypothesis.

The results predictably indicated that enhanced provision of guidance and counselling services improved students' perceptions on the influence of the services on academic adjustment and vice versa. The participants who responded to the questionnaire who had positive perceptions on the contributions of guidance and counselling services on their academic adjustment noted that there were benefits of receiving guidance and counselling services. They reported, for example, that their classroom attendance patterns improved since most of them were able to develop interest in learning for they were able to clearly set their academic goals, do their homework with little pressure, were involved in classroom discussions, and actively participated in class work activities.

Consequently, those students with academic difficulties and challenges who sought guidance were able to change their learning cycle and progress for the better as their fears on poor performers were addressed by their teacher counsellors. This underscores the importance of providing guidance and counselling services that address academic issues of learners as it has been proved to be important towards students' improvement in performance in schools. These findings concur with Lapan et al. (1997) who posited that students in schools with a fully implemented guidance

and counselling programme are likely to score higher grades. This is because academic challenges faced by students are addressed adequately.

Indeed during the interview, participants who indicated that they perceived guidance and counselling services as having an influence on the academic adjustment stated that they were able to apply the good study habits and revision strategies that were shared during guidance and counselling sessions and were able to make drastic improvements. Others cited the encouraging words and active support that they received from the counsellors as factors that contributed to their enhanced performance academically. This implies that there are some schools in Keiyo North Sub-County that have functional guidance and counselling departments.

The findings showed that those participants who rated guidance and counselling services as poor scored a lower mean scores ($M=2.18$ and $SD =SD=0.77$) on perceptions on the influence of guidance and counselling services on academic adjustment as compared to those who rated the services as good ($M=2.90$ and $SD=0.29$). This may be attributed to the fact that students' academic counselling needs may not have been met in a situation where implementation of the guidance and counselling services is poor. Some of the reasons cited by the participants during the interview include the unavailability of the teacher counsellor when needed, lack of time as they are always occupied elsewhere among others. The implication of the findings is that some schools may not have heeded the call for the implementation of functional guidance and counselling departments in schools (Mutie & Ndambuki, 2004). It is possible that such departments exist in name only and the teacher counsellors are not committed to the work. It is also possible that due to the teacher counsellors' workload, the teacher counsellors barely have time to avail themselves

for counselling services as noted by Ndirangu (2007). It is also possible that some teacher counsellors are under pressure to produce a good mean in their subjects and therefore barely get time to attend to their additional duties of guiding and counselling students. It is also common knowledge that guidance and counselling is not examined, so it is likely to be ignored by the teachers and students.

Students' academic challenges need to be addressed fully and the best way to do it in schools is through academic guidance and counselling. When this is done the learners are likely to excel academically and be better prepared for future careers (Lapan et al., 1997). However, the number of participants who scored a low and average mean score in their perceptions on the influence of guidance and counselling on their academic adjustment is quite alarming. They seem to suggest that all the guidance and counselling efforts that the various stakeholders have invested in Keiyo North Sub-County schools have not borne much fruit in the area of academic adjustment of students.

5.1.3 Students' Perceptions on the Influence of Services on Emotional Adjustment

The study also sought to establish the students' perceptions on the influence of guidance and counselling services on their emotional adjustment. The ratings of students were first categorised as poor, average or good and the mean of each category was indicated. In order to establish the significance of the actual statistical differences in students' perceptions, an ANOVA test was conducted. The test results of the test were $F(2,326) = 42.917, p = 0.001$. The null hypothesis was therefore rejected meaning that there exist significant statistical differences in students' perceptions on the influence of guidance and counselling on their emotional adjustment.

Generally from the individual responses given, guidance and counselling services provision in secondary schools in Keiyo North Sub-County was found to be fairly effective in assisting students with emotional needs as shown from responses from the participants. For instance the responses showed that learners' habits and characters were greatly impacted upon receiving counselling. For instance, a significant percentage of the participants agreed that they felt confident enough to make their own decisions on life issues.

Moreover, students who had difficulty in controlling their anger which could lead to all types of punishment including exclusion from school also benefited from guidance and counselling services. This showed that anger management skills were provided to students and this was found to be helpful to them. More than half of the participants reiterated that they usually felt more independent and less worried after receiving guidance and counselling services. The participants also agreed that most of them feel less nervous after receiving counselling services.

The study also compared and reported differences in students' perceptions on the influence of guidance and counselling services on their emotional adjustment depending on the ratings of the services provided in the school. Of particular concern is the group that rated the services as poor whose perceptions on influence on emotional adjustment was rated as average ($M=2.51$ and $SD=0.70$). This is quite unfortunate since the guidance and counselling services offered in school are geared towards assisting students to sort out their emotional issues and hence are emotionally adjusted when at school (Maly et al., 2007; Wills & Fegan, 2001). Guidance and

Counselling services thus seem to be ineffective in a number of schools in the sub-county.

Without psychological counselling to assist with emotional adjustment, students are not likely to act in the desired way (Mangal, 2007) and may even drop out of school (Desocio & Hootman, 2004). On the other hand, participants who rated the services as well perceived it as having a more positive influence. This is reflected by their perception mean score which was the highest ($M=3.8$ and $SD=0.65$). Such participants reported that sharing their problems with an adult who understands helped a lot. In their school also, the teacher counsellors were always available to assist them. These findings are consistent with Corey (2008) who posited that psychological counselling helps students develop skills to manage stress that may result from the hassles of school life.

Moreover, according to Kesici (2007), students whose needs are met through guidance and counselling are better able to cope with test anxiety. Anxiety is an emotion that can interfere with the academic performance of learners (Everson & Millsap, 1991). However, it emerged during the interview that some learners do not perceive guidance and counselling as having much influence because of various reasons which range from unavailability of teacher counsellors in their offices to embarrassment at being seen going to the counselling office to seek assistance. The findings reported above imply that those students whose teachers regularly geared their guidance services towards addressing their emotional needs perceived that the services assisted them to adjust and cope well with school life. However, for those students whose emotional needs were not met through offering of guidance and

counselling services, they ended up experiencing problems and conflict situations which in most cases lead to poor learning outcomes and school unrests.

5.1.4 Students' Perceptions on the Influence of Services on Social Adjustment

A person cannot live or study by him or herself. Students obviously need the companionship of others so as to learn in schools. Therefore, social adjustment is accepted to be critical requirement for learners to effectively sail through secondary education. The third objective of the study of the study was therefore to describe secondary school students' perceptions on the influence of guidance and counselling services on their social adjustment. The findings of the study revealed that the mean score for the participants' perceptions on the influence of guidance and counselling services on social adjustment for those students who rated the services as poor was lower ($M = 2.87$) compared to that of those who rated the services as average and good which was ($M = 3.44$) and ($M = 4.01$) respectively.

In describing whether there are the significant the differences in students' perceptions on the influence of guidance and counselling services on social adjustment, an ANOVA test was carried out and the results were $F(2, 326) = 50.083, p = 0.001$. This led to the rejection of the null hypothesis.

As seen in the descriptive statistics, most participants tended to have positive perceptions on the influence of guidance and counselling services on social adjustments in secondary schools in Keiyo North Sub-County. This was because a majority (78.1%) of them mentioned that the services assisted them to get along well with their fellow students, 76.3% indicated that it helped them to choose their friends wisely while 64.7% asserted that it assisted them to get very involved in school and

social activities. These findings are consistent with Verduyn et al., (1990) whose study reported the effectiveness of guidance and counselling services in teaching social skills. The provision of guidance and counselling also appeared to benefit students as it helped them to interact with others easily, fit well with their peers and helped them to deal with negative peer pressure.

The importance of guidance and counselling services in influencing social adjustment was also very evident in students' perceptions of its influence based on the nature of services provided in the schools is. This suggests that schools should strive to provide the best guidance and counselling services that are aimed at addressing the social challenges that students in schools are facing.

Furthermore, the findings are consistent with Lapan et al., (1990), whose findings show that schools with a fully implemented guidance and counselling programmes had a more positive climate with greater feelings of belonging and safety. Indeed students whose guidance and counselling needs are satisfied could also establish a harmonious relationship with friends and family (Kesici, 2007). This came out clearly with many participants who gave positive responses during the interview suggesting that guidance and counselling services offered in schools had helped them to overcome shyness after being equipped with social skills (for example through assertiveness training) which have enabled them to be able to make friends easily.

However, other participants cited issues like lack of time, unavailability of the teacher counsellor when needed and fear that prevents them from opening up and sharing the social challenges they have with the teacher counsellor. Such learners end up giving in

to negative peer pressure or living a lonely life in school. This, ultimately, does have a negative impact on the students' learning.

5.1.5 Gender and Influence of Services on Overall School Adjustment

The study also sought to determine secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to gender. Descriptive statistics results revealed that gender was a factor in determining students' perceptions on the influence of guidance and counselling services on overall school adjustment. Female participants had higher positive perceptions ($M=3.63$) as compared to male participants ($M=3.4$). This could be because female students view guidance and counselling services more positively than their male counterparts as noted by Chireshe (2011) and thus are likely to seek more guidance and counselling services as opposed to male students. This calls for teacher counsellors to try and bridge this imbalance as male and female students face academic, emotional and social challenges. However, these findings are contrary to Ng'eno (2012) who reported no gender differences particularly on the perception on the impact of guidance and counselling on the social needs domain of school adjustment.

The results may also imply that guidance and counselling services in secondary schools in Keiyo North Sub-County targeted more female students as opposed to male students and this could influence their perception on its effectiveness. Independent t-test computed showed that the t-values were ($t= 2.505$, $df =319$ and $p=0.013$). This led to rejection of the fourth null hypothesis and conclusion that there exist significant statistical differences in secondary school students' perceptions on the influence of

guidance and counselling services on their overall school adjustment on the basis of gender.

5.1.6 School Type and Influence of services on Overall School Adjustment

The study also investigated secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to school type. In this study, the type of school was based on the kind of students the schools admitted. These types of schools comprised of; girls' schools, boys' schools, mixed day schools and mixed boarding schools. Descriptive results revealed that students from girls secondary schools had the highest or the most positive perceptions ($M=3.73$) followed by those from mixed day secondary ($M=3.61$) on the influence of guidance and counselling services on overall school adjustment on the basis of school type. The other categories of schools; boys ($M=3.25$) and mixed boarding ($M=3.16$) students were undecided. This showed that students' perceptions on the influence of guidance and counselling on school adjustment varied across different types of schools.

Computed analysis of variance (ANOVA) results were $F(3,325) = 7.259, p = 0.001$ leading to rejection of the fifth null hypothesis. The research deduced that there existed significant statistical differences ($p < 0.05$) in secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment as far as school type was concerned. This implies that perceptions of students varied across their school categories. These findings are in line with similar studies (Chireshe, 2011, Gatua, 2012; Ng'eno, 2012; Raju & Rahamtulla, 2007 and Rashmikant & Shree, 2014) targeting different types of schools although the

schools were not classified on the basis of single sex or mixed boarding and day schools. However, the results are contrary to the findings reported by Yellaiah (2012) who found no significant differences between schools classified as government and private schools and rural and urban schools in the domain of academic adjustment. These findings seem to suggest that the provision of guidance and counselling services might not be uniform in the different types of schools.

5.1.7 Class Level and Influence of Services on Overall School Adjustment

The sixth and last objective in this study was to establish secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to class level. Descriptive statistics presented revealed that Form 4 students held more positive perceptions ($M=3.8$) as compared to Form 2 ($M=3.67$) students. However, students in Form 1 ($M=3.34$) and Form 3 ($M=3.28$) scored relatively lower means. This may mean that guidance and counselling services were not provided to the same degree in all classes in secondary schools which resulted to differences in participants' perceptions on the influence the services had. For instance, Form 4 and Form 2 students had higher perceptions when compared with those in Form 3 and Form 1 that had lower scores. In the ANOVA, results were $F(3,325) = 7.07, p = 0.001$. This led to rejection of null hypothesis and the conclusion that there were significant statistical differences in secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment as far as class level was concerned. Other researchers (Mullis & Otwell, 2007; Ng'eno, 2012; Watts, 1997) also reported differences in relation to class levels.

5.2 Conclusions

The research gained an understanding on students' perceptions on the influence of guidance and counselling services on school adjustment. It also gained further understanding of the nature of guidance and counselling services provided in the various types of schools found in Keiyo North Sub-County. In this study, guidance and counselling services were the independent variable, students' gender, school type and class level were the covariates or mediating variables whereas school adjustment (measured in the academic, emotional and social domains) was the dependent variable. The study findings revealed that generally students tend to have positive perceptions on the influence of guidance and counselling services on their school adjustment.

However, differences were reported when students' perceptions on the influence of guidance and counselling services on the various domains of school adjustment were compared depending on the quality of guidance and counselling services provided in the schools. The quality was gauged on the ratings given by the participants and were described as either good or poor. There was also the average score that meant students were not sure whether the services were good or poor. The findings generally indicated that students who rated guidance and counselling as good generally perceived it as having a more positive influence on the various domains of school adjustment and vice versa.

The study also realized that there were significant statistical differences in students' perceptions on the influence of guidance and counselling services on virtually all the domains school adjustment that the study dealt with. There were also significant statistical differences in students' perceptions in relation to demographic

characteristics of gender, school type and class level. Thus, all the six null hypotheses in the study were rejected. It may be concluded from these differences in students' perceptions that guidance and counselling services are not provided uniformly in all types of schools and class levels. Of great concern are the poor and average ratings of guidance and counselling services that resulted in less mean scores in perceptions than the good ratings that some participants provided.

Students in Kenyan secondary schools today face a variety of academic, emotional, and social challenges which impact negatively on their school adjustment. Keiyo North Sub-County is no exception. These challenges arise mostly because of the adolescence stage of development (Melgosa, 2009; Nasibi, 2003) and the stress caused by the pressure to excel that is put on students to excel in various school undertakings especially academically (Walkerdine et al., 2001). Social relationships are also another major area of concern. From the interview, it was realized that whereas participants perceived that guidance and counselling services had addressed these issues, there are those who perceived that the services had failed to address them. Ideally, these issues need to be addressed fully for learners to achieve their full potential in all aspects of school life.

The results also revealed that the major mode of guidance used in most Keiyo North Sub-County schools is group counselling whereby speakers are invited to address various issues that affect students. Seemingly, individual guidance and counselling especially where students can drop in to see the teacher counsellor at any time that the need arises has been neglected. Few teacher counsellors also seem to make any follow ups on their clients' issues.

In a nutshell, the study found significant differences in students' perceptions on the influence of guidance and counselling services on the various domains of school adjustment. All these differences arose due to the quality of guidance and counselling services provided in the schools as rated by the participants. It can therefore be emphasized that guidance and counselling services provided in schools have to be of a high quality for students to have a high perceptions of its influence on their school adjustment. Indeed, the study is a call for a scaled up commitment to education stakeholders to strategize on how to provide effective guidance and counselling services in schools for enhanced school adjustment of all the students.

5.3 Recommendations

The overall findings of this study reveal that there exist significant differences in students' perceptions on the influence of guidance and counselling services on their school adjustment. These differences in perceptions are seen to arise majorly from the quality of services (as rated by participants) provided by the guidance and counselling departments in the different schools in the sub-county. Consequently, the researcher makes the following recommendations concerning guidance and counselling services for policy and for practical consideration by the different stakeholders in student growth and development in learning institutions:

1. This study realized that most schools utilized group guidance through invitation of speakers to address student issues at expense of individual guidance and counselling. It is therefore recommended that teacher counsellors enhance individual guidance and counselling services as well so as to cater for individual or specific needs of students.

2. More than half of students reported that there were no follow-ups by teacher counsellors; therefore the study recommends that teacher counsellors should regularly make follow-ups to examine learners' progress after they have received the guidance and counselling services. This will evaluate the services offered by the department and therefore lead to the necessary modifications resulting to improvement of the services. If not possible, assistance may be offered to students by making the necessary referrals.
3. The findings reveal that some students do not trust the teacher counsellors and have very little confidence in them. This has an implication on the teacher counsellors' training. Therefore, the study recommends that the government should provide in-service training for teacher counsellors so as to enable them to acquire the necessary skills and competences to address academic, social and emotional needs of learners. The teacher counsellors' effectiveness in delivering their mandate of transforming students in secondary schools will make students have more positive perceptions on the influence of their services on school adjustment. In-service training for teacher counsellors will also equip them with the necessary professional ethics that were reported as lacking by some participants due to the fact that some counsellors shared private and confidential information with unauthorised persons.
4. Since the study findings revealed that teacher counsellors are sometimes unavailable when needed by students, the study recommends that this be rectified by ensuring that the teacher counsellors get ample time to attend to student needs. This can be done by the head teachers ensuring that the teaching workload is reduced for the teacher counsellors so that they can comfortably attend to the counselling needs of student.

5. All secondary schools should allocate specific time should be allocated for guidance and counselling activities. Indeed, guidance and counselling should be part of the school programme. This is because study revealed that students were always occupied in other school activities leaving no time for guidance and counselling activities.
6. Since the differences in students' perceptions occurred due to the quality of the services provided, there is need to explore on a theory that can guide on guidance and counselling services' provision in all schools.

5.10 Suggestions for Future Research

Since this study was limited to secondary school students' perceptions on the influence of guidance and counselling services on only three domains of school adjustment, the researcher feels obliged to make recommendations for further research on the following:

1. Perceptions of students on the influence of guidance and counselling services on career choices and development.
2. Perceptions of teachers on the influence of guidance and counselling services on school adjustment of students in secondary schools.
3. A similar study can be conducted in the whole of Elgeyo-Marakwet County secondary schools.
4. This study should be replicated in other sub-counties to further verify the relationship between students' gender, school type and class level on students' perceptions on the influence of guidance and counselling services on school adjustment.

5. A research needs to be carried out on the teacher counsellors' competence in delivery of services. There is a high likelihood that many teacher counsellors have no training whatsoever which may have impacted negatively on the students' perceptions on the influence of the services offered on their school adjustment.

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APPENDICES

APPENDIX A: INTRODUCTORY LETTER

School of Education,
Dept. of Educational Psychology,
Moi University,
P.O. Box 3900-30100,
Eldoret.

Dear Participant,

I am a post graduate student from the Department of Educational Psychology, Moi University. I am kindly requesting you to participate in my study. The purpose of my study is to establish the secondary school students' perceptions on the influence of guidance and counselling services their own school adjustment. Your responses will help improve guidance and counselling services in the school.

You are requested to provide sincere and accurate responses to all items in the questionnaire. Do not write your name anywhere on the questionnaire. Please note that the information you provide will be treated with utmost confidentiality and will not be used for any other purposes other than this study. You may contact the researcher for more information about the study and may also request the researcher to communicate to you the findings of the study.

Thank you very much for sparing your precious time to participate in this study.

Yours sincerely,

Evelyn Kanus (Researcher)

APPENDIX B : STUDENTS' QUESTIONNAIRE**Instructions:**

- This questionnaire has 5 sections. Please respond to ALL the items in each section.
- Read the statements carefully and understand before writing your responses.
- In ALL cases provide honest responses.
- Respond to ALL items by ticking in the boxes provided or simply fill in the boxes.

SECTION 1: DEMOGRAPHIC CHARACTERISTICS

1. What is your gender?

a. Male

b. Female

2. In which class are you?

a. Form 1

b. Form 2

c. Form 3

d. Form 4

3. In which type of school are you learning?

a. Boys' boarding

b. Girls' boarding

c. Mixed boarding

d. Mixed day

**SECTION 2: STUDENTS' GUIDANCE AND COUNSELLING SERVICES
QUESTIONNAIRE.**

This part of the questionnaire consists of statements concerning the guidance and counselling services in your school. Go through the items and choose the option that represents your opinion in relation to the service. You are required to say whether you Strongly Agree (SA), or Simply Agree (A), whether you are Undecided (U), whether you Disagree (D) or you strongly disagree (SD).

Indicate your response by ticking in the box that corresponds to your opinion or feeling. Please be sincere.

KEY

SA –Strongly Agree

A – Agree

U –Undecided

D- Disagree

SD – Strongly Disagree

Statement	SA	A	U	D	SD
1. Students in my school are regularly advised to seek guidance and counselling services.					
2. The guidance and counselling office regularly invites speakers to give talks to students.					
3. The teacher counsellor is always available when needed.					
4. We have time to seek guidance and counselling services.					

5. I have regularly sought guidance and counselling services.					
6. Students trust the teacher counsellor to help them when faced with challenges.					
7. I highly rate the guidance and counselling services offered by the guidance and counselling office.					
8. The guidance and counselling office observes adequate privacy for students.					
9. I find it easy to share my problems with the teacher counsellor.					
10. The teacher counsellor makes regular follow-ups (re-visits) on student issues.					

SECTION 3: STUDENTS' SCHOOL ADJUSTMENT QUESTIONNAIRE (SSAQ)

PART 1: ACADEMIC ADJUSTMENT SUB- SCALE

This section consists of items on students' perceptions on the influence of guidance and counselling services on academic adjustment. Choose the best option that suits the statement given and respond to the other items that follow appropriately. The options are Strongly Agree (**SA**), Agree (**A**), Undecided (**U**), Disagree (**D**) and Strongly Disagree (**SD**). Indicate your response by ticking in the box that corresponds to your feeling.

Guidance and counselling services have helped me to:	SA	A	U	D	SD
1. attend classes regularly.					
2. develop a lot of interest in learning					
3. define academic goals clearly.					
4. complete my assignments and homework on					

time.					
5. enjoy class discussions.					
6. actively participate in class activities.					
7. look forward to the start of ever class activity.					
8. feel satisfied with the quality of class work offered					
9. utilize the school library services regularly.					
10. feel satisfied with my level of academic performance.					

PART 2: EMOTIONAL ADJUSTMENT SUB- SCALE

This section consists of items on students' perceptions on the influence of guidance and counselling services on their emotional adjustment. Choose the item that best suits your opinion of the statement given and respond to other items that follow appropriately. The options are Strongly Agree (**SA**), Agree (**A**), Undecided (**U**), Disagree (**D**) and Strongly Disagree (**SD**). Indicate your response by ticking (✓) in the box that corresponds to your feeling.

Guidance and counselling services help me to:	SA	A	U	D	SD
1. feel confident enough to make personal decisions.					
2. be able to control my anger					
3. feel happy most of the time.					
4. feel independent more easily .					
5. avoid worry most of the time.					
6. feel less tense and nervous most of the time.					
7. feel calm and energetic most of the time.					
8. feel enthusiastic all the time.					
9. sleep well and soundly at bed time.					
10. feel relaxed most of the time.					

PART 3: SOCIAL ADJUSTMENT SUB- SCALE

This section consists of items on students' perceptions on the influence of guidance and counselling services on their social adjustment. Choose the option that best suits your opinion of the statement given and respond to other items that follow appropriately. The options are Strongly Agree (**SA**), Agree (**A**), Undecided (**U**), Disagree (**D**) and Strongly Disagree (**SD**) Indicate your response by ticking in the box that corresponds to your feeling.

Guidance and counselling services help me to:	SA	A	U	D	SD
1. get along well with my fellow students.					
2. choose friends wisely in school.					
3. get very involved in school social activities e.g symposia and entertainment.					
4. participate in extra-curricular activities.					
5. interact well and easily with the opposite sex.					
6. find it easy to confide in my school friends.					
7. fit well with peers in school.					
8. feel that my friends are caring towards me.					
9. find it easy to confide in my school friends.					
10. overcome homesickness while in school.					

THANK YOU VERY MUCH

APPENDIX C: INTERVIEW GUIDE FOR STUDENTS

This interview guide was part of the research examining students' perceptions on the influence of guidance and counselling services on their school adjustment.

1. Do you think the guidance and counselling services provided in your school help students in dealing with challenges related to class work? Explain your answer.
2. Do you think guidance and counselling services assist students in their social relationships? Explain your answer.
3. Do you think guidance and counselling services assist students in dealing with emotional challenges? Explain your answer.

APPENDIX D: SAMPLE EXPLANATIONS FOR POSITIVE AND NEGATIVE RESPONSES DURING THE INTERVIEW

Statements Explaining Positive Responses

1. The department in charge of guidance and counselling services regularly invites speakers to address various challenges that affect the students. This is also done by teacher counsellors as well as regular teachers during assembly and other gatherings.
2. Students who are not performing well academically are attended to by counsellors individually as well as in groups. They are helped to identify their weaknesses and challenges and to find ways of overcoming them.
3. Guidance and counselling services help students acquire good study habits like good reading skills, note-making, note-taking and memory skills.
4. Guidance and counselling services offered also help in imparting to students the best revision strategies and preparation for examinations.
5. Through guidance and counselling services, students are helped to change negative attitudes towards certain subjects. Some students believe that some subjects are hard for no valid reason.
6. Guidance and counselling services help students develop interest in studies for example through motivational speeches from various invited speakers.
7. Students are also assisted in acquiring practical ways of managing assignments and homework for example through making a personal study time tables.
8. The students are assisted in setting reasonable academic targets and in working towards achieving those targets.

9. School life is full of stress and students usually manage to relax after their stresses are addressed through guidance and counselling.
10. Students are occasionally taken through anger management skills thus many students are able to control this particular emotion.
11. Students' frustrations and disappointments are dealt with in a timely manner so students are relaxed and happy most of the time.
12. During exams, students are nervous and anxious. Guidance and counselling services are always readily available to students during such times.
13. A generally happy mood engulfs the school whenever a motivational speaker has been invited to address the students.
14. Teacher counsellors are always on the frontline in addressing the importance of avoiding bad company by choosing friends wisely. Most students tend to heed this advice.
15. Through guidance and counselling, students who have fallen victim of negative peer pressure are usually assisted to reform.
16. Social skills education is regularly provided to assist students make friends. Some of the students are naturally shy and timid and require this kind of assistance.
17. During guidance sessions, social values which are necessary for healthy interactions are addressed so conflicts among students are rare. These values include good mannerisms, tolerance, and confidence among others.
18. Conflict resolution skills have been imparted to students so any conflicts that may arise are usually resolved amicably.

19. Students are encouraged to join clubs and societies and participate in extracurricular activities as a way of avoiding feelings of isolation and loneliness.
20. Guidance and counselling services encourage cooperation in various school activities. During such activities students receive affirmation and feel part of a team. This is good for social adjustment.

Statements Explaining Negative Responses

21. The teacher counsellor is rarely available in the guidance and counselling office.
22. There is lack of time to seek guidance and counselling services since students are always occupied in other school activities like class work, games and cleaning among others.
23. Some students fear what others will think when they see them seeking guidance and counselling services and would rather suffer in silence.
24. Students tend to associate guidance and counselling services with big problems and also with misbehaviour. Consequently they are embarrassed and would rather not be seen going to see the teacher counsellor.
25. Some students do not trust the teacher counsellor to keep in confidence what they discuss in the counselling office and therefore rarely seek this service.
26. Some students are naturally shy and timid and would not open up to the counsellor about their challenges so they suffer in silence.
27. Some simply distrust the counsellor. They do not think the counsellor is on their side and would assist especially when the issue at hand is sensitive and personal.

**APPENDIX E: STUDENTS' ADAPTATION TO COLLEGE QUESTIONNAIRE
(SACQ).**

1. I feel that I fit in as part of the college environment.
2. I have been feeling tense or nervous lately.
3. I have been keeping up to date on my academic work.
4. I am meeting as many people, and making as many friends as I would like in college.
5. I know why I'm in college and what I want out of it.
6. I am finding academic work in college difficult.
7. Lately, I have been feeling blue and moody a lot.
8. I am very involved with social activities in college.
9. I am adjusting well to college.
10. I have not been functioning well during examinations.
11. I have felt tired much of the time lately.
12. Being on my own, taking responsibility for myself has not been easy.
13. I am satisfied with the level at which I am performing academically.
14. I have had informal, personal contacts with college professors.
15. I am pleased now about my decision to go to college.
16. I am pleased now about my decision to attend this college in particular.
17. I am not working as hard as I should at my course work.
18. I have several social ties at college.
19. My academic goals and purposes are well defined.
20. I haven't been able to control my emotions very well lately.
21. I'm not really smart enough for academic work I'm expected to be doing now.

22. Lonesomeness for home is a source of difficulty for me now.
23. Getting a college degree is very important to me.
24. My appetite has been good lately.
25. I haven't been very efficient in the use of study time lately.
26. I enjoy living in a college dormitory (omit if not applicable).
27. I enjoy writing papers for courses.
28. I have been having a lot of headaches lately.
29. I really haven't had much motivation for study lately.
30. I am satisfied with the extracurricular activities available at college.
31. I've given a lot of thought lately to whether I should ask for help.
32. Lately, I have been having doubts regarding the value of a college education.
33. I am getting on very well with my roommates (omit if not applicable).
34. I wish I were at another college or university.
35. I have put on (or lost) too much weight recently.
36. I am satisfied with the number and variety of courses available at college.
37. I feel that I have enough social skills to get along well in the college setting.
38. I have been getting angry too easily lately.
39. Recently I have had trouble concentrating when I try to study.
40. I haven't been sleeping well lately.
41. I'm not doing well enough academically for the amount of work I put on.
42. I am having difficulty feeling at ease with other people at college.
43. I am satisfied with the quality or the calibre of courses available at college.
44. I am attending classes regularly.
45. Sometimes my thinking gets muddled up too easily.

46. I am satisfied with the extent to which I am participating in social activities at college.
47. I expect to stay at this college for a bachelor's degree.
48. I haven't been mixing too well with the opposite sex lately.
49. I worry a lot about my college expenses.
50. I am enjoying my academic work at the college.
51. I have been feeling lonely a lot at college lately.
52. I am having a lot of trouble getting started on homework assignments.
53. I feel I have good control over my life situation at college.
54. I am satisfied with my program of courses for this semester/quarter.
55. I have been feeling in good health lately.
56. I feel I am very different from other students at college in ways that I don't like.
57. On balance, I would rather be home than here.
58. Most of the things I am interested in are not related to any of my course work at college,
59. Lately, I have been giving a lot of thought to transferring to another college.
60. Lately, I have been giving a lot of thought to dropping out of college altogether and for good.
61. I find myself giving considerable thought to taking time off from college and finishing later.
62. I am very satisfied with the professors I have now in my courses.
63. I have some good friends or acquaintances at college with whom I can talk about any problems I may have.

64. I am experiencing a lot of difficulty coping with the stresses imposed upon me in college.
65. I am quite satisfied with my social life in college.
66. I am quite satisfied with my academic situation in college.
67. I feel confident that I will be able to deal in a satisfactory manner with future challenges here at college.

Source: Baker & Siryk, 1989.

APPENDIX F: SAMPLING FRAME

Table for determining sample size (Sampling frame)

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	49	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	241	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377

Source: Kathuri and Pals, 1993

APPENDIX G: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. EVELYN KANUS
of MOI UNIVERSITY, 6532-30100
ELDORET, has been permitted to conduct
research in Elgeyo-Marakwet County

on the topic: SECONDARY SCHOOL
STUDENTS PERCEPTIONS OF THE
INFLUENCE OF GUIDANCE AND
COUNSELLING SERVICES ON SCHOOL
ADJUSTMENT IN KEIYO SUB-COUNTY

for the period ending:
3rd November, 2016

.....
Applicant's
Signature

Permit No : NACOSTI/P/15/31259/8013
 Date Of Issue : 4th November, 2015
 Fee Received :Ksh 2,000





.....

Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

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


REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A **7063**

CONDITIONS: see back page

APPENDIX H: RESEARCH AUTHORIZATION FROM NACOSTI



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

<p>Telephone: +254-20-2213471, 2241349, 310571, 2219420 Fax: +254-20-318245, 318249 Email: secretary@nacosti.go.ke Website: www.nacosti.go.ke When replying please quote</p>	<p>9th Floor, Utalii House Uhuru Highway P.O. Box 30623-00100 NAIROBI-KENYA</p>
--	--

Ref. No. **NACOSTI/P/15/31259/8013** Date: **4th November, 2015**


Evelyn Kanus
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Secondary school students perceptions of the influence of guidance and counselling services on school adjustment in Keiyo Sub-County,”* I am pleased to inform you that you have been authorized to undertake research in **Elgeyo Marakwet County** for a period ending **3rd November, 2016.**

You are advised to report to the **County Commissioner and the County Director of Education, Elgeyo Marakwet County** before embarking on the research project.


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


SAID HUSSEIN
FOR: DIRECTOR GENERAL/CEO

Copy to:


The County Commissioner
Elgeyo Marakwet County.

The County Director of Education
Elgeyo Marakwet County.



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

APPENDIX I: RESEARCH CLEARANCE FROM COUNTY EDUCATION OFFICE



REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

<p>TELEGRAM:..... TELEPHONE NO: 0534142207 WHEN REPLYING PLEASE QUOTE OUR REFERENCE EMAIL: cdeelgeyomarakwet@gmail.com</p>	<p>COUNTY DIRECTOR OF EDUCATION, ELGEYO MARAKWET COUNTY, P.O. BOX 214-30700, ITEN. DATE: 18TH NOVEMBER, 2015</p>
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REF No: CDE/EMC/R/26/VOL.I/ (165)

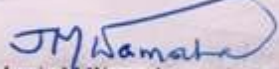
✓ Ms. Evelyne Kanus
Moi University,
P.O.Box 3900-30100
Eldoret

RE: FORMAL RESEARCH AUTHORIZATION:

Following the authorization by the National Commission for Science, Technology and Innovation (NACOSTI) to carry out research in Elgeyo Marakwet County vide Authority letter Ref.No.NACOSTI/P/15/31259/8013 dated 4th November, 2015, you are hereby formally granted authority by this office to proceed with your study on "Secondary school students perception of the influence of guidance and counselling services on school adjustment in Keiyo Sub County," for a period ending, 3rd November 2016.

You are further required to report to the Sub-County Director of Education – Keiyo North Sub County before you embark on your research.


By copy of this letter, the Sub-County Director of Education- Keiyo North is requested to accord you the necessary assistance.



Jamin M Wamocha
For : County Director of Education,
ELGEYO MARAKWET.

Copy to:

1. The Sub-County Directors of Education – ElgeyoMarakwet.
2. The Director General/CEO -NACOSTI



**APPENDIX J: RESEARCH CLEARANCE FROM THE COUNTY
COMMISSIONER**



**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR & COORDINATION OF NATIONAL GOVERNMENT**

Telegrams: "DISTRICTER" Iten
Telephone: (053) 42007
Fax : (053) 42289
E-mail: ccelgeyomarakwet@yahoo.com
ccelgeyomarakwet@gmail.com
When replying please quote

**COUNTY COMMISSIONER'S OFFICE,
ELGEYO-MARAKWET COUNTY,
P.O. BOX 200-30700
ITEN**

PUB/CC/24/2 VOL.1/127
Ref.

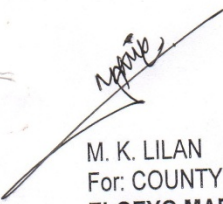
19th November, 2015
Date

TO WHOM IT MAY CONCERN

EVELYN KANUS

This is to confirm that the above has been authorized to conduct research in the county. The same expires on 3rd November, 2016. The topic of the research is "**Secondary school students' perceptions of the influence of guidance and counseling services on school adjustment in Keiyo Sub-County**".

Assist her when she comes calling.


M. K. LILAN
For: COUNTY COMMISSIONER
ELGEYO MARAKWET COUNTY

**COUNTY COMMISSIONER
ELGEYO MARAKWET COUNTY**

MKL/sjk

APPENDIX K: MAP OF THE STUDY AREA

