

**STATUS OF SERVICES IN KENYAN UNIVERSITIES:
A CASE OF THE UNIVERSITY OF EASTERN AFRICA BARATON**

BY

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DECLARATION

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This thesis is my original work and has not been presented in any other university for examination.

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DEDICATION

This thesis is dedicated to my family with love and affection.

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ABSTRACT

The study sought to investigate the status of services in Kenyan Universities – A case of The University of Eastern Africa, Baraton. The challenges of everyday living experienced by students in institutions of higher learning leave many of them anxious, devastated and unable to cope with life. Although services are provided in various Kenyan Universities, there seems to be noticeable students anti-social behaviour. Therefore, the purpose of this study was to establish the status of services in Kenyan Universities in terms of provision, utility and helpfulness in the learners' personal, spiritual, educational, peer relationship, vocational, spiritual growth and development. This study employed descriptive research design. Quantitative data was collected by the use of questionnaires that were administered to 627 students in the University of Eastern Africa, Baraton. In addition qualitative data was collected through interviews schedules from 10 administrators. Simple random sampling techniques were used to select the respondents. Descriptive statistics used in the study were frequency distributions and percentages. Data was presented inform of tables, graphs and charts. The data was analyzed using Statistical Package for Social Sciences computer package, version 14.0. An analysis of the findings indicate that the services were not effective. In the light of the findings the researcher recommends that the university authorities should establish effective programmes in terms of provision, utilization and helpfulness in the information, orientation, vocational, social and personal areas. The study also recommends that the guidance and personnel to constantly evaluate the programmes in order to improve service delivery through workshops, open forums and seminars.

TABLE OF CONTENT

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	iv
TABLE OF CONTENTS	iv
LIST OF TABLES	iv
LIST OF FIGURES	iv
CHAPTER ONE: 4 INTRODUCTION TO THE STUDY	4
1.0 Introduction.....	4
1.1 Background of the Study.....	4
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study.....	4
1.4 Objectives of the Study	4
1.5 Justification of the Study.....	4
1.6 Significance of the Study.....	4
1.7 Scope of the Study.....	4
1.8 Limitations of the Study.....	4
1.9 Assumptions of the Study.....	4
1.10 Theoretical Framework.....	4
1.10.1 Cognitive approaches (Rational Emotive Behaviour Theory)	4
1.10.2 Behaviour approaches	4

1.10.3 Eclectic Approach	4
1.11 Conceptual Framework.....	4
1.12 Operational Definition of Terms.....	4
CHAPTER TWO: REVIEW OF LITERATURE	4
2.0 Introduction.....	4
2.1 Historical and Philosophical Origins of Guidance and.....	4
2.2 Student Counseling Services in a University Setting.....	4
2.4 Assessment of the Effectiveness of Services.....	4
2.5 Counseling Services.....	4
2.5.1 Career Counseling.....	4
2.5.2 Psychological Counseling.....	4
2.5.3 Social Counseling.....	4
2.5.4 Peer Counseling.....	4
2.5.5 Spiritual Counseling.....	4
2.6 Challenges of Counseling in Kenyan Institutions.....	4
2.6 Student Competency.....	4
2.6 .1 Academic Competency.....	4
2.6.2 Social Competency.....	4
2.6.3 Personal Competency.....	4
2.7 Summary.....	4
CHAPTER THREE: RESEARCH METHODOLOGY	4
3.0 Introduction.....	4
3.2 Description of the Study Area	4

3.3 Philosophical Paradigm of the Study.....	4
3.4 Research Design.....	4
3.5 Population.....	4
3.6 Sample and Sampling Techniques.....	4
3.6.1 Sample Size Criteria	4
3.6.2 Determining Sample Size	4
3.7.0 Data Collection Instruments	4
3.7.1 Interview Schedules	4
3.7.2 Pilot Study	4
3.7.2.1 Validity of the Research Instruments.....	4
3.7.2.2 Reliability of the Instruments.....	4
3.8 Data Collection Procedure.....	4
3.9 Data Analysis.....	4
3.10 Ethical Considerations.....	4
3.12 Summary of Chapter Three.....	4
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION 4	
4.0 Introduction.....	4
4.2 Informational Services Offered.....	4
4.3 Orientation Services Offered.....	4
4.4 Vocational Services Offered.....	4
4.6 Educational Counseling Services Offered.....	4
4.7 Peer Counseling Services Offered.....	4

4.7 Personal Services Offered.....	4
4.8 Social Services Offered.....	4
4.9 Spiritual Services Offered.....	4
4.10 Overall Effectiveness of the Services Offered.....	4
4.17 Summary of Chapter Four.....	4
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 4	
5.0 Introduction.....	4
5.1 Summary of the research findings.....	4
5.2 Conclusion.....	4
5.3 Implications and Recommendations.....	4
5.4 Suggestions for Further Research.....	4
REFERENCES	4
APPENDICES	4
Appendix A: Letter of Introduction	4
Appendix B: Students' Questionnaire on the effectiveness of services	4
Appendix C – Interview Schedule	4

LIST OF TABLES

Table 3. 1 Recommended Sample Size from a Given Population4

LIST OF FIGURE

Figure 1.1 Conceptual Framework	4
Figure 4.1: Information on Counseling Services Offered	4
Figure 4.2: Orientation Services Offered	4
Figure 4.3: Vocational Counseling Service Offered	4
Figure 4.4: (a) Career Counseling Services Offered	4
Figure 4.4: (b) Career Counseling Services Offered	4
Figure 4.5: Educational Counseling Services	4
Figure 4.6: Peer Services Offered	4
Figure 4.7: Personal Services Offered	4
Figure 4.8: (a) Social Services Offered	4
Figure 4.8: (b) Social Services Offered	4
Figure 4.9 Spiritual Guidance Offered	4
Figure 4.10 Overall Effectiveness of Services Offered	4
Figure. 4.11: The Need for Services	4
Figure 4.12: services considered helpful by the students	4
Figure 4.13 services needing improvement	4
Figure 4.14: services that have critical aspects lacking	4
Figure 4.15: Students' perception of the effectiveness of counseling services	4
Figure 4.16: Administrators perception of the effectiveness of the services	4
Figure 4.17 Administrators perceptions of the areas that require improvement	4

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter highlights the background of the study, the statement of the problem, purpose, objectives, the research questions and the assumptions of the study. It also consists of the limitations and delimitations, significance, conceptual framework of the study and ends with the operational definition of terms.

1.1 Background of the Study

services play an important role in Kenyan universities in terms of resolving personal, social or psychological problems and difficulties faced by students (Gladding, 2004). Both the American Association (ACA) and American Psychological Association (APA) have defined to mean the expert help and assistance given to an individual in a variety of environments. Peterson (1977) defines guidance and as a term referring to a broad area of educational activities and services aimed at assisting individuals in making and carrying out adequate plans and achieving satisfactory adjustment in life. This means that guidance and in schools/colleges setting is a process that is aimed at leading the individual to achievement of desired life goals. Guidance and is considered a lifelong process that involves helping individuals as part of a group at the personal level (Mutie & Ndambuki, 2004).

Globalization and the rapid pace at which new knowledge is being created and utilized are among the recent developments which pose challenges to university education and

its recipients. University education is based on the philosophy that students are mature enough to take the fullest responsibility for their behaviour. The university education assists students acquire knowledge, skills and values that enhance self management. Frank & Karyn (2005) argue that although undergraduate students are young adults, most of them remain in a suspended state of semi-immaturity and dependence compared with persons of the same age who do not go to college but begin careers. Therefore this necessitates for services in institutions of higher learning.

Nanda (1969) asserts that universities are the organs or agencies of civilization. Currently in Kenya one of the most challenging issues in the university education sector is increased university enrolments and the overall institutional capability aimed at meeting, for example, Kenya's vision 2030. The quality and relevance of university education in Kenya is therefore important. In this regard, in order to strengthen the quality of higher education, the Ministry of Education, Science and Technology has developed the universities, which points out among other things the need for administrators in learning institutions to create the right atmosphere for cooperation and support of guidance and services with the aim of helping the young adolescent in the universities (gOk, 2009).

According to McCully (2008) unlike other animals, human beings have the highest level of communication skills, skills that make it possible to express thoughts in detail to many others; to teach language to others (even to other animal species at certain levels); to record, send, and receive information. These differences not only clearly

distinguish each human from every other human, but also multiply the potential of the society and stimulate the advancement of civilizations.

In the United States of America where formal as practised in Kenya, has its roots, movement was started due to humanitarian concern to improve the rights of those people adversely affected by the Industrial Revolution of the mid to late 1800s (Gladding, 1988). People needed occupational guidance in order to cope with the challenges of life. As noted by McLeod (2000) the provision of in a systematic way in educational settings in England was first developed in the mid-1960s partly as the process of rendering service to students who needed assistance in making decisions about careers or decisions regarding interests and abilities and choices in universities.

According to Ogechi and Atieno (2012), the growth and development of the profession in Kenya is closely associated with the erosion of traditional societal structures caused by multiple social and economic factors over the last 20 years. They further assert that despite the initial reluctance to embrace professional, Kenya has experienced a rapid growth and development of the profession over the same period. The then Ministry of Home Affairs Heritage and Sports (2002) instituted the Kenya National Youth Policy (KNYP), which has strong recommendations on the creation of services for the youth. The proposal includes key directives on the need to establish guidance and units managed by youths in all learning institutions, promote and enhance affordable or free programmes on health, social, and educational issues.

In spite of the policies and initiatives that the government and institutions have put in place with regard to management of education; learning institutions are faced with increased cases of students' unrest. The disturbances have been characterized by violence, wanton destruction of property, and lately even rape and murder. The very nature of the unrests has taken a dramatic turn for the worse. Not only have they been violent and destructive but also have been planned to cause maximum harm to human life, Fadhili (2005).

Indeed Kenyan university students have been in turmoil and the university has aptly been described as "the unquiet campus." Activities of the students have attracted much public attention as well as serious concern; angry processions, walkouts, destruction of property, clashes between the students and the police and similar violent chaotic conditions have increasingly become the way of life in many universities (GOK, 2002). The Vice-Chancellor's Report (2000) recommends that the universities need to establish independent mechanism for effective and timely handling of students' complaints. Issues coming in different types and portions such as commitment to duty, accountability, transparency, unfairness, bias and sexual harassment all need aspects of guidance and counseling.

The University of Eastern Africa, Baraton which is owned and operated by Seventh-Day Adventist Church attracts students with varying religious affiliations. The university is supported by Seventh-Day Adventist Church funds and voluntary contributions. The university also appreciates the values and benefit of having

international students on its campus inspite of the fact that culture may be a hindrance considering that the students come from varied social -economic and cultural backgrounds. Aspects such as student failing to register during the stipulated time is charged a late registration fee due, for example cause anxiety among students. Academic honesty is expected of every student at UEAB. Academic dishonesty include such things as: plagiarism, forging signatures, using notes or textbooks during quizzes or examination and copying from one another. This usually results in failing the course, dismissal from the university, and any other disciplinary action deemed appropriate by the university. The compulsory weekly assembly is considered to be an important part of the students' academic experience. More than three absences from assembly in a given quarter may result in suspension and this may delay the students' work.

It is quite clear that although Baraton University is based on a strong religious foundation, the same principles on which it is founded fail to address the on spot challenges that students encounter. The on spot challenges are likely to affect the students' social, academic and personal competencies. The challenges include: student diverse social-cultural backgrounds, limited funds for needy students, penalty accruing from the late registration and punishment arising from absence on the compulsory weekly assemblies for a students. These challenges are likely to lead to anxiety among students. In Kenya various attempts have been made by the government in coming up with governmental policies in counseling services in universities. Further, the UEAB has taken up the initiative to set up counseling units managed by professionally trained counsellors to solve the challenges that students encounter. However, the challenges still

persist. For these reasons there is need to come up with an effective mechanism that could address the students needs for the development of their competencies. Hence the researcher sought to explore the counseling realities and challenges in the University of Eastern Africa Baraton in Nandi County.

1.2 Statement of the Problem

University students are considered a valuable human resource to a country due to the academic and advanced knowledge and skills they acquire by the time they graduate from the universities. Therefore, the academic years in the university are critical stage in the students' psychological, intellectual, social, and moral development (Mutie & Ndambuki 1999). Mutie & Ndambuki (2004) further assert that counseling will enable them gain capability of building on their experiences, avoiding past mistakes, anticipating the future, and planning for their potential. Guidance and counseling services have been put in place in Kenyan Universities to assist students develop their academic, social and personal competencies. However these seem not to have been realized considering the numerous students disturbances witnessed on the campuses such as; poor sexual relationships, stagnation and wastage, substance abuse and difficulty in coping with examination anxiety. Consequently distress, depression and unhappiness have become part and parcel of students' life in the university.

Studies confirm that university students continue to experience psycho-social problems that undermine the students' well being (Standa, 2000; Odek-ongunde and PandeLeak, 1999). Ndolo (2004) points out that some students engage in anti-social behaviour such

as drug abuse and irresponsible sexual behaviour because they lack knowledge on how to effectively spend their leisure time. Biswalo (1996) observes that examination anxiety and poor conflict resolutions contribute to student disturbances. According to Mutie & Ndambuki (2006) students face many difficult situations in life. They have to make wise choices in curricular and other activities, acquire basic skills for optimum achievement and adjustment to peers, teachers and parents. They have to live and share facilities in the institutions with individuals from different economic and social backgrounds. The students also have to try to secure adequate financial aid, adjust to heterosexual relationships and decide how to spend their leisure time. Besides, students have to pass their examinations irrespective of their environment because the society is very competitive and calls for everybody to excel in examinations for better survival. Other challenges include the careers they will endeavour to pursue and the type of families they will raise in future. Consequently, this challenges among the students have tended to disrupt learning in institutions. Other studies done include; impact of drug abuse in Kenyan universities, a policy guideline on prevention on education strategies Changwony (2010), Role of guidance and counseling by Ajowi & Simatwa (2012), counseling needs assessment Tumuti (1985) and the role of peer counseling by Arudo (2008).

Although many studies have been undertaken in the area of counseling, scanty literature seems to exist on the counseling services in the following areas: informational, orientational, educational, vocational, personal, social, spiritual and academic areas

especially in institutions of higher learning. It was therefore necessary for the researcher to focus this study in this apparent area of need.

1.3 Purpose of the Study

The purpose of the study was to establish the status of counseling services in Kenyan universities. The study sought to determine the effectiveness of counseling services in terms of their level of provision, utilization and helpfulness in the development of students in the following areas; academic, social, personal, informational, career, educational, spiritual and orientational services.

1.4 Objectives of the Study

The broad objective of the study was to establish the status of counseling services in the Kenyan universities. The researcher focused on the following specific objectives:

- i. To identify the counseling services that are provided at the University of Eastern Africa, Baraton.
- ii. To assess the level of utilization of the counseling services to the students.
- iii. To determine the counseling services that are considered helpful by the students.
- iv. To determine the services that are needed but have critical aspects lacking.

1.5 Justification of the Study

Despite the policies that the government has put in place with regards to the management of education, learning institutions are faced with increased cases of students' unrest which negatively affects the students' academic, social and personal competencies. It is in this regard that the study investigated the realities and challenges of services at UEAB University in terms of their provision, utility & helpfulness. The intention is to raise the internal efficiency of the guidance and department.

Little research exist concerning services in the development of students' social, academic and personal competencies. Most of the in university is focused on the role of guidance, but real issues like drug abuse and HIV related issues. It is important that this research was done since no similar one has been undertaken in the University of Eastern Africa Baraton.

1.6 Significance of the Study

The findings of this study have shown that guidance and counseling services are crucial for the overall students' social, personal and academic competencies in the universities. The recommendations of this study may assist the educational policy makers and the university management in planning and making appropriate decisions to strengthen guidance and counseling services in the universities. The findings of this study could also assist peer counsellors in undertaking the student affairs, thus helping them to achieve academic, vocational, social and personal growth and appropriate integration into society. The findings could also pave the way for educational stakeholders to check and stem out wastage and stagnation in education. For instance, failure of students to

complete their studies can render the education system ineffective. It also anticipated that this study will create awareness on the importance of effective guidance and counseling services in universities hence filling the gaps in research in this area. Lastly, it is anticipated that the study will create awareness on the realities and challenges of counseling services in universities. This will in turn stir up the need for revamping the counseling services not only in the UEAB but in all other universities.

1.7 Scope of the Study

The study was meant to find out the state of counseling services in the University of Eastern Africa, Baraton. The study focused on students and administrators, and were considered an appropriate population for the study due to demographic factors and the availability of the counseling units at the university. It represents a university which is essentially one entity unlike other universities which are expansive with many satellite campuses. Logistically the structures and majority of the students are located in one geographical area making it a plausible site for the study. Strategically Baraton University presented a suitable location for the study and was a representative of a typical Kenyan University. The study sought to determine the level of provision, utilization and helpfulness of the services in the following areas: informational, orientational, educational, career, vocational, personal, social and spiritual aspects.

1.8 Limitations of the Study

A sample of the respondents found the study to be sensitive and were suspicious of its intentions. This no doubt led some respondents to be biased in their responses. In order

to overcome this limitations ethical considerations were strictly adhered to and confidentiality was assured to the respondents. Validity and reliability of the instrument was another challenge. The self reports have inherent biases of the respondents thus impeding the validity and reliability of the findings; however this limitation was overcome through triangulation of instruments. Interviews and questionnaires were used to solicit data from both the administrator and the students respectively. In addition reliability and validity of the instruments were enhanced by the objectivity with which the test items were upheld.

1.9 Assumptions of the Study

The researcher assumed that counseling program plays a key role in the proper adjustment of the students; the counseling personnel are conversant with the counseling services and understand its importance; the respondents were honest and truthful in their responses to the items in the questionnaire and that they gave the required information with no reservations. further it is assumed that UEAB had an established guidance and program that was administered by qualified personnel.

1.10 Theoretical Framework

theories are tools used by counselors to help them become more effective (Engelks & Vandergoot, 1982). Counselors integrate these theories in their practice to direct them in decisions they make and the methods they use. The study will be guided by the following theories: Cognitive approaches (Rational Emotive Behaviour Theory), Behaviour approaches and the Eclectic theory of .

1.10.1 Cognitive approaches (Rational Emotive Behaviour Theory)

Sreedhar (2012) has pointed out that in the cognitive approaches, the process of is the curing of unreason by reason, helping clients to eliminate most emotional disturbances by learning to think rationally and getting rid of illogical, irrational ideas and attitudes and substituting logical, rational ideas and attitudes. It is believed that this process helps the client attain rational behaviour, happiness and self-actualization. Rational Emotive Theory (RET) was developed by Ellis (1962, 1996, 2000, 2002). Santrock (2006) who quoted Ellis (1962) pointed out that RET is a directive confrontational form of psychotherapy designed to challenge clients' irrational beliefs. The theory is based on the assertion that individuals develop psychological problems because of their beliefs, especially irrational and self-defeating beliefs (Santrock, 2006).

Irrational beliefs cause people to view undesirable events as a catastrophe rather than a disappointment or an inconvenience (Kutosh & Wolf, 1986). Irrational beliefs can therefore cause people to feel depressed, worthless and angry. The theory helps them to think rationally and logically. Hence, RET can be used to help students identify their irrational beliefs in social, academic and personal development and replace them with rational ones in order to fully develop their competences. Counselors can also assist students by utilizing RET with an expression of understanding, warmth, approval and reassurance which tend to help them achieve self fulfillment (Narcoss, 1986). In Rational emotive therapy, the counselor takes an active teaching role to educate clients.

The success of the counselor lies in bringing out illogical thinking to the clients attention. He must show the counselee, how these thoughts are maintaining his unhappiness and how a rethinking and maintenance of logic and rationality will make him happy and contented.

1.10.2 Behaviour approaches

The study also made use of the behavioural approaches. In the behavioural approach counselors concentrate on objective study of a client's behaviour and the learning process (Mangal 2007). As the emphasis is primarily on the overt behaviour, the first emphasis is to discover how the behaviour was acquired and how it can be changed. The second emphasis is on precondition for behaviour change. This approach is characterized by a focus on overt and specified behaviour, a precise and well spelt out target behaviours (goals), a formulation of a specified and objective treatment to the problem and objective assessment of the outcome of in terms of the degree of the approximation to the target behaviour. This knowledge will help the counselor understand and explain students' behaviour in different environments and equip the counselors in the universities with the skills on how to strengthen in order to assist students develop their academic, social and personal competences.

The behavioural counselor uses techniques such as summarizing, reflection, clarification and open-ended questioning (Nelson & Jones, 1995). They also act as the role models for the clients. In this case clients often view the counselors as role models. Students may acquire academic, social and personal competency by modeling

appropriate social and personal competence from the counselor. Assertion training that helps people express their feelings, thoughts and attitudes are also emphasized in behavioural approach. Through this students are able to deal with interpersonal difficulties in varied environments. Behaviour theories seek to enhance behaviour modification among clients and if effectively applied to students experiences in a university setting can be instrumental in helping them cope and adjust to the expected norms.

1.10.3 Eclectic Approach

This study also applies eclectic approach. The leading proponent of the eclectic approach is Thorne (1945). As explained by Kutosh and Wolf (1986) eclectic means selecting, reconciling and choosing appropriate methods from various sources of systems. According to this approach there is the preference for integration of the essential features of the various theories about human behaviour into a more comprehensive theory. According to Narcross (1986) there are many supporters of Eclecticism and they hold the view of development of a comprehensive psychotherapy based on a unified and empirical body of work. Thorne (1945) explains that eclecticism collects and integrates all known methods of personality and psychotherapy into an eclectic system, which might form the basis of standardized practice with no priority given to any theoretical viewpoint. Thus, in this approach there is assimilation of extractions from psychoanalytic, humanistic, cognitive and behavioural approaches to form a multidimensional system of therapy. The view of this approach is that individuals are being and cannot be confined to monolithic systems (Kutosh & Wolf,

1986). Therefore, in order to enable clients to live effectively, the therapist must select from many systems those elements that promise to be most useful in a given situation.

In an institution of learning, the counselor may use all known techniques of to help the students develop their academic, social and personal competencies. In an effective relationship, the counselor facilitates growth and competencies that lead to positive change in the client. Eclectic theory is useful in understanding and dealing with the particular and specific needs of the students. Thus according to this theory, in an effective process, the trained professional counselor utilizes available methods to assist in the client's development.

1.11 Conceptual Framework

The model used in this study focuses on the variables involved in determining the status of services in universities; academic, social, informational, orientational, vocational, career, peer, and personal counseling services (see figure 1.1). Counseling services in universities form the independent variables which comprises of the status of the services in terms of its provision utility and helpfulness. These variables have great influence on the dependent variables.

The provision of effective services to the students by the counselors' leads to the effectiveness of the services and hence assists students on their individual development. The intervening variables include the university management structure and students' background. Provision of services therefore may help the students develop their

academic, social, personal, spiritual information and orientation competencies hence meeting the optimum student achievement in the university setting.

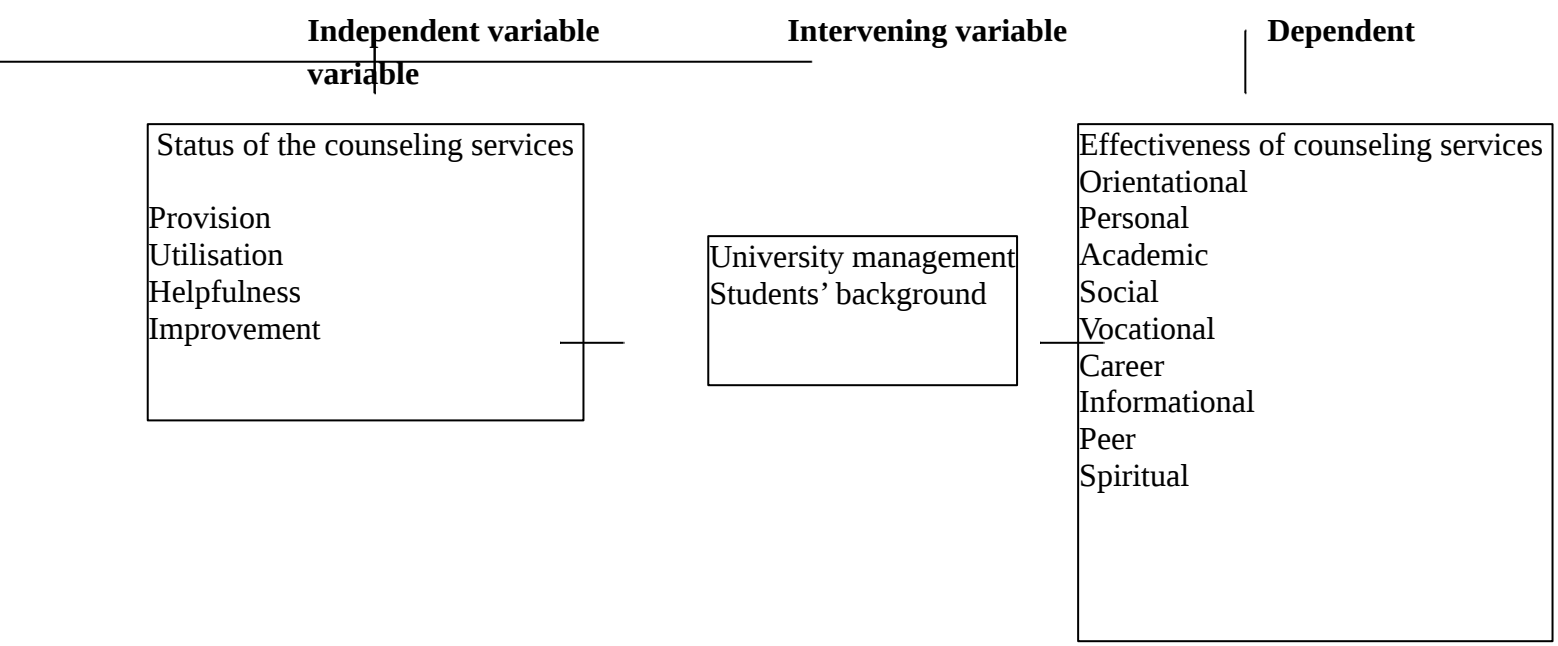


Figure 1.1 Conceptual Framework

(Source: Researcher, 2012)

Figure1:1 is a model showing the relationship of the variables that constitute the counseling services and their subsequent influence on students' satisfaction of the counseling services in terms of their provision, utilization and helpfulness.

1.12 Operational Definition of Terms

Oriental services – Is an adaptive service aimed at assisting students during critical transitional periods. This service would provide for the dissemination of pre enrolment information, assessment and advising potential students and pre college on entry education testing.

Oriental services – Is an adaptive service aimed at assisting students during critical transitional periods. This service would provide for the dissemination of pre enrolment information, assessment and advising potential students and pre college on entry education testing.

Vocational – It is a phase of education where emphasis is laid on preparation for and participation in activities of economic and social value.

Career : Those activities that are carried out by counsellors in a variety of settings for the purpose of stimulating and facilitating career development in persons over their working lifetime. These activities include assistance in career planning, decision making and adjustment. It is assistance given in acquiring the skills and attitudes for successful transition from school to work or post secondary education and training.

Educational/Academic – It is a process of helping an individual in planning a suitable educational programme and making progress in it. It calls for the counsellor to address problems related to school work.

Counseling services – Counseling services can be defined as relative short term interpersonal theory based process of helping persons who basically psychologically health resolve developmental and situational problem : personal , social, vocational, education are all areas of concern friends, failure, feelings of inadequacy and sometimes inferiority.

Counseling: Helping individuals to understand and use wisely the educational, collateral and personal opportunities. It enhances one's ability in achieving sound judgments about school and life in general knowledgeable about good study habits, coping with examination anxiety and note people. This includes being able to deal with psychological distress and developing individual capabilities.

Peer : Training of students to utilize the relationships formed among them to encourage positive behaviour. It is a method of counseling where two or more people of the same age see each other as equals. it is a necessary service but needs to be provided for in institutions of learning.

Personal : - A process of self discovery and growth. It helps increase self confidence, improve relationships, physical and spiritual wellbeing. Common concerns that students face including anxiety, stress, dealing with change, fear of failure, career, coping with feelings such as holiness, sadness, anger and guilty.

Social : - A process assisting an individual interact with others in a manner that is socially acceptable. Social guidance and helps students to develop the right ideals and conduct for living in a socially useful manner.

Academic : - Assistance programme that helps students acquire more effective study skills. It is the acquisition of academic skills designed to help all students develop skills that could maximize their academic potential. Such skills include individual assistance in writing, study skills and time management.

Effectiveness – Is the ability to cause some desired results in . In this study services are considered to be effective if the ones offered in the universities are those that are desired and utilized by the students. Decisions about programmes include decisions about their effectiveness and about ways to improve it.

Guidance – Is a full range of personalized assistance given to an individual who is seeking to expand his/her self understanding and his/her understanding of others. It is a system of a continuous process of determining and providing for the development of all who accept and use their abilities for achieving their aspirations. It is a lifelong process that is concerned with the developmental needs of each person.

Spiritual - Is an intimate relationship with God. The aim of spiritual is to help students change behaviour, attitudes, values and perceptions in Kenyan university. Spiritual counseling attempts to provide encouragement to students who are faced with spiritual growth challenges and to have a good relationship with others and with God.

1.13 Summary

This chapter laid down the background information, statement of the problem, purpose of the study, research objectives and questions, assumptions of the study, limitations, significance of the study, theoretical framework, conceptual framework and operational definitions of terms.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Introduction

The chapter presents review of literature related to the study and includes the following themes: a historical and philosophical origins of guidance and , educational guidance and, career services, typical programme and functions, personality development, psychological , peer , spiritual , challenges of in schools, assessment of the effectiveness of services, ethical issues in , academic, personal, and social competencies. At the end of the chapter a critique of the summary of the literature is constructed and the gap therein identified.

2.1 Historical and Philosophical Origins of Guidance and

Gibson & Mitchell (2005), acknowledges that Belkin (1975), Jean Jacques Rousseau (1712-1778), Pestalozzi (1746-1827), Pearsons (1909) and Beers (1909-1953) have examined the need of human kind from the time of Adam and Eve down through the ages, for advice and counsel, to understand themselves and their relationships to their fellow human beings, and to recognize and develop their potential. To respond to these needs, chieftains and elders of ancient tribal societies were perhaps the first founders, the ancient counterparts, of the present day counselors. Later in earlier civilizations, the philosophers, priests, or other representatives of the gods were seen in the early civilizations, offering advice and counseling. Often treatment for the mentally ill was cruel, even when administered by physicians. The role of religion in the counsel and

advice of the young in particular, but not exclusively, continued through the Middle Ages, supplemented by sporadic efforts of talent identification and development and even planned career placement.

From the Middle Ages onwards teachers also were increasingly expected to provide guidance for their pupils, often of the most directive kind. To supplement these efforts, books began to appear with increasing frequency from the 18th century that focused on providing advice and counsel to youth in meeting many of the problems of the times for example occupational choice. Meanwhile many leading statesmen, philosophers, scientists and educators were laying a philosophical ground work that would eventually support and nurture an embryonic movement to establish psychology as a science and academic discipline in its own right with an impact on school and community settings (Gibson and Mitchell, 2005).

The school counseling and guidance movement which for many years was unique to U.S. education, in its beginning had a vocatopma; guidance emphasis which was influenced later by a multitude of other movements, especially psychological testing, mental health and progressive education. Later in the 20th century the interdisciplinary character of the movement was further emphasized through influences from such movements as group dynamics, psychology, education of the gifted, career education and placement. Over the years the movement has not been without its pioneers and heroes. The great humanistic teachers of history – Christ, Mohamed, Buddha, Plato, Aristotle, Pestalozzi and Rousseau would have been elected members of any

association of their time in history. In U.S. one can easily envision Franklin, Jefferson, Lincoln, and the Roosevelts receiving honorary lifetime memberships in American Association for their contributions to the eventual growth of the movement. But the real heroes were Parsons, Beers, Davis, Reed, Weaver and Hill, Carl-Rogers, Williamson, Gilbert, Albert Ellis and Donald Super, (Gibson and Mitchell 2000).

There is need to have a strong guidance and foundation in Kenya, where the past will illuminate the future and predict scientific and technological advances that await humankind where many people will search out the counsel and advice of the trained to understand the development of their potential or the solution to their problems. Hence the need to make a survey on the effectiveness of the guidance and services in universities. It is high time that the history of the guidance and is put in order in the African countries.

Mwamwenda (1996), contends that despite the important contribution school guidance and counseling can make to the social, academic and personality development of African school age children, it does not feature as an important aspect of the curriculum in most African countries. It must be stated categorically that no school system in Africa can claim to provide quality education when the majority of its pupils have no access to guidance and counseling as an integral component of their curriculum. Unfortunately, this has been and is still the case in many Africa schools due to lack of awareness of the importance of guidance and counseling as well as the acute shortage of personnel with the required qualifications and experience.

In this chapter, guidance and counseling is examined in the light of its role in the life of African school children. The emphasis is on what the counsellor can do to assist students of all ages to deal with the problems that they encounter personally, socially, vocationally and educationally. The success of the counsellor in assisting pupils to resolve their problems will determine the quality of students the school system will produce who in turn will contribute to national economic development of their respective Africa countries.

Gibson and Mitchell (2005), states that school is peculiarly American, that is, school evolved in the U.S. as a result of events and social forces shaping the U.S. in twentieth century. In the year 1908, Jesse Davis was credited as the first to introduce guidance as part of school curriculum. He started vocational in schools. Frank Parsons founded the Vocation Bureau in Civics Service House in Boston, in 1908, and later established the first vocational institution in the U.S. He also wrote a book "Choosing a Vocation." After his death in the year 1913, his work led to the National Vocational Guidance Association founded in Grand Rapids, Michigan, in the year 1909.

Gibson and Mitchell (2005) also points out that vocational guidance was introduced in the New York City schools as early as 1906. In 1924, state certification of guidance counselors began. In 1940 and 1950, Carl Rogers developed a therapy technique which he called non-directive whereas the formal methods were called directive therapy. In the year 1962, Gilbert Wren wrote a book "The Counselor in a Changing World." He criticized high school counselors on concentrating their efforts on career and crisis ,

and urged the emerging new elementary school counselors to provide developmental guidance services to all children through a comprehensive guidance program. In the 1970 most states in America required that teachers earn a Master's Degree in school in order to be certified as school counselors.

The website www.state.tn.us/education maintained by The Tennessee School and Career Guidance Standards (2007) explains guidance as career and academic services and as personality, social, spiritual, and peer service. The word is more often used than guidance. However, the Webster dictionary defines as a professional guidance of the individual by using psychological methods.

Ndambuki and Mutie (1999) contend that, the guidance movement in Kenya is becoming increasingly important. This is because the country is faced with many new problems requiring special psychological or social services, which are peripheral to education. These services are meant for all students, not just those who deviate from the norms in one direction or the other. The Kenyan Government is strengthening the guidance and services through the Ministry of Education and private agencies are also promoting guidance in schools.

The guidance movement had its origins in Europe and the USA in the 19th century, but did not gather momentum until the beginning of the 20th century. The pioneers, one of whom was Parsons (1909), concentrated on the provision of occupational information. Later, there was a movement towards the use of more objective methods. This was

necessitated by the need to assess individuals for jobs using tests and interest inventories.

Guidance in the educational systems in Africa is a relatively new concept. There is great awareness about the need for these services. However, there is need for proper implementation of these programmes. The researcher embarked on a study on the effectiveness of the counseling programs in relation with the movement.

The idea of counseling has been there for many years (Collins, 1988). According to Ndondo (2004), the realization that one can be helped in sharing insights, perspectives, understanding, warmth and acceptance is recognized over the history of humans. Thus, the Biblical teachings indicate that every human being in some way is responsible for the welfare of all. Since Kenya's independence in 1963, Kenyan education has evolved in series of changes (GOK, 1976). Initially, guidance and counseling services were not emphasized in institutions of higher learning (GOK, 1999). Mutie and Ndambuki (2004) trace modern forms of guidance and counseling to very recent years. As explained by Biswalo (1996), the need for counseling services today could be due to the ever-growing complexity of the society and people have to learn how to cope with the upcoming challenges. There are increasing social, economic, personal and even educational challenges in the modern society. The unprecedented expansion of educational institutions and first generation learners create a number of psychological problems that are personal, vocational and social.

According to Nelson-Jones (1995) counseling is a psychological process because: goals of counseling have a mind component in them, and all counseling approaches focus on how people feel, think and act so that they may live their lives more effectively. Egan (2002), notes that the goal of counseling is to reduce psychological disturbances. The theories from which counseling goals and interventions are derived are psychological.

One of the counseling goals is to help clients develop their competencies. Generally, counseling emphasizes the aspect of increasing clients' personal responsibility for their own lives Gleitman (1986). Therefore, counsellors tend to be most effective when they enable clients to help themselves after the end of counseling. Thus the ultimate goal of counseling is self – helping so that clients become their own best counsellors. The Presidential Working Party on Education and Manpower Training for the Next Decade and beyond or what is referred to as the Kamunge Report (GOK,1988) emphasized that guidance and counseling was useful in helping individuals face the realities of life, identify talents, interests, needs and aptitude. According to the GOK (1999) large numbers of learners in education and training institutions were in dire need of guidance and counseling. The commission also pointed out that in view of the increase in anti-social behaviour, there was an urgent need to have adequate mature and professionally trained staff to handle students' guidance and counseling services in educational settings throughout the country.

Further, Mohanty (2003) points out that the increasing educational institutions are of many kinds and vocations as well as occupations are of different types. Thus the

students counteract problems and situations in all walks and phases of life in education as well as careers. Further, the HIV/AIDS pandemic is a great challenge to the country. Therefore, effective guidance and counseling services are necessary to help university students address and resolve specific problems, make decisions, cope with crisis, work through feelings and inner conflicts and improve interpersonal relationship, hence making life more satisfying and fulfilling. Different psychologists and scholars have expressed various meanings of guidance and counseling over the years. In many cases the terms guidance and counseling are often used interchangeably to mean the same thing especially in Kenyan educational institutions.

According to Makinde (1984) the term guidance has four components: process: that guidance is not a single event but involves a series of actions or steps progressively moving towards a goal, helping: guidance involves aiding, assisting or availing, individual: this refers to a student or client in a particular setting, and understanding oneself and his/her world. Thus guidance is primarily concerned with individual behavioural processes and helping a client understands himself and his world. Mutie and Ndambuki (2004) assert that counseling service is the brain and heart of the guidance programme. Thus counseling represents a part of the total process of guidance which is helping individuals, achieve the self- understanding and self- direction necessary to make the maximum adjustment in a particular environment.

Makinde (1984) indicates that guidance is really the body of psychotherapy while counseling is the soul or heart without which a self-understanding person cannot be

produced. Ordinarily, counseling may be understood to mean consultation, discussion, deliberation, and exchange of ideas, advice or process of decision- making. Corey (1991) holds that counseling is a service designed to help an individual to analyze himself/herself by relating his capabilities, achievements, interests and mode of adjustment to what new decision he has. According to Engelkes and Vandergoot (1982) counseling is an interactive process joining the counsellee who is vulnerable and needs assistance and the counsellor who is trained to give this assistance. The goal is to help the counsellee learn how to deal effectively with himself and the reality of his environment. Ndong (2004) defines counseling as a process in which the counsellee having identified an emotional problem is helped by the counsellor to see his problem clearly until he is able to give himself advice considering his opinions, abilities and limitations in solving it.

Counseling is a face to face relationship in which growth takes place both in the counsellor and counsellee. According to Wango and Mungai (2007) counseling is a personal and dynamic relationship between two individuals – one older and more experienced and wiser and another younger, less experienced and less wise. The counsellee usually faces a problem for which he or she seeks help from the counsellor. Egan (1975) holds that counseling is the skilled and principled use of relationships that develop self- knowledge, emotional acceptance and growth. Thus, counseling denotes a relationship between a concerned person and another one with need. According to Sikolia and Lutomia (2002), counseling is the purposeful understanding of person so as to promote self- understanding in that person. Nengo (1999) points out that counseling

is the process of helping an individual to accept and use information so that he can solve his present problem or cope with it successfully.

Thus counseling helps an individual to accept an unchallengeable situation and not to be overcome by the problem. Thus Mcquiness (1998) indicates that counseling does not primarily deal with the mentally ill but with normal individuals facing all the difficulties involved in family, work related and social life. Manthei (1997) explains that the definitions of counseling should not be restricted to face to-face work with clients.

Face to face work with clients it is much more broadly based and includes a variety of other change agent, roles, activities and skills including consultation and training, family counseling, group work, social work, teaching, supervision and administration. As noted by Nelson-Jones (1995) people start to become clients when they seek help or begin to express their concerns to another person who is willing to listen, then clarify what is heard and help them find solutions using appropriate interpersonal skills. Therefore, counseling provides hope, healing and comfort thus the activity of counseling is usually described as the appropriate use of specific definable skills at each stage of the helping process.

Fuster (2002) points out the goals of counseling as facilitating behaviour change, enhancing coping skills, promoting decision-making, improving relationships and facilitating the client's potential. It is a personalized and individualised process for helping the individual to learn and acquire habits, skills, attitudes and interests which

make him a normally adjusted being. Therefore, it is evident that the process and goal of guidance and counseling is to help the client move towards a greater level of self understanding and self – acceptance. The process of professional counseling involves a counsellor helping the client to develop an effective relationship that enables the client to work through difficulties. In most cases, the client’s lack of clear- cut understanding of the nature of counseling is a wide-spread source of inadequate readiness to attack the problem. The client needs to understand the limitations and possibilities of counseling (Mohanty, 2004). Through mutual discussions, the client and counsellor clearly define the problem or goal and find out solutions or strategy to reach the objective. The counsellee gains confidence and skills to realize the desired goals or to solve the problem in a desired way. Nengo (1999) point out that positive outcomes in counseling are usually achieved in five to ten sessions. Therefore, counseling should be planned to be as brief and simple as possible. It is understood that most people who seek counseling have within themselves most of the resources for coping which counsellors can help them to identify and strengthen.

In most cases people usually respond better to counseling when they feel some degree of sincerity, warmth, acceptance and empathy toward them from the counsellor’s optimism and confidence about the resolutions of their problems. Moreover, the counsellor must be aware of his or her own expectations and should encourage clients to talk about their expectations for the counseling to progress. The majority of the clients expect guidance and counseling to produce personal solutions for them. Many clients expect to have something done to or for them as part of the counseling process (Zunker,

2002). Therefore, counsellor's need to communicate to their counsellee that ultimately it is the client who acts, and decides on changes. In addition, clients seek counseling in crisis situations hoping to find remediation whereas counsellors operate with goals that imply that guidance and counseling should be preventive or growth inducing. Hence counsellors need to learn to respond to the immediate or ultimate goals through the counseling process. Nisenholz and Peterson and (1995) outline some current therapeutic modalities or counselor interventions which include: art therapy, music therapy, body therapies, hypnotherapy phototherapy, psychodrama and milieu therapy. In addition media is the most indirect method of providing counseling services. The newspaper articles, television and the radio offer encouraging information to the listeners.

2.2 Student Counseling Services in a University Setting

Effective counseling services assists, particularly university undergraduate students individually or in groups to develop academic, social and personal competencies that help them adjust to different situations and make appropriate decisions in life. As noted by Mutie and Ndambuki (2004), there is growing complexity in education, vocational and social structures in Kenya. Biswalo (1996) points out that for most students, the college years represent unique challenges. It is actually a time of significant personal growth and decision – making regarding one's values, interpersonal relationships, career and other life goals all within a stressful student academic environment. The problems often encountered by the students include: academics, interpersonal relationships and sexuality, family problems, financial challenges, self-identify issues, feelings of

loneliness, low self-esteem and depression or anxiety (Sikolia & Lutomia, 2002). As highlighted in the Vice- chancellor's Report (2000), when students face problems, they may express their dissatisfaction in any of the following ways: withdrawal, drug abuse, demonstrations, riots or anxiety. This makes provision of effective student counseling very crucial in a university setting.

Students in the educational institutions search quite ardently for values that would give meaning to life after college or training. As noted by Ndondo (2004) students may become disenchanted when they have difficulty relating their education or training to the rest of their lives. This makes guidance and Counseling services vital in educational institutions which according to Fuster (2002), help individuals to understand and use personal opportunities they have. The university students' counseling services involve the way students grow and develop (Chandra, 2002). Makinde (1984) points out that there is need for the institutions to guide the young people about making right choices of the educational tracks they have to follow in order to realize their goals. Therefore working with university students effectively requires specialized knowledge. Effective guidance and counseling services identify the problems of the individual students.

According to Biswalo (1996), counseling in a university setting helps in the development of a healthy self- concept among the students. This self- concept paves way for tolerance and understanding among the students and relentless self- enhancement by individual students. As for the adult students this self – concept enables them to select the educational opportunities, which would most appropriately meet their

specialized needs and interests. Therefore the purpose of the counseling services is to maximise and individualise the higher education experience and help students find meaning and enjoyment in college experience. Thus, students are able to make a successful transition from community to institutional life and back again.

Mohanty (2003) brings out the services provided by guidance and Counseling department in a university setting according to the needs of the students. These include: collection, analysis and use of educational, personal, social and psychological data about each student for properly understanding him and for helping him to understand himself. Dissemination of knowledge among students about vocational, educational and personal opportunities in order to make realistic choices and relevant decisions, helping students to make best possible use of resources and to channel their energies wisely into various educational streams and venues, counseling students to facilitate self-understanding and self-development, planning, placement and follow\ up programmes for helping in the selection and utilization of the opportunities in the world of work and employment.

Moreover, most students in the institutions of higher learning are adolescents or young adults. This is a trying period in relation to their physical, emotional and academic development Mangal (2007). At this age also, the adolescents may try all sorts of adjustment mechanisms to get their needs fulfilled. In addition, the students in the universities are not a homogenous group but have stratified social, economic, political

and ethnic backgrounds. The HIV/AIDS pandemic has also affected students in both public and private universities.

The provision of effective university guidance and counseling services and thus enabling students to develop academic, social and personal competencies can prevent occurrence of undesirable behaviours and academic wastage among students and probably some of their problems may be highly reduced. University counseling services also serve as resources for the placement of counselor practicum and internship from the departments of psychology and educational psychology. The counsellor practicum and internship are either the masters or doctoral level and are supervised by full-time counsellors at the centre.

To achieve students personnel program objectives a program of student services must be provided. Although the student services' components on community junior college campuses in the U.S.A carry the same basic labels as those in four year-campus, there will be apparent differences in the implementation of the services (Schneider, 1977, p. 465). Schneider gives the following as functions of a personnel services; admission and orientation, individual and advisement, students services, assessment and placement, cultural, personality development and development for leadership.

Admissions and Orientation; service would provide for the dissemination of pre-enrolment information, assessment and advising of potential students, and pre-college or entry educational testing. Both individual and group orientation and entry adjustment

activities would be determined. Both the admissions and orientation activities must reflect the fact that many students will not be recent high school graduates or will not be planning to enrol full time.

Individual and Advisement; The college student must be provided with a planned program of educational and vocational advisement. In addition, the availability of personal for development, adjustment, and decision making is essential. The scope of the service in the college will be wide ranging and diverse and may include unique services not usually found in either high school or four-year college programs, such as rehabilitation, retirement, employment, career-reorientation, and marital. Student Services; Those student services that are appropriately the concern of the college student personnel and guidance program include financial assistance, student activities and occupational-educational placement. In rare instances, housing (and related food services may also be the legitimate concern of student personnel workers. In each instance these services must reflect the uniqueness of the individual community college and its student population.

Assessment and Placement; Student assessment involves the collection, organization, synthesis, and interpretation of available information for understanding the individual student. Effective placement is dependent on an assessment of the individual's assets and liabilities related to his or her educational-vocational-personal planning and progress. Placement may include part-time or full-time job placement, enrolment in an appropriate curriculum, direction into meaningful activities, and matriculation into

advanced educational programs. The community college's unique role of providing new educational horizons for many individuals of varied ages and backgrounds while remaining sensitive to employment needs and developments can place a new emphasis on this traditional student personnel service. Effective assessment and placement requires follow-up procedures to investigate and evaluate the results of the program placement practices. Preserving, Transmitting, and Enriching the Culture; As interpreted by Mueller, (1980) higher education's primary goal is "to teach the student his culture, and it is principally the job of the faculty." The student personnel worker's responsibilities are to eliminate insofar as possible such obstacles to learning as financial, emotional, or physical stress, and to "relieve the classroom teachers of much of his responsibility for the students' extra class behaviour, so that the teacher may have time to fulfil his own obligations to scholarship.

Developing All Aspects of the Personality; Implementation of the personal point of view, which stresses the wholeness of the individual, necessitates that the student personnel worker undertake the task of developing and co-ordinating all the aspects of personality. The other aspects to which Mueller alluded are temperament, character, physical traits, and interests. Mueller envisioned each aspect as having special involvement in intellectual progress. Training for Leadership; If training leaders is an obligation of higher education, student personnel workers must help to identify and motivate potential leaders and assist them to develop the personality traits that will enable them to work effectively.

According to Mueller, (1980:192), the dimensions of student development include (1) personal identity, which includes having a sense of purpose, a value system, and a vocational (in the broad sense of that term) purpose; (2) interpersonal development, which includes communication skills, ability to understand and empathize with others and to give others emotional support, and group interaction skills; (3) intellectual and academic skills, which permit the individual to engage in life-long learning; (4) aesthetic development, which includes both an awareness of the arts and some sense of personal skill in both appreciation and (5) physical recreation skills, which, like aesthetic development, include both appreciation and participation (Mueller, 1980:192).

McDavis (1974), in developing and validating an instrument for the evaluation of student personnel programs, compiled an excellent and very comprehensive list of “minimally essential student personnel services’ objectives.” He constructed a forty-four-item scale that was divided into the following categories and subdivisions: assisting students to become self-directed, develop values, develop interpersonal relations, develop educational and career objectives, develop leadership and citizenship competencies, and assisting students to participate in co-curricula activities. It also gives assistance of university community, develop a campus atmosphere, to humanize the university community, to individualize the university community, and assisting to interpret student life.

According to Gibson and Mitchell (2005) student personal services have become essential to the successful operation of virtually every American college and university.

Although the kinds and numbers of these services provided vary from campus to campus, the rationale for the inception of the services is the same everywhere. That rationale, the reason for the provision of any higher program or service, is to assist the institution to achieve its stated objectives. The achievement of that objective on the contemporary college campus requires that the institution provide services which address student needs. Moreover, the provision of the needed services requires specialized personnel workers, the researcher is of the opinion that in Kenya, the personal services are very essential, and a way forward must be found.

Personality is the total sum of the ways in which people as individuals characteristically react to themselves, to their experiences and others. It is more or less the enduring organisation of a person's character, temperament, interest and physique, which determine his unique adjustments to his environment. It is the projection of themselves to others. It is not what people think themselves to be like, but themselves as others 'see' them. The concept of personality implies the following characteristics; it starts with heredity, it has a dynamic (changing) and growing entity, it includes what people can see and what they cannot see, it involves the capacity for maturation of physical and intellectual potential provided that the environmental factors are right and it grows, changes and manifests itself in the social surrounding of human relations.

Kamwendo (1994) asserts that adds to the discipline of the student. It is the duty of counselors to know his or her students as individuals, to perceive the essential dignity and worth of every student. The program should study each student in every aspect like

social aspects, academic and spiritual. Each school should make a systematic attempt to collect information about every student and to analyze it for essential reference year after year. Kamwendo states that services should be able to develop the students' personality, based on: the development of the whole individual, recognition of individual difference and be based upon the recognition of dignity and worth, the development of initiative, responsibility, self-understanding and self-direction. Its purpose is to make the student increasingly able to guide himself, Providing services for all students not only for the problem or "special" or maladjusted ones, is for everyone, the superior, the dull, the rich, the poor, the physically sick or handicapped, or the healthy, a series of intergrated supplementary services based upon mutual confidence and understanding in order to meet the real needs of students and personnel with special preparation and adequate training for the job.

Melgosa (2000) points out that one of the major threats to the health of adolescents is substance abuse. As in Africa is a relatively new concept. There is great awareness about the need for these services. However, there is need for proper implementation of these programmes ranging from legal drugs like cigarettes, miraa, alcohol, among others, and illegal drugs like cocaine, heroin, among others, are available to adolescents. Teachers and counselors need to counsel students well to avoid abuse of substances. Substance abuse is also associated with poor performance at school, repeating classes, frequent conflicts with teachers, which may lead to suspension. Drug abuse is also more frequent among emotionally distressed adolescents with low self-esteem and antisocial feelings. Teachers therefore need to help students come out of the problems such as

poor performance by instilling hard work in them so that they do not repeat a class and thus making student not venture into abuse of such substances. Teachers too need to counsel the students confiding to them the dangers of substances abuse.

Fine (2000) asserts that the most disturbing trends in schools are the violence demonstrated by students against each other and against teachers in classrooms. The United States Department of Education has provided an effective measure which promotes family involvements in schools. They have set up a Department of Education to provide after-school and summer learning centres which provide programs that promote safe and drug-free school environments. The overall aim of counseling is to have people who are acceptable in the society hence the need for proper personality development. The researcher is interested in personality development where counseling plays a major role.

2.4 Assessment of the Effectiveness of Services

Nitko (2001) defines assessment as a process of obtaining information that is used for making decisions in education. Decisions may include; managing classroom instruction, placing students in to different types of educational programmes, assigning them appropriate categories, guiding and counseling them, selecting them for educational opportunities and credentializing and certifying their competence. Decisions about curricular programmes include decisions about their effectiveness and about ways to improve them. When people assess they mean assessing competence, meaning they are collecting information to help decide the degree to which the students have achieved

their learning targets. Taylor (2002) reported on the evaluation of services in rural schools in Texas. He used questionnaires to gather data collected from the school administrators, students, and parents. These are similar to the methods used in this study.

Maliszewski (2002) states that evaluation in guidance and is a difficult task and it became an issue in the United States of America (USA). They drafted a framework for measuring student behaviour of learning resulting from activities associated with the four major components of comprehensive guidance; guidance curriculum, indirect planning, responsive services, and system support. The evaluation framework included process-based, results-based, and data-gathering document components. Counselors from all grade levels were represented on the working committee. Everyone, including teachers, parents, and students, had some input into the evaluation..

In a research on 'Evaluation of high school counselor interventions and strategies' whose purpose was to determine which strategies and interventions are used by high school counselors to assist students in the college-choice by Ray (1992), the processes were perceived by the students as most helpful. Specifically, this study identified the perceptions of students in a middle-income, small city high school. Data were collected using a questionnaire. Each student was asked to rate various college selection materials and strategies used by the counselor to augment the college-selection process of the students. These students were also asked to evaluate the guidance reference room provided and the services of the counselor. A majority of the students indicated that they

were satisfied or more than satisfied with the services provided by the guidance counselor in their college-search activities. The guidance reference room was also widely used and found to be more than satisfactory by 64.8% of the students in the survey. The most helpful resource in facilitating the college-choice decision was indicated by the respondents to be the college visit. The least helpful resource ranked by the students was individual conferences with classroom teachers.

Harman (1992) states that a peer /helping training program in Guymon, Oklahoma, in USA comprised of 22 high school students. Effectiveness of the program was examined by determining the number of times the teen counselors/helpers intervened with peers, the concerns, whether the teen counselors/helpers had adequate information, and whether the teen needing help used the resource explained by the teen counselor/helper. Results indicated that (1) Most students were aware of the peer program, though the peer program were effective or somewhat effective, would consider sharing a problem with a peer counselor/helper, and would consider applying for participation in he peer group; (2) The overall impressions from the faculty and administration were positive with a definite need for more information; (3) the peer counselors realized that some changes needed to be made and felt most peer counselors were truly concerned and informed teenagers; and (4) the overall impressions received from the agency surveys were positive and the representatives of the agencies were well informed, caring and searched for ways to improve the peer program. Findings suggest that the most important overall improvement to the Peer Hope Delegation would be better communication among all parties. In the current study, the researcher investigated the

effectiveness of counseling services as a prerequisite tool for shaping learners' social and individual development towards implementation of curriculum in universities in Kenya.

2.5 Counseling Services

Mwamwenda (1995:466) contends that, educational guidance and calls for the counsellor to address problems related to school work. It involves educational problems, career based activities, study skills, sex education how to approach tests and examinations. He adds that whatever other educational problems pupils might encounter, they ought to be addressed and dealt with and solutions identified. It should be borne in mind that many educational problems do not occur in isolation and therefore, the home, school, community, peers could be the cause of such problems. According to Mwamwenda, Educational guidance and assumes an important role in the life of a senior secondary pupil in light of the importance of this phase in their lives and the significance of secondary education. As part of the educational guidance and the counsellor should spend considerable time exploring with the pupils the educational opportunities available beyond secondary school.

The school curriculum is very comprehensive. To be able to make correct choices and proper adjustments to the school programs, the students need guidance. Students need to be guided so as to develop good study habits, prepare and gain enough confidence to sit and write examinations. Special guidance has to be provided at crisis points for example if a student has difficulty in following certain subjects, lacks concentration, or gets poor grades. The student must be helped to explore educational possibilities beyond the

present educational level. This includes course, careers, competitive entrance examinations and scholarships.

Melgosa (2000), argues that counselors have a duty to perform in solving the problems of adolescents in school. Some of the problems arise due to adolescence stage development, for example, the focus on other interests like the opposite sex, clubs, dressing, music and even drugs. This result into the following reactions among adolescents: loss of interest in studying. This has to do with the assumption that they are sure of themselves and are independent. They want the opportunity to experience sensations more interesting than studying, adolescents intentionally fail academically in an attempt to gain their parents' attention. Adolescents are aware that when they bring home poor results, their parents will be very concerned. Parents will want to support them, talk to them and in this adolescents feel they have succeeded to attract the attention of parents, the loss of self-esteem is another common problem in adolescents; self-concept is very sensitive in this stage. Comments from teachers about their dressing can cause adverse effects on the adolescent's self-esteem, peer pressure is a factor that can bring failure in school, academic problems come due to immaturity in the area of intellectual development, and the complexity of secondary studies requires study skills. A few can be able to develop their own study skills but others never manage to learn to study.

However, Melgosa (2000) highlighted counselors study skills that can be able to help students. These include: planning to study successfully, a detailed analysis of the time

available everyday is needed. The students need to balance the time in the classroom and outside classroom. Non-formal curricular activities should be accounted in the time. This will help students establish a good study habit, in the study session, students need to know what should be studied at a particular time. The student needs to leave the easiest and most pleasant tasks for the end of the session. The difficult tasks should come first because there is high concentration at the beginning. There should be short periods of rest, around 10 minutes and time must be given for the mind to recapitulate what has been learned. The students need to study regularly at the same time and possibly the same place, the environmental conditions have to be conducive, for example, during study time, music, television, noise should be avoided. The room also should be tidy, have enough light and thus studying will be easier, students summarize what has been read by going over again the underlined points. Alternatively, a student can recite a loud the main ideas of the study, and students should prepare well for their examination, and make a personal timetable to suit the examination timetable. This will help the learner plan for the remaining time until examination day. Students need to consult teachers, study using outlines and summaries and also spare time for recreation. This will make the learner achieve good results.

Roediger (1996) states that as adolescents move to the junior forms in secondary school, they pay less attention to academic matters because they are pre-occupied with issues of identity and friendship. Therefore, academic performance declines due to the lower value that adolescents attach to school. Youths tend to show dislike of schooling and decreased motivation for going to school. They tend to dislike testing and try half-

heartedly to do well in their examination because they feel it is less important. In lower secondary schools, students tend to dislike some specific subjects, for example, mathematics and physics and at times dislike sports. The youths are preoccupied in comparing themselves in abilities with peers at the expense of performance in class. At this stage peer relationships occupy most of their time. During this time also, the teachers are concentrating their emphasis on testing and grading. If the teachers do not provide a good environment to match the students' needs and interests, then students will be preoccupied with other things like boy/girl relationship and sports.

Davidoff (1987) reiterates that teachers need to nurture the adolescents' perceptions of their abilities and their expectations for the future. This will help them become motivated and thus excel in school. Some of the motivations that teachers ought to give them include marking their work in good time and also encouraging them to work hard. Some students in this stage tend to joke in class. High expectations and motivation helps students to achieve highly in their examinations.

Adolescents' poor perceptions of their abilities may in turn become self-fulfilling prophecies, causing them to lose interest and stop trying. For example, some adolescent girls may be exposed to the stereotypical belief that mathematics is too difficult for them and they are not expected to achieve as well as boys. Teachers play a role in influencing students at a lower level that boys are good in mathematics and girls are good in English. These make girls to lose interest in mathematics and thus perform poorly. Boys can also have a different perception that English is meant for girls and thus

perform poorly. Teachers, counselors and even parents are supposed to advise girls to take mathematics and boys also should be advised to take English. Failure of teachers or counselors to inspire their students, especially girls, towards studying mathematics explains why anxiety, fear and nervousness accompany mathematics performance and testing.

Davidoff argues that when male students encounter problems in class performance and it happens that they are substance abusers, male students blame others and the drugs. It calls for teachers to be close to them for correction. Boys are more enthusiastic about competition and mastery, although girls show stronger orientation towards work. Girls are more interested than boys in social relationship. Males like to face danger. This explains why boys face challenging subject like mathematics comfortably unlike girls. Girls show compliance, for example, they comply with challenges in life. Also women want to be taken care of but teachers need to make this point clear that such a feminine stereotype is not good. Women in the world today are independent and men even depend on them. When spouses separate, men tend to suffer more emotionally than women. Thus girls equally should learn to face the challenging subject equally with boys.

Davidoff also contends that teachers treat girls and boys differently. They lay one set of goals and rules for females and another set for males. Teachers are likely to encourage boys to take mathematics and physics. They reward independence and mastery in boys more than in girls. In general the conduct of boys receives more attention, thus males

learn to believe that their actions count and that they have control, beliefs which translate into feelings of confidence and competence. Attitude of sex-role behaviours influence boys to excel and girls to be contented with little success. When women are treated like women they comply and when treated like men they resist. This shows that at times women do not take some careers because it is mostly done by men. Teachers should give this orientation early enough so that the students can be able to choose their future careers without any bias.

However, Davidoff argues that in television programs males are far more visible than females in heroic roles. Boys are portrayed as active beings that get things done. Girls and women usually follow directions, often running into problems they cannot solve. These really affect how they sex-type jobs. Teachers and the society in general should play role in alleviating such stigmas in life so that all students can be able to pursue careers according to their academic abilities and not sex. Continuous media displays are able to influence one to make wrong choices of careers in life.

Parker (2006) highlights on career and the importance and testing services that promote student development and self-knowledge through education in order to help students make appropriate and satisfying career choices. These services are designed for students in the initial stages of career exploitation.

Locke (2006) posits that academic is a confidential service and is designed to help students discover how to achieve their desired results in schools. This service begins

when students drop in performance. The class teacher addresses these problems by appointment. Common topics include time management and goal setting, concentration and motivation, note-taking and reading strategies, preparation for test taking and test anxiety.

Pounder (2003) asserts that teachers as counselors are expected to understand the children's special needs, for example, sight or hearing disabilities, learning disabilities. One student may be faster and another may be slower in grasping concepts. These disparities require differentiated instruction. In such cases a teacher has to include a relevant teaching strategy, for example, giving extra time to such a student. Teachers also are expected to incorporate role-playing and problem solving as methods to enhance academic excellence.

March (2006) states that teachers require patience, effort and above all time, for successful class management. That time can pay enormous benefit, especially when dealing with difficult students, who take long to understand concepts. Teachers need to adopt motivational ways, for example, spending time with particular students, to academic excellence. This intervention will eventually improve such weak learners.

Cone (1998), states that teachers should change focus from training students to do, to training and equipping them to choose. It becomes effective with good instruction. Training the mind, enlivening the spirit and disciplining the will are the essence of true discipline. A fundamental requirement in disciplining is trust; students should be led to trust the teacher so that he/she becomes a good mentor.

Cone further says that for effective learning to take place students must know clearly what is expected of them. Teachers are expected to lead students to become disciples in behaving well. Make learners become adults who understand practice what they target, for example, excelling in academics. Support for the foundational principle of trust because freedom makes students to fail. A high degree of accountability for both teachers and students is required. Therefore, Cone says that each and every student has to see the necessity of accepting the responsibility for his/her behaviour. Teachers must have the wisdom, experience and ability to effectively direct the student to the true source of help. in schools in aimed at helping students to harmonize their abilities, interests and values. These will make the student to develop their potentials fully. The students are supposed to develop self-knowledge to enable them set goals and plans which are realistic in life.

Tinto (1975) points out that the drop out from secondary education results from academic failure and voluntary withdrawal from school. Counselors should counsel them on how to cope up with such challenges in life. He says that on voluntary withdrawal the causes are many, for example, stress due to poverty, peer pressure, involvement in drug abuse and many other related causes. Counselors are supposed to identify each and try to give a solution. This will make the counselor to have a positive impression from students and he or she will be viewed as effective. One of the areas under study in the current research is academic guidance and and this related review offered great insights into the study on the following areas; academic workload, on

problems related to school work, career based activities, study skills, sex education, how to answer questions in examinations, opportunities for further studies, qualifications, personal development, vocational preparation training. The discussion on the area of educational by different authors; Parker, Mwamwenda, Locke, Melgosa, Davidoff, White and Pounder shows that they have acknowledged the importance of education services but they are concerned with the challenges counsellors may face in addressing the educational issues. It is therefore from this observation the researcher embarked on evaluation on educational services.

2.5.1 Career Counseling

Shelton and James (2005) defines career development as acquiring the necessary skills and attitudes for successful transition from school to work or post-secondary education and training. In career development students acquire the skills to investigate the world of work in relation to knowledge of self and make informed career decision. It appears that certain individuals are unsuited to particular occupations due to personality types. Personality, personal preferences, interests and self-concept are interrelated, and each factor has a significant influence on the other. Personal preferences, such as work-related virtues and education goals, have an influence on career decisions. These virtues include respect, prestige, creativity, responsibility, and altruism. The students examine the potential career to determine if the important virtues are achieved in the occupation.

Shelton and James (2005) further contend that a student has to consider the number of years of education or training financial resources he plans to obtain. Therefore the

career planning process to be effective, abilities, interests, values, education, and training and specific career requirements have to match. Mutie and Ndambuki assert that the proper career counseling is able to lead the student to decide whether to: proceed with liberal education to a higher level, enter into vocational training, and enter the labor force.

These choices will influence the future life of this student, whether for the positive or negative. This decision is not enough, but the student needs to be provided with information about various educational and vocational possibilities. The students also need to be helped in developing a realistic concept of: what they are capable of doing, about the courses and jobs ought to be provided to students for better choice, and the information on careers and the requirements of the same career.

2.5.2 Psychological Counseling

According to Davidoff (1987) the students who abuse drugs and alcohol, when caught by teachers and punished, they are unrepentant and likely to continue engaging in the same conduct unless they are consistently counseled to change this type of behaviour. Taking in large amounts of alcohol leads to depression in a person. Depressed people are extremely sad and usually full of self-directed guilt. Teachers need to be keen to detect such behaviours so as to address the problem quickly. Depressions can arise due to poor performance in class and lack of understanding of their problems by the teachers. This makes the student feel worthless causing depression. Such students might even commit suicide. Melgosa (2000) asserts that stress is brought by interpersonal

relationships i.e. between parents and their children especially in times of discussion about choice of careers. Teachers should counsel students well concerning careers and if possible invite their parents to discuss with them on the value of respect to the choice of the students' career. These will help in reducing stress from the student.

Carlson (1993) asserts that discipline helps a child to learn self-control and able to eliminate behaviours such as drug and alcohol abuse that might endanger their relationship with other students. In this respect should set rules and guidelines in schools to assist in shaping behaviour. When behaviour is shaped, personality development will be enhanced. To encourage good behaviour teachers can use reinforcements, because punishments do not help in issues like drugs and alcohol abuse. Encouragement works better with problems such as depression and stressor grief in behaviour change among students.

Carlson continues to point out that effective counselor guides and supports the students in handling of students' present difficulties. The counselor should be interested in improving the student's ability to deal with external circumstances that confront the student. These circumstances include stress and depression and if not handled well, the situation makes students perform poorly in class and thus unable to deal with life positively in the future. Some students suffer, psychologically or socially, because they cling to problem behaviours and this does not contribute to their welfare and the welfare of others. Some students wind up in such problems continually because they do not consider the well-being of society and themselves. Such substances cause danger to

students' performance and also the society's welfare. The student eventually becomes a social misfit and a useless personality. Counselors are supposed to modify students' values to include conscience which is aimed at making the student to live an upright moral life.

Mutie and Ndambuki (1999) outline that students need in their relationship with others. They need to be guided in social behaviour and relationships, making new friends and becoming leaders in their own groups. Students should be guided on how to relate with their parents and their peers. They continue to emphasize that is also necessary because students have problems related to themselves (personal problems), their parents, friends and teachers. These problems are lack of friends, loneliness, abuse of substances, religious problems, among others. Students are also faced with problems of difficulty in concentration, learning and recall. They feel tense, anxious and depressed. They need guidance and to overcome these problems. They also need information on sex and HIV/AIDS.

Comer (2006) states that personality deals with: the behaviour of students that deviate markedly from the expectation of the individuals, student lack of regard for the moral or legal standards, student social inhibition, feeling of inadequacy, extreme sensitivity to criticism, students' inability to discover one's identity, rapid changes in mood, intense unstable interpersonal relationships and impulsiveness of doing things, student's extreme need of other people, avoiding decision making, taking independent stand, and lacking self-confidence, student's exaggerated and often inappropriate display of

emotional reactions, rapid shifting emotional expressions, students' who lack empathy and self esteem especially girls, and those who are hypersensitive to opinions of others, student's problems, such as disorders of perfectionism, inflexibility, uncontrollable patterns of thought and action, distrust of others, believing without reason, depression, mood and anxiety disorders, student understanding of one's self in making healthy decisions and choices, student issues related to stress, self-esteem, identity, relationships with others, depression, anxiety, sexual problems, drugs, and alcohol and recovery from abuse, provide students with an opportunity to set goals make changes and develop in a supportive context, Evans (1998) argues that , if given consistently, is more effective than education on stress alone.

It results to an improvement and adjustment to stress causing problems. thus is part of a solution to a stressed student in school. Counselors should help them to handle stress. makes a student with stress feel acceptable and thus may concentrate on studies. The review assisted in the understanding of some issues; psychological aspects, decision making, social needs, legal matters, peer relations, described in the study. Psychological aspects are related with the other areas of the study.

2.5.3 Social Counseling

Personal and social guidance is the process of helping an individual to know how to behave with consideration to other people so as to improve the quality of life in the society. In the course of their development, individuals may encounter a lot of problems; emotional conflicts, anxiety, frustrations, fears, poor self-concept, indecision,

alcohol and drug abuse, unwanted pregnancies, Acquired Immunity Deficiency Syndrome (AIDS) epidemic, delinquency, suicide, inability to set a goal in life, poor interpersonal relationships, dependence on other people, and in general, inability to change their maladaptive behaviour.

There will be many problems arising from the social interaction of the adolescents and other members of society such as parents, siblings, peers, teachers and others. The role of counsellor is to help students express and clarify the conflict and explore both their own expectations, values and feelings and the attitudes or values of those with whom they are in conflict (Nugent 1990:329).

Melgosa (2000) points out that at puberty boys and girls are attracted to one another so easily. This shows that they are about to mature. The experience of falling in love can affect studies. Students can be involved in romantic relationships but later they are followed with crisis of parting due to varied preferences and ideologies. After breakup, the two involved, experience a period of psychological disturbance. Therefore the youth requires: to look after self-esteem after disappointment in love, to be kept busy with activities like playing so that the energies are channeled there, social support, by talking about the problem with friends, parents and even teachers and this will become a cure for the same problem and patience will heal the problem gradually.

Melgosa argues further that there is insufficient information about sex, AIDS, STI and their effects, therefore students gather this information from parents, friends, internet

and the message may be conflicting. This creates confusion to the adolescents. Teachers and counselors are supposed to help the adolescent to sort out these mixed messages and develop a sense of their own physical and psychological sexuality. If students are not counseled well, they tend to involve themselves in kissing, petting and adolescents find that dating also yields insights into their personalities, interpersonal needs and values and into members of the opposite sex. Teachers should be able to guide students on responsible dating so that they learn strong values and that they should be able to avoid the indulgence into irresponsible sexual behaviours. The adolescents who are not counseled well on sexuality tend to have wrong perception about sex i.e. some become “sexual adventurers,” where they want to have as many sexual partners as possible. Some become “sexual monogamists,” i.e. those with one sexual partner. The teachers have to counsel their students in the dangers of all these relationships.

Seamus (2004) states that teachers are in the business of producing and reproducing knowledge. The teachers also have a duty of transmitting “other knowledge” and these are values and social norms. Teachers have a powerful position to influence social values of students. Teachers have to be good role models because teachers can powerfully transmit their own beliefs during the teaching process.

Seamus adds that is aimed at preparing students to meet challenges both in school and at home. Students are to be directed well to be able to adjust well into home environment. Some students are not able to relate well with their peers, relatives, parents and thus they need proper . Some students too are not able to balance academic

duties such as preparation for examination and domestic duties and this can make them either spend more time for home duties at the expense of school duties or the other way round. These will finally influence the performance of the student in a negative way, for this case plays a key role.

Mutie and Ndambuki (1999) argue that is also aimed at identifying and motivating students from the disadvantaged part of society, for example, students from rural society have problems of adjustment to new school environments. Such learners have problems in relating with their peers, teachers and the environment. At times they might not be able to make friends or benefit from the classroom and other non-formal curricular activities such as sports or clubs. It is therefore the responsibility of counselors to assist such students to adjust and utilize the available facilities fully. Mutie and Ndambuki (1999) also say that the use of non-class hours is also another area that counselors have to address, learners may tend to use this time to their disadvantage. This time is meant to develop the learner's personality and also contribute to academic competence, by use of such time to do assignments.

Mutie and Ndambuki (1999) continue to point out that the program in schools is thus aimed at correcting such situation. Play pursuits are very important in giving direction to students outside the classroom. Filling up the leisure time of the students is one of the important tasks of education. The student needs to be counseled well to make selection of hobbies, games and other activities, so that out-of classroom hours become a means of development. Students need to be effective as individuals in society. They play and

sit with classmates they do not like. Thus students need to be guided in social behaviour and relationships. They need to be guided to make right friendship that can help them develop socially.

McLemore (1978) talks of *encounter* as a habit change, of teaching someone specific behaviour and is part of a new psychological specialty called behaviour therapy. *Encounter* alters internal states with their treatments; their concern is to teach people to behave more effectively. He talks of clients' involvement practice, where relationships are well handled so that the client eagerly explores his feelings, ideas and attitudes, and freely open him or her to hear what the counselor has to say. The counselee actively pursues himself and, regardless of coming face to face with disturbing material on one level, he enjoys every minute of it.

Effective *encounter* usually means good client involvement, the kind of involvement that allows him to concentrate on his psychological exploration and nearly to forget the presence of the counselor, even though reasoning with him. Effective *encounter* involves the dropping away of restrictive self consciousness in favor of keen self-awareness. This happens when the counselor does his job sensitively and expertly. The study gave insights into the following social areas in the current study; expressing one's own feelings, exploring values, inculcating positive attitudes, coping with peers, relationship interaction, dealing with developmental crisis, dealing with situational crisis, coping with lose of loved ones, gives individual and group , adjusting to varying environment. The researcher focused on the following aspects of social *encounter* in the current study. Expression of one's own

feelings, exploring values, inculcating positive attitudes, coping with peers, relationship interaction, developmental crisis, situational crisis, coping with loss of loved ones, individual and group and adjusting to varying environments.

2.5.4 Peer Counseling

Peer involves handling individuals who could be of the same age or different backgrounds but have the same point of interest or share the same needs. It is a method of where the two see each other as equals regardless of age or status. They have the same feeling and can freely confide in one another. Students can do better with this technique. In a school or learning institution peer can be carried on: class basis, club basis, house – Dormitory or Hostel arrangement, Religious movements such as Christian Union, Youth Christian Service (Lutomia and Sikolia (2002). Davidoff (1987) argues that the influence of peers on adolescent development is evident because teenagers spend most of their time together. They form cliques or groupings, share their interests, and discuss how to find new friends.

Roediger (1996) points out that during adolescence the youth rely heavily on one another for support, direction, self-esteem and identity. The adolescents tend to value one another's opinion and spend a lot of time with one another. The youth heavily conform to group standards. The superior who include teachers and counselors are supposed to utilize these groups to impart the right moral skills to them so that when they are together, they are able to share such moral skills. Friendship and groupings consist of both boys and girls. They make rules and anybody who violates the groups'

standards is likely to be excluded by the group members. If the standards of the group are noble, they perform well in class and those who perform poorly may be rejected and only be accepted after performing well. Therefore such groupings should be used by teachers to nurture good behaviour and instill a sense of hard work among students. Academic achievement is a helpful objective of a peer group.

Lutomia and Sikolia (2002) state that peer involve students of the same age, same interests and same goal that is education. In this, students perceive each other as equals regardless of age or social status. Students have the same feelings and can freely confide in each other. Students in school can do better with this type of technique. This technique can be carried out in classes and clubs. Teachers are supposed to train the peers to counsel fellow students. Can carry out this task well because peers have a lot of influence on each other. Peer counselors, can be used by teachers to pass information on matters of school function or deliberation after meeting of teachers. This method is time saving and helps a number of individuals with common interests or needs especially at the time of crisis. The peer is useful and helpful in choice of career because it involves influencing one another in decision making. Peer counselors enable students to be free to seek for assistance from fellow students.

Lutomia and Sikolia continue to add that peer is advantageous in the sense that the peer counselors are of the same age with the fellow students, and therefore they relate to each other without the age-gap that at times is a problem between teachers and students. This method of can make information to reach as many students as possible with the

right selection of followers. It is easier for information such as responsible relationship between boys and girls. The information is well understood when relayed by peer counselors. This message can be communicated in a more understanding language other than the teachers. Peers discuss and dictate terms to each other. Therefore, it is the duty of the teachers to train peer counselors so that they can train other students on the same. The training that the peer counselor requires is usually brief, intensely practical and geared towards empathy, genuineness and other traits that lead to effective . In school student counselors are supposed to be approachable, mature and stable so that they inspire trust and confidence from fellow students.

Dobbins (2004) states that many schools train peer counselors on education service and social relationship. This provides students with a free interaction, with the peer counselor and thus gives them an atmosphere of sharing freely their problems. This might result in giving solutions to the problems of the student. Peer counselors give best on areas where they have experienced the same nature of problem. But if they are trained they will comfortably counsel other areas without strain. Kilgariff (1999) states that peer helpers can act as liaisons to secondary school identifying problems and making referrals and encouraging other to obtain professional help if necessary. Peers can play a significant role in the following areas; academic workload, problems related to schoolwork, career based activities, study skills, sex education, how to answer questions in examinations, opportunities for further studies, qualifications, personal development, vocational preparation training. Gichunge (1996) states that in a dynamic world of uncertainty and increasing complicated changes, the inexperienced youth

needs a lot of guidance and before grappling into the unknown future of choosing the right vocation.

Lutomia and Sikolia (2002) point out various challenges facing counselors. These are: lack of Kenyan places to counsel their clients. There is constant disturbance from other students making noise. Peer counselors, if possible, could be given Kenyan rooms to counsel their clients. The programme for the peer counselors is so committing, for example, attending classes and games. This cannot give them time to concentrate on their own studies. of opposite sex may bring in temptation especially if done in a private place. The peer counselor should be scrutinized on their behaviour before becoming a peer counselor to avoid such problems, lack of sufficient time to complete the sessions of peer counseling, lack of readiness for session for both counselee and counselor, due to involvement in their own class duties and assignments, lack of skills. Counselors should be taught skills for effective counseling and if these problems are addressed, the programs in universities will be effective. The problems noted above can explain why the counseling services are not effective in our educational institutions. The area of peer investigated in the study included peer relationships, making friends, communication skills, sharing and group skills. These topics were highlighted in the review and hence the researcher sought to determine their effectiveness.

2.5.5 Spiritual Counseling

Collins (1988) states that attempts to provide encouragement of students who are facing losses, decisions or disappointments in academic matters. Spiritual by teachers

or counselors can help students grow spiritually. Those living with inner conflicts, crippling emotions, and poor performance in class and effects of drugs helps them to improve and stop such problems. Spiritual assists students who are unhappy due to school challenges to cope with the situation.

Collins asserts that spiritual assists the students to have good relationships with others and also have intimate relationship with God. This further helps them to approach issues in academics positively. Spiritual is unique by nature because it sets goals in seeking to help students change behaviour, attitudes, values and perceptions, especially those who are negatively oriented.

He adds that spiritual helps students to view the world positively and help them to have self-worth. This in turn improves their self-esteem in academics. Teachers or counselors use techniques such as listening; showing interest and giving direction to students to enable them feel and thus improve their personality. Teachers as spiritual counselors are supposed to have qualities such as honesty, patience, competence and self-knowledge so that they can be able to win the confidence of the students. Teachers who are not patient cannot be good counselors. Those who do not keep the secrets of students they counsel are never consulted by students for any help. It is good for counselors to have wide experience. Meier (1995) highlights that spiritual enables students to develop physically, psychologically and spiritually. These aspects are required by the students to develop their academic base. Students who are not developed in all these aspects have problems in class and even in socializing with other students.

Oglesby (1978) points out that teachers are not supposed to refer their students in situations when they are faced with disappointments and stress. They are supposed to settle the problem as quickly as possible. Then later, they can think of referring if the problem is not completely solved. Teachers who refer students most are often mistaken by students as evasive. They do not want to approach the problem right away and thus look for avenues to avoid dealing with the problem. It is clear that the teachers fear referring students due to the emotional problems the referrals are likely to cause. The researcher is of the opinion that the teacher should be assertive and should use the right referral procedures.

Waruta (1995) points out that spiritual has become more important in modern societies because of modern student problems such as stress, depression and competition in academics. In the modern schools the teachers are the most important personalities in dealing with students problems such as alcohol and the drug abuse. The researcher is of the opinion that teachers have to emphasize on the role of faith the process of restoration of behaviour and attitudes of students. Teachers ought to encourage students to appreciate prayers and spiritual readings in times of crisis. White (1943) states: Teachers are to do more for their students than to impart a knowledge of books. Their position as guides and instructors of the youth is most responsible, for to them is given the work of molding mind and character. Those teachers who undertake this work should possess well-balanced, symmetrical characters. They should be refined in manner, neat in dress, careful in all their habits. They should have that true Christian

courtesy that wins confidence and respect. The teacher should be himself what he wishes his students to become. They should care for students' souls as they are the ones who will give an account (p. 65).

White continues to say that teachers have been given a responsibility of molding students in the right direction. This means that teachers should not be seen as people who are stressed or depressed but should be seen as focused people in life so that students can be able to do the same. Teachers should display hard work in class and also be responsible in the way they relate with other teachers and even students. They should not be a type who indulges in teacher/student love relationships. Teachers are counseled to instruct and teach students the way they should go, just as Christ instructed disciples. Teachers should reflect the glory of the Lord, in their work and they will be transformed into the same image. This is the secret of power of teachers over students.

Butler (1998) argues that a caring teacher will not only provide students with an environment for spiritual growth, but also ensure the 'safe environment' that each child must have in order to learn. Teachers should create an environment that is safe and secure for students; a classroom that not only promote academic growth but also helps them become good Christians. Teachers in classrooms should be able to mentor students to run their way of doing things themselves. The learning should become student-centered. Teachers are supposed to become knowledge guides and advisors. Conclusively, spiritual contributes to character development among students and this in the long run promotes morality in the entire society. Spiritual counseling was one of the

aspects that was studied, the evaluation focused on the following areas; value education, spiritual guidance, good relationship with others, intimate relationship with God, change of negative behaviour and attitudes, qualities of honesty, patience, competence, love and prayers.

2.6 Challenges of Counseling in Kenyan Institutions

Mutie and Ndambuki (2006) point out that faces challenges like: reference books in guidance and are very few, trained personnel in this area are very few or not available at all in schools, some schools consider guidance and department as a luxury, and teachers are over loaded with teaching load and cannot give proper guidance in schools. Therefore, there is need for clear national policy for introducing and developing guidance and programs in schools and colleges with adequate funding and allocation of time.

Manduku (2002) recommends that: secondary teachers should be encouraged and educated on advantages of services, there should be specified times and days when students are able to see their counselors for counseling, guidance and programs in schools should be strengthened by training teachers, inspecting the programs regularly, setting up guidance and committees in schools, organizing seminars for teacher-counselors in the field. Peer should be introduced in schools and the teachers taught to train the students, guidance and records should be kept for each student and every session recorded; however records should be kept confidential and guidance and materials/facilities like a room stocked with books, films and magazines should be

provided. Notice boards specifically for pasting guidance and materials should be provided in each school.

Khaemba (1986) attributes the ineffectiveness of the guidance and services in Kenya to:- inadequacy of facilities: lack of Kenyan room, literature and finances, incompetence of teachers to handle psychological and sociological problems due to lack of training, lack of time because of the full teaching work load, non-cooperation of parents to discuss problems affecting their children, lack of confidentiality of the counselors discussing problems of students with other teachers and the present study conducted an evaluation of the services highlighted above. Some of this concerns highlighted above were investigated in the study. The review as also assisted in making conclusions similar to those made by Khaemba (1986) on the ineffectiveness of Guidance and counseling.

2.6 Student Competency

2.6 .1 Academic Competency

The development of academic competency by students enables them make realistic progress in their educational programme. The student is able to solve academic problems, performing task or moving towards set objectives. According to Mohanty (2003) academic competence enables the students to pursue the right type of education in which the required balance is met for accommodating the manpower needs of the economy. At the university level, students are assisted through academic counseling to choose appropriate courses and not to choose them for prestige purposes.

Academic guidance and counseling is therefore important for assisting students to meet their educational opportunities. This means educating them towards becoming cultivated individuals and at the same time preparing them for participation in life activities that will be socially useful and personally satisfying. The academic guidance and counseling offers opportunities to students to discover their own abilities (Biswalo, 1996). In addition, these services help students to make suitable educational and vocational plans thus preparing them to realize their capabilities and interests.

2.6.2 Social Competency

Social competency means that the students have sufficient information about various social issues. Social guidance and counseling helps students to develop the right ideals and conduct for living in a socially useful manner and providing opportunities for training and education to work and play effectively and joyfully. According to Melgosa (2005) sociability is a basic instinct and each person impulsively searches for companionship with others like himself/herself. As explained by Gelabert (2007) a person who is completely isolated cannot find complete self-fulfillment.

For the university students, living together in a group is the basis of all learning. This is because they assimilate their culture from the environment around them. This culture includes language, reading, writing, daily behaviours and traditions. The students may also tend to associate together in order to determine their relative value. It is through comparison with others that the students can develop their various competencies. In

their interaction with individuals in the society, students require to be guided in social behaviour and relationships. Due to the heterogeneous background of students in the educational institutions, social counseling is vital to provide adequate direction for their proper social adjustment (Mohanty, 2003).

2.6.3 Personal Competency

Personal competency means that the students have suitable knowledge on how to deal with personality maladjustments such as unhappiness, annoyance and anger, inability to meet needs and get aspirations into fruition. Gelabert (2007), points out some factors that may hinder personal growth which include stress, anxiety, neurosis, excessive frustration, lack of knowledge and partial or total failure. Students have problems related to themselves, their parents and family, loneliness, failure, feelings of inadequacy and sometimes inferiority. Moreover as noted by Jarvis and Chandler (2001) low self –esteem is associated with loneliness. These sometimes create serious emotional conflicts in the students. Students need effective personal counseling to help them go through various psychological problems. As highlighted Mohanty (2003), students also acquire information on sex and family life education so that they are able to deal with related social relationships. Personal counseling is vital for students in providing understanding of the internal issues and problems and thus trying to help them with genuine sympathy. This will include providing inspiration and encouragement to overcome the difficulties and pursue activities according to personal interests.

Mutie and Ndambuki (2004) emphasize that in the process of growing up many young people globally are faced with numerous personal problems. Thus, the need to explore and understand oneself increases during adolescence and early adulthood. This is also the period when young people are pre-occupied with experimenting of drugs and at times have trouble with the authority. Personal relationships such as dating and love gain importance in their lives yet majority lack adequate knowledge on these issues including the coping and decision making skills. A substantial number also lack courage or self-esteem needed to seek explanations or dialogue with significant others (Pelt, 1988). Adults including lecturers believe that adolescent/young adults need direction and control which is often resented because the latter feel that they should be treated like grownups. The actual and the expected changes may affect the students academically. The researcher is of the view there is need for effective personal guidance and counseling services not only for corrections but also for encouragement.

The Vice-Chancellor's Report (2000) on causes of disturbances/riots in public universities points out that guidance and counseling services are necessary in the universities. In most cases, students usually regard themselves as the very reason for existence of the university. Hence they make certain demands on the institution. Thus, as noted by the GOK (1999), students need to be aware of their rights and the regulations governing their conduct in the educational institutions. In addition, the parents of students with undesirable behaviour also require counseling. This will enhance change of behaviour of the students even at the family set up where they belong. Thus the student counsellors need to be competent and must not betray their

confidence. Lutomia and Sikolia (2002) point out that individual and group counseling among the students are necessary in an educational institution. The group or individual counseling may be conducted through interviews, informal discussions, reports, lectures, dramatic films, case conferences, career meetings and excursions.

However as noted by Mohanty (2003), for any techniques to be forwarded there must be adequate understanding and rapport between the counsellor and client or students. All this is meant to enhance an effective counseling relationship.

2.7 Summary

The reviewed literature has identified and recognized what has already been done in relation to counseling services. The studies discussed the historical and philosophical and historical origins of guidance and counseling (Gibson & Mitchell, 2005), career counseling services (Shelton & James, 2005), Typical program services or functions (Schneider, 1977) personality development (Gibson & Mitchell, 2005), psychological counseling (Davidoff, 1987), social counseling (Melgosa, 2000), peer counseling (Roediger, 1987), spiritual counseling (Collins, 1988), challenges of counseling in schools (Mutie & Ndambuki, 2006), assessment of the effectiveness of counseling services (Nitko, 2001), ethical issues in counseling (Gladding, 2004), contribution of university administration in guidance and counseling services (GOK, 1999), academic competency (Mohanty, 2003), social competency & personal competency (Gelabert, 2007).

The literature has revealed that effective counseling services are needed for proper adjustment of the learners (Mutie & Ndambuki (1999). The review has also revealed that counseling is a relatively new concept in African educational institutions, (Mwamwenda, 1996). This could be a factor that may affect the effectiveness of the counseling services in Kenyan universities. The study has also highlighted on the challenges that affect the guidance and counseling services in Kenya, (Khaemba, 1986). Although studies exist on counseling services in many areas, scanty literature is available that relates counseling services to students' competencies. It therefore the intention of this study to explore the relationship between the counseling services and the students' academic, social and personal competences. Hence the researcher focused on the realities and challenges in the University of Eastern Africa Baraton.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The way in which research is conducted may be conceived in terms of the research philosophy subscribed to, the research strategy employed and the research instruments utilized in the pursuit of a goal – the research objectives – and the quest for the solution of a problem. The research objectives and research questions have been outlined in chapter one.

The purpose of this chapter is to: (i) discuss the research philosophy in relation to other philosophies; (ii) expound on the research strategy, including the research methodology adopted; (iii) introduce the research instruments that have been developed and utilized in the pursuit of research goals.

3.2 Description of the Study Area

The study was carried out at the University of Eastern Africa Baraton. Baraton is a Seventh-day Institution of higher learning. It is located in Nandi County, in the Rift Valley Region, Kenya, East Africa. It lies between the latitude of 0030' N and the longitude of 3516'E at the altitude of 085M above sea level. It is approximately 50 kilometers from Eldoret town and 35 kilometers from Eldoret International Airport. Though a private university, it is open to any student regardless of religion, gender or race provided he/she is willing to abide by the policies of the university. It offers studies

in Business, Education, Sciences, and Humanities. The County has only one university with a total population of about 2000 students including international students. The surrounding inhabitants are Nandi people whose major occupation is farming and livestock keeping.

The study was meant to establish the status of the counseling services in universities in Kenya in terms of provision, utility and helpfulness. The study focused on Baraton university students and administrators. They were considered as an appropriate population for the study due to demographic factors and the availability of the counseling units at the university. It is quite clear that although Baraton University is based on a strong religious foundation, the same principles on which it is founded fail to address on the spot challenges that students encounter. The on spot challenges are likely to affect the students' social academic and personal competencies. The challenges include: student diverse social-cultural backgrounds, limited funds for needy students, penalty accruing from the late registration of fees and punishment arising from absence on the compulsory weekly assemblies for a students. These challenges are likely to lead to anxiety among students. In Kenya various attempts have been made by the government in coming up with governmental policies in counseling services in universities.

Further the University of Eastern Africa, Baraton has taken up the initiative to set up counseling units managed by professionally trained counsellors to solve the challenges that students encounter. However the challenges still persist. For these reasons there is

need to come up with an effective mechanism that could address the students needs for the development of their competencies. Hence the researcher sought to explore the counseling realities and challenges in the University of Eastern Africa Baraton. The University represents a university which is essentially one entity unlike other universities which are expansive with many satellite campuses. Logistically the structures and majority of the students are located in one geographical area making it a plausible site for the study. Strategically Baraton University presented a suitable location for the study and was a representative of a typical Kenyan University. The students from Baraton University formed the other part of the sample. They were selected because they are the direct recipient of the programme. The administrators were also included in the sample to validate data since they were the providers and implementers of the programme.

3.3 Philosophical Paradigm of the Study

Bryman (2004) identifies a paradigm as a cluster of beliefs and dictates which, for scientists in a particular discipline influence what should be studied, how research should be done [and] how results should be interpreted. Paradigms are opposing worldviews or belief systems that are a reflection of and guide the decisions that researchers make. Pragmatists link the choice of approach directly to the purpose of and the nature of the research questions posed (Creswell, 2012). This study adopts pragmatic world view in its philosophical paradigm. This pragmatic option allows for a mixed methods approach to the design of the study, engaging both qualitative and quantitative methods.

3.4 Research Design

Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009; 2012). The study adopted a mixed methods design and is an approach to inquiry that combines or associates both qualitative and quantitative forms (Ayiro, 2012; Ross, 2005). It is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research (Creswell & Clark, 2007).

The mixed methods approach associated with the pragmatic paradigm and strategies that involve collecting data in a simultaneous or sequential manner using methods that are drawn from both quantitative and qualitative traditions in a fashion that best addresses the research questions (Creswell, 2009). A mixed methods research design is a strategy for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell & Plano, 2007). The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem, hypothesis and question than either method by itself.

When one uses this design, one needs to understand both quantitative and qualitative research (Ayiro, 2012; Creswell, 2012). This makes this type of design an advanced methods procedures. The procedures are time-consuming, requiring extensive data

collection and analysis, and such time requirements may require that one participates in a research team when using it. Mixed methods research is not simply collecting two distinct “strands” of research: qualitative and quantitative. It consists of integrating, linking, or embedding the two “strands.” (Creswell, 2012). The study adapted pragmatic philosophical paradigm thus lending itself to mixed method where data is collected through questionnaires and interviews guides.

3.5 Population

The target population of this study was the students and administrators in the UEAB. During the study, the researcher focused on all the students and administrators thus constituting the accessible population. The students were chosen as an appropriate population because they are the direct recipients of the counseling services. Effective study of effectiveness of guidance and counseling at University of Eastern Africa, Baraton demands that stakeholders be involved and participate in decision making on matters affecting them (Fulan 1982). For this reason the following respondents were included in decision making on the status of the effectiveness of guidance and counseling services at University of Eastern Africa, Baraton: the administrations, who included senior administrative officers, deans, and heads of departments and students.

The schools under the study included business, education, humanities, sciences and technology, and health sciences headed by 5 deans. It is from this population that a sample for the study was drawn from using random sampling techniques. The total

population under the study included 30 administrators and heads of departments and 2000 students making it a total population of 2030.

3.6 Sample and Sampling Techniques

In the present study the investigator carried out the study at the university of Eastern Africa, Baraton which has a total population of 2,000 students and 30 administrators. All the students in University of Eastern Africa Baraton constituted the population. The students were chosen because they are the recipients of the program and the researcher wanted to determine to what extent the services were effective in developing the students' academic, social and personal competences. Administrators were chosen because they are the providers of the services. Direct response was elicited from the administrators using interview schedules. Simple random sampling technique was used for selecting the sample out of the total population. The method was preferred because it allowed the researcher to make use of the characteristics of particular groups of interest mainly the students and the administrators. This sampling method had an added advantage of selecting information - rich cases for in-depth analysis related to central issues being studied and it can also be used in both quantitative and qualitative studies.

According to Lund (2010), the technique gives an equal chance (probability) that each students would be selected for inclusion in the sample – to reduce the potential for human bias in selecting of cases to be included in the sample. Hence providing us with highly representative of the population being studied. Since the units selected for

inclusion in the sample are chosen using probabilistic method, simple random sampling allows us to make generalizations from the sample to the population. The generalizations were considered to have external validity in the study. The sample selected for the study was also considered to be a true representative of the population.

Sampling is a research technique for selecting a specified number of people from a defined population as a representative of that specified population. A sample is a proportion of a population selected for observation and analysis. Kerlinger (1973) indicates that the smaller the sample the larger the sampling error and the larger the sample the smaller the error. Kerlinger (1973) indicates that a sample size, 10% of the target population is large enough. Patton (2002) argues that the sample size depends on what one wants to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility and what can be done with available time and resources. In this study, the researcher was guided by this argument. Patton (2002) contends that in the end the sample size is subject to peer review and judgement further Mugenda & Mugenda (1999), contends that the sample size depends upon the purpose of the study and the nature of the population under a scrutiny. Based on this argument 627 students were selected for the study out of the total population of 2000, and 10 administrators at Baraton University were sampled for the study. The total sample size for the study was 637 which was judged as adequate and representative for the study.

According to Mugenda and Mugenda (2003), this method of sampling involves giving a number to every subject or member of the accessible population, placing the numbers in

a container and picking any number at random. The subjects corresponding to the numbers picked are included in the sample. In the current study sampling frame consisted a list of all the 2,000 students. Simple random sampling was used to select 627 students. Simple random sampling was also used to select 10 administrators out of the total population of 30 administrators.

3.6.1 Sample Size Criteria

The selection method for the elements of population is dictated by research design which determines sampling method to be used (McMillan, 2012; Ross, 2012). In addition to the purpose of the study and population size, three criteria usually will need to be specified to determine the appropriate sample size: the level of precision, the level of confidence or risk, and the degree of variability in the attributes being measured (Ayiro, 2012).

Whenever one makes a measurement it is important to have some idea of how precise that measurement is. Without information about the precision of a measurement, it is impossible to know whether the measurement is applicable to the purpose you have in mind (Ross, 2005; Creswell, 2012). The *level of precision*, sometimes called *sampling error* which is the range in which the true value of the population is estimated to be. In selecting a sample from a population there is always some degree of sampling error. This error is the discrepancy between the true value of a variable for the population and the value that is calculated from the sample, and it is expected and precisely estimated as part of sampling (McMillan, 2012). It will be minimized in this study through

random sampling to avoid selection error and non answer through inclusion of filter questions (McMillan, 2012). Additional questions on the objectives would be asked so that it addresses the level of measurement; it will also act as filter questions to check the honesty in the score of the questions in this study (Creswell & Clark, 2011).

A confidence interval is a range of plausible values that accounts for uncertainty in a statistical estimate. A narrow confidence interval implies high precision; a wide interval implies poor precision (McMillan, 2012). The *confidence* or *risk level* is based on ideas encompassed under the Central Limit Theorem. The key idea encompassed in the Central Limit Theorem is that when a population is repeatedly sampled, the average value of the attribute obtained by those samples is equal to the true population value. The values obtained from samples in this case the students are distributed normally about the true value, with some samples having a higher value and some obtaining a lower score than the true population value. In a normal distribution, approximately 95% of the sample values are within two standard deviations of the true population value such as mean and standard deviation (Mukhopadhyay, 2000).

Another criterion is the *degree of variability* in the attributes being measured refers to the distribution of attributes in the population (Ross, 2005). Measures of variability provide information about the degree to which individual scores are clustered about or deviate from the average value in a distribution (McMillan, 2012). The more heterogeneous a population, the larger the sample size required to obtain a given level of precision. The less variable (more homogeneous) a population; the smaller the

sample size (Creswell & Clark, 2011 Mcmillan, 2012). In this particular study, appropriate sample size of students in Baraton University was employed in order to provide the prerequisite level of precision.

3.6.2 Determining Sample Size

Table 3.1 Recommended Sample Size from a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Key: “N” is population size

“S” is sample size.

Source; Krejcie & Morgan (1970).

The sample size was determined according to the table 3.1. This is due to the fact that most researchers have high regard to it and have used the formula and the table (McMillan, 2012; Mukhopadhyay, 2000,). Computers generated randomness through excel software programmes which was used in this study. In reality, most random

numbers used in computer programs are pseudo-random, which means they are a generated in a predictable fashion using a mathematical preprogrammed formula. The study coded the list and used computer generated random numbers and administered questionnaires (Haahr, 2012; Symon & Cassell, 2005).

3.7.0 Data Collection Instruments

This section presents the data collection instruments and procedures followed in the study under the following subheadings: research instruments, reliability, validity and administration of research instruments. The researcher used two types of instruments to solicit data from the respondents who included students and administration in the UEAB. The instruments were developed by examining the research objectives and related literature. The study used triangulation sources and methods of data collection (Patton 1990), (John & James, 2006). This method involves the use of two or more research instruments to collect necessary data (Ogula, 1998). The two data collection tools included students' questionnaire (Appendix B) and Administrators interview schedule (Appendix C).

a) Questionnaire

The students' questionnaire was divided into five sections. The first section was on the general information about the questionnaire, the second section was on the general information on guidance and services in Baraton University, the third part was used to collect data on the effectiveness of guidance and services in assisting the students develop academic competencies, the fourth section focused on the effectiveness of guidance and in the development of students' social competence while the last section

elicited information on effectiveness of guidance and in assisting students develop, personal competence. The students' questionnaire had closed - ended items.

This instrument was used to determine the respondents' views of the extent to which they thought that services are adequately offered in their university, ascertain the respondents' view on whether they utilized the counseling services offered in their university, determine whether the respondents felt that the counseling services were helpful to them and determine the respondents' view whether the overall counseling program was effective. The respondents were asked to indicate whether they agreed or disagreed with the statements on the questionnaire presented. Respondents were requested to rate the services by circling the appropriate response on each area of . The scores for each statement were added to find the ranking, frequencies and percentages that were used to make inferences.

Closed-ended questionnaires were used in the questionnaire as shown in the appendix B. Closed ended questions were used for the advantages they carry, they are quick and easier to administer for both the respondents and the researcher, one set of questionnaires for the students was adopted to elicit responses from the students. The reason that prompted the choice of the students as the main respondents was that they were the main recipients of the programme hence in a better position to respond to the questionnaire.

3.7.1 Interview Schedules

Interview is a process of communication or interaction in which the subject or interviewee gives the needed information verbally in a face-to-face situation. Although the interview is generally associated with or psychotherapy, it can be used effectively to collect useful information about individuals in many research situations. The researcher formulated interview questions for the purposes of gathering data from 10 heads of departments and administrators. The interview schedule was developed to provide the necessary data from the administration on the guidance and services. The interview schedule was divided into three sections. These included section (1) that elicited information on whether the services were provided to the students in the areas of social, academic and personal development, section (2) was eliciting information on the satisfaction of the administration in the provision of guidance and services and lastly section (3) that had items examining the overall effectiveness of the services. The researcher used interviews as explained by Majumder (2005) in order to elicit the respondents' reactions on the way guidance and was conducted in the university. Structured interview schedule questions were asked on face to face and on a one to one basis in order to stimulate discussions.

The researcher planned for the interview, created rapport with the respondents and recorded the responses from the interviews. The researcher interviewed the respondents on the effectiveness of the following services; academic services, personal and social services. It involved meetings between the researcher and the respondents. The

researcher prepared a list of main questions as shown on the appendix C. The researcher administered the interview schedules personally and engaged the participants in a general discussion about the effectiveness of the counseling services. The advantage with this method is that other questions would automatically arise during the interview and appropriate clarification would be given.

3.7.2 Pilot Study

According to Murray (2003), piloting is important because it helps to identify ambiguities of the items and vague questions for improvement. Further Warwick and Lininger (1975) point out that there are two basic goals in questionnaire design; to obtain information relevant to the purposes of the survey and to collect this information with reliability and validity. Embodied in this explanation is the idea of replicability or repeatability of results or observations. Kirk and Miller (1986) identify three types of reliability referred to in quantitative research which include; the degree to which a measurement, given repeatability remains the same, the stability of a measurement over time, and similarity of measurement within given time period. A pilot study was carried out at Masinde Muliro University of Science and Technology before the main study was conducted.

Masinde Muliro University of Science and Technology did not form part of the sample for the actual study. With the help of research assistants 100 students were selected for the pilot study. Questionnaires were administered and a test re-test method was used to compute a reliability coefficient to indicate the relationship between the two sets of

scores obtained (Fraenkel and Wallen, 2000). A measure of each item as answered of each respondent on the first and second administration was worked out. A reliability coefficient was calculated to indicate the relationship using the Pearson product moment correlation coefficient (r). Masinde Muliro University of Science and Technology was selected as the site for piloting since it had the same entity characteristics with the UEAB.

3.7.2.1 Validity of the Research Instruments

Validity refers to the extent to which an instrument measures what it is designed to measure. It addresses the question of whether or not a measurement technique is really what it purports to be measuring (Joppe, 2000). The instrument as data collection tool, must produce information that is not only relevant but free from systematic errors; that is it must produce valid information (Nachmias, 2006). The different types of validity are content, criterion-related and construct validity. The researcher established the content validity where she assessed the appropriateness of the questionnaires and the interview schedules to evaluate the research objectives. Because it is impossible to include all possible questions in the questionnaire and interview schedule, the researcher selected representative items of the content areas that were appropriate for the study.

Mugenda and Mugenda (1999) asserts that the usual procedure in assessing content validity of a measure is to use professionals or experts in the particular field. In the current study the instruments (questionnaire and interview schedule) were reviewed by

the researchers' supervisors and other research experts from Baraton University. This was to ensure content, and construct validity which according to Lokesh (1992) and Joppe (2000) the research must identify the overall content to be represented. Advice given by these people helped to determine the validity of the research instruments. The content validation was found appropriate in determining the extend to which the set of items provided relevant and representation of the areas under consideration (social, academic and personal competences) Gronlund (1985) contends that the researcher ensures that data collected using various instruments represents the content area under study. This included identifying the relevant items for each of the instruments used in the study. Validity of the instruments was also determined through piloting where responses of the subject were checked against the research objectives.

3.7.2.2 Reliability of the Instruments

The data collected from the pilot study was used to compute reliability of the instruments used. To compute reliability the investigator used Test-Retest reliability where the first test was administered to the university students at Masinde Muliro and the researcher let two weeks to pass and then administered it again to the same respondents. Then she computed a correlation of coefficient between the two sets of scores. A high correlation coefficient indicated that the respondents performed about the same on both tests, whereas a low coefficient indicates that the performance was inconsistent. The items were considered reliable if it yielded reliability coefficient of a 0.70 and above. The figure is considered desirable for consistence levels (Fraenkel and

Wallen, 2000). The test retest method gave a reliability coefficient of 0.81. These value justify that the instrument was reliable, and hence usable in the current study.

3.8 Data Collection Procedure

The data collected was on the effectiveness of the services in Kenyan universities a case of UEAB. After the approval of the research proposal by the supervisors from Moi University, the researcher secured an introductory letter from the School of Education Moi University. Then the researcher applied for a permit from the Ministry of Higher Education Science and Technology. The researcher administered the questionnaires to elicit responses from the students. The researcher also conducted interviews using interview schedules to gather responses from heads and administrators. The respondents were asked to complete the questionnaires from an agreed specific central place. A total of 627 students filled the questionnaire. The researcher conducted the interviews for the administrators. The interview was conducted on one – to one basis. In totality, ten (10) administrators were interviewed. The duration of interview for each respondents lasted for about (40) minutes. The data collection process took place between the months of June and October 2008.

3.9 Data Analysis

Data analysis is a process of gathering, modelling and transforming data with the goal of highlighting useful information, suggesting conclusions, and supporting decision-making. Mugenda & Mugenda (2003) contend that data obtained from the field in raw form is difficult to interpret. Such data must be cleaned, coded, key-punched into a computer and analysed.

Data analysis in this study was analysed by generating descriptive statistics using SPSS package since it is in the domain of descriptive statistics from which deductions were made on the data obtained. The responses, words and phrases were then coded and entered onto an Excel platform for generating frequencies, percentages and ranking.

The items in the questionnaire were analysed quantitatively. The quantitative analysis tends to be based on numerical measurements of specific aspects of phenomena (Thomas, 2003). Descriptive statistics were used to analyse data. As such frequencies, percentages and ranking were used for the analysis.

3.10 Ethical Considerations

Educational researchers have a responsibility to ensure that in whatever research paradigm they work, their research is enacted within a rigorous framework that addresses the epistemological complexities of a study's methodological process and intellectual focus in an ethical manner that allows the recipients of the research to have trust in its outcomes, (Nalita & Hugh, 2007). Christians (2000) goes on to tell researchers and explain in detail what these four guidelines are, namely: informed consent: Subjects must agree voluntarily to participate, this agreement must be based on full and open information; deception, deliberate misrepresentation is forbidden; privacy and confidentiality, privacy safeguard against unwanted exposure, made public only behind a shield of anonymity, no one deserves harm or embarrassment as a result of insensitive research practices and lastly accuracy (Furlong, 2004; Nalita & Hugh, 2007).

As educational researchers, we need to be sensitive to the socio-political contexts in which our participants lived out their lives, as members of overlapping communities as well as of particular communities or institutions (Furlong, 2004). They need to be assured that publication of the study findings where such information can be used in ways that carry reputational risks for providers, students and staff, publication of entry, publication of blacklist of disreputable or non accredited providers will have to be agreed upon and is not the mandate of the study at that particular time (Stensaker & Harvey, 2011). This will be upheld in this particular research as the findings will be solely used for research purpose and disclosure principles respected (Nalita & Hugh, 2007; Ross, 2005).

Informed consent will be ongoing. Concern of the investigator should be the safety of the respondents. This is accomplished by carefully considering the risk/benefit ratio, using all available information to make an appropriate assessment and continually monitoring the research process. The researcher enumerated how privacy and confidentiality concerns were addressed and was sensitive to not only how information was protected from unauthorized observation, but also if and how participants were to be notified of any unforeseen findings from the research that they may or may not want to know (Belmont Report 1979, Furlong, 2004; Ross, 2005; Ayiro, 2012).

The first ethical principle according to Belmont Report (1979) is autonomy, which refers to the obligation on the part of the investigator to respect each participant as a

person capable of making an informed decision regarding participation in the research study. Researcher ensured that the participant had received a total disclosure of the nature and purpose of the study, the risks, benefits and alternatives. Opportunity to ask questions or opt out of the study voluntarily was guaranteed. The principle of autonomy finds expression in the informed consent document. secondly beneficence ethical principle , which refers to the obligation on the part of the investigator to attempt to maximize benefits for the individual participant and/or society, while minimizing risk of harm to the individual. An honest and thorough risk/benefit calculation must be assessed and implemented (Ross, 2006; Furlong, 2004).

Lastly the ethical principle invoked in research with human subjects is justice, which calls equitable selection of participants thus avoiding participant populations that may be unfairly coerced into participating, such as using institution to administer questionnaires. The principle of justice also requires equality in distribution of benefits and burdens among the population group(s) likely to benefit from the research. Improved policies as a result of research study findings on entry, service delivery improvement, students support on social economic challenges thus enhanced participation will benefit respondents and other stakeholders (Belmont Report 1979, Furlong, 2004; Ross, 2005; Mcmillan, 2012).

In summary, according to Bryman & Burgess (2007), getting into a setting usually involves some sort of bargain- explicit or implicit assurances that you will not violate informants' privacy or confidentiality, expose them to harm, or interfere in their activities. Once in the field, the researcher established rapport with informants, to gain a

certain level of trust and openness and to be accepted as a non-judgmental and non-threatening person (Taylor & Bogdan, 1998; The Belmont Report (1979; Furlong, 2004).

As researchers anticipate data collection, they need to respect the participants and sites for research. Many ethical issues arise during this stage of the research (Creswell, 2009; 2012). The researcher upheld ethical considerations throughout research process and informed consent was sought as appropriate.

3.12 Summary of Chapter Three

The chapter dealt with research design and methodology which included the research design, study area, target population, sampling and sampling procedures, data collection methods and procedures, validity, reliability and data analysis procedures. The presentation and analysis is done in chapter four.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents the findings of the study based on the data collected from the respondents. Data was collected through various tools however reliable, valid and adequate it may be, is yet but raw. It needs to be systematized and organized that is, it should be edited, classified and tabulated before it can serve any worthwhile purpose. Tabulation denotes the recording of the classified material in accurate mathematical terms. Editing implies the checking of gathered data for accuracy, utility and completeness of the information into different categories, classes or heads for use. The main focus of this chapter is the data presentation, analysis and interpretation of the results of the research finding. Data analysis has been facilitated by use of SPSS (Statistical Package for Social Science) computer package. Descriptive statistics specifically, frequency distribution and percentages were calculated and data presented in form of tables, graphs and charts.

In this chapter data is represented as gathered from the field. The study was conducted in University of Eastern Africa, Baraton. The data herein produced was collected from students and administrators. This was collected using questionnaires and interview schedules. The analysis and discussion is based on the research questions and objectives. Data analysis and findings are reported in percentages, frequencies, , graphs and charts. These were used to make presentations clear and easy for interpretation.

Each item that elicited data is presented with systematic information gathered from the university. The first section of this chapter discusses students' responses followed by discussion on administrator's responses and finally information collected through observation by the researcher.

Data obtained was analysed to evaluate the effectiveness of in the universities, with reference to University of Eastern Africa, Baraton. The objective of the study was to evaluate the effectiveness of services in terms of its provision, utilization, helpfulness and improvement. The data analysis begins by analyzing, interpreting, and discussing data along the study objectives and research questions. The study sought to answer the question whether the services offered in the universities were effective. The data pertaining to the effectiveness of services in the universities was collected from 627 students and 10 administrators using a questionnaire and interview schedules. It is noted that some respondents did not a times respond to all the items in the questionnaire and that explains why the *n* values (total number of respondents) are different for various statistical representations.

4.2 Informational Services Offered

The study sought to establish whether services were offered in the University of East Africa, Baraton. In the study different categories of respondents were used. These included students, heads of departments and administrators. The respondents were asked to agree or disagree to the statement: "my university offers information on counseling services". Various items on the information services were included so as to

capture the areas offered at the university. The items included career, occupational, making decisions, nature of world of work, trends in the labour force, training and qualification, employment opportunities, scholarships/bursaries and funds available.

Figure 4.1 shows the responses of the students on services in their university. It is revealed that most of the information services offered are not considered adequate. Over 400 respondents disagreed that the information services were offered. In this situation the value and role of services is underestimated in the university. The Kenya National Youth Policy (KNYP, 2002) has strong recommendation on creation of services for the youth. The proposal includes key directives on the need to establish guidance and units managed by the youths in all planning institutions, promote and enhance affordable or free programmes on health, social and educational issues.

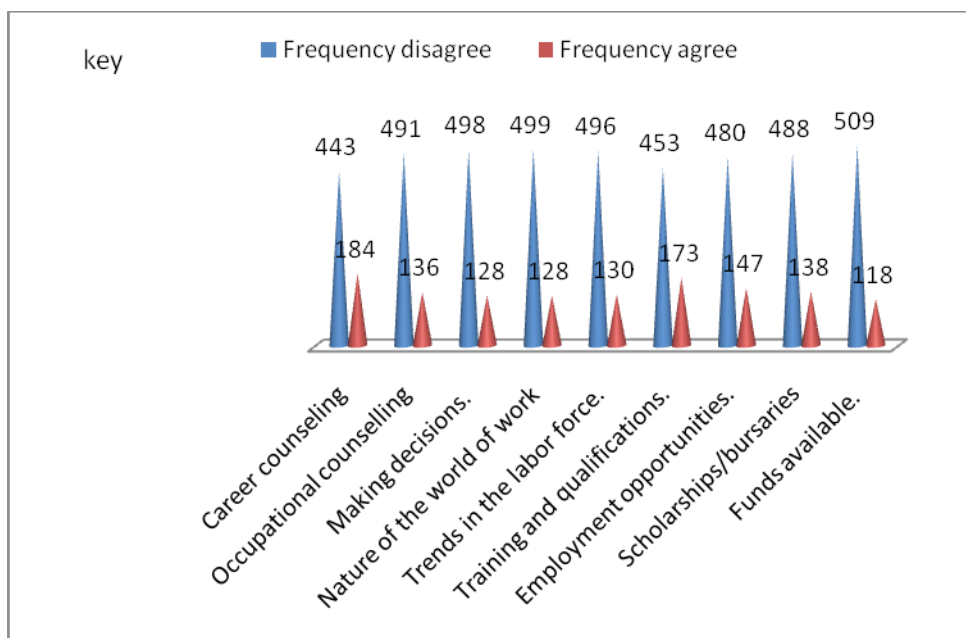


Figure 4.1: Information on Counseling Services Offered

4.3 Orientation Services Offered

The study sought to identify the orientational services offered in the University of University of Eastern Africa, Baraton. Figure 4.2 shows the responses of students on orientational services offered at the University. Although there is a visible effort in terms of respondents affirming the availability of orientational services the results depict a great need for improvement since most of the respondents on each of the items measured on Figure 4.2 disagreed on the performance levels for each items. For example, on all the items 60% of the respondents disagreed with regard to the specific orientation services offered. Mutie and Ndambuki (2006) consider orientation as vital services. One of the questions on the CIPP model of evaluation is: is it being done (Stuffbeam, 2002)? The results of the study reveal that the question is negatively answered since 60% of the respondents disagreed with the statements. Hence students are on average dissatisfied with the orientational services.

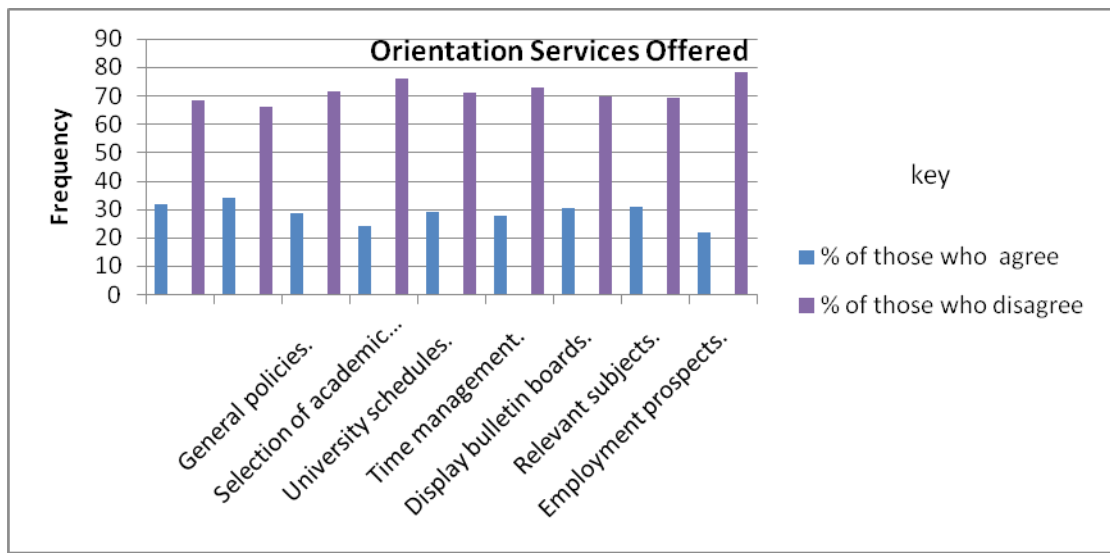


Figure 4.2: Orientation Services Offered

4.4 Vocational Services Offered

The study sought to identify the vocational services offered at University of Eastern Africa, Baraton. Figure 4.3 shows the responses of students on vocational services offered at the university. It is inferred from figure 4.3 that 70% of the respondents affirm that vocational services are inadequate with less than 20% agreeing that the services are available. The observation derived from this study shows that the university does not meet the vocational needs through provision of services, yet they are crucial for the future of the students. This implies that the students are not satisfied with the vocational services since they are not available. Research by Mutie and Ndambuki (2006) stress the need for vocational since it forms an important area in a student's life. Further the question on the CIPP model of evaluation on the component parts; is it being done? The question could be poorly answered.



Figure 4.3: Vocational Counseling Service Offered

4.5 Career Counseling Services Offered

The student also sought to identify the career services in the university. Information given on Figure 4.4 shows that most of the respondents indicated that career services are deficient at the university considering the importance of career in focusing a student during their stay at the university. This is a worrying trend. This finding is consistent with the findings by Gibson & Mitchell; (2005) who reveal that career services are important services across the lifespan.



Figure 4.4: (a) Career Counseling Services Offered

Figure 4.4. (b) Further amplifies the situation with regard to career provision in the university.

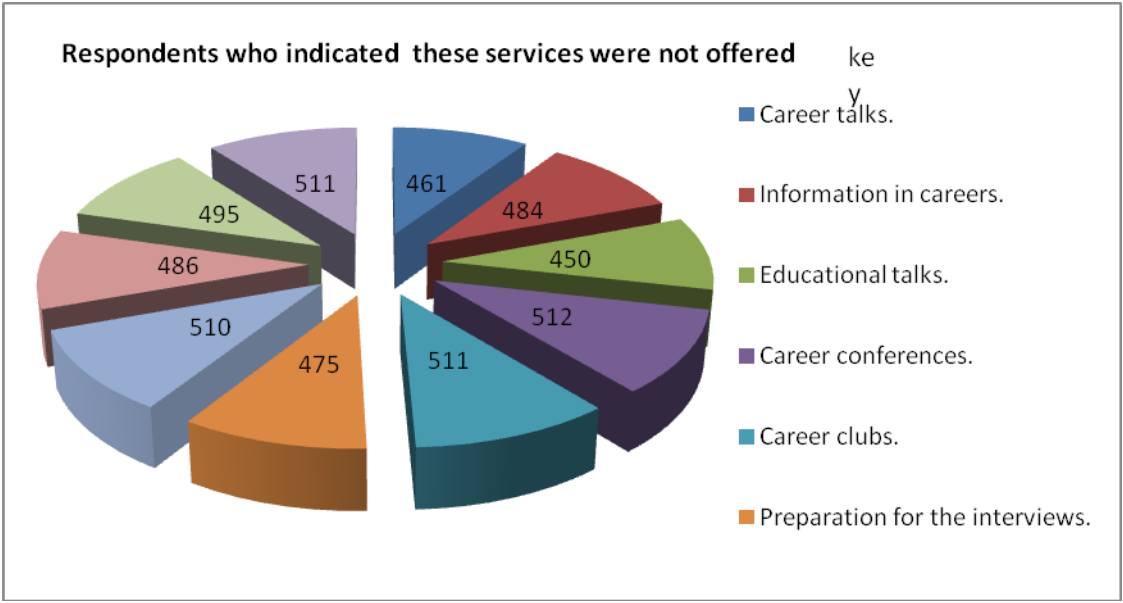


Figure 4.4: (b) Career Counseling Services Offered

4.6 Educational Counseling Services Offered

The study sought to identify the educational services offered at the university. Over 400 of the respondents indicated that the aspects of educational outlined on figure 4.5 are not available and only approximately 100 respondents confirm their availability. Educational services such as personal development opportunity for further studies, sex education, career based activities and academic workload are indispensable components of a students' educational program at the university. The situation depicted by the results shown below has far reaching implications in terms of academic achievement of the students and subsequently on the educational investments by the parents and the government. According to Mwamwenda (1995) educational services assumes an important role in the lives of students. It is inferred from the results that educational services are not given due attention.

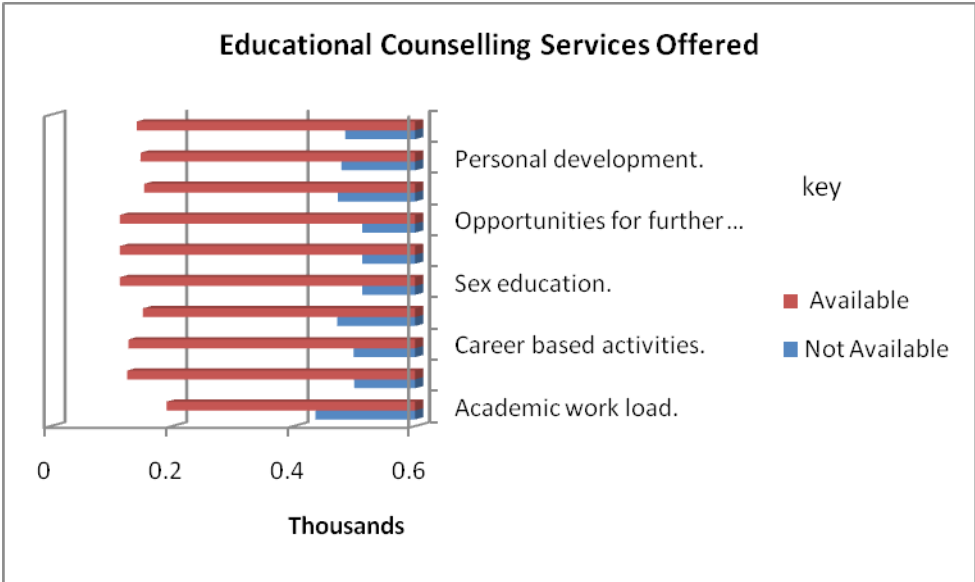


Figure 4.5: Educational Counseling Services

4.7 Peer Counseling Services Offered

The students were asked to respond to the statement whether peer services were offered in their university. From the figure below it is clear that over 75% of the respondents agreed that peer services were available and only about 20% disagreed with the opinion. Peer influence is strong for adolescence and even adults and the above statistics are encouraging. The findings necessitates further understanding as to why this aspect of is strong among Kenyan University students. Possible reasons would include greater awareness, the role of media and the related acquired ICT skills. Study done by Roediger (1996) points out that during adolescence the youth rely heavily on one another for support, direction, self-esteem and identity. The adolescents tend to value one another’s opinion and spend a lot of time with one another. Furthermore the youth heavily conform to group standards.

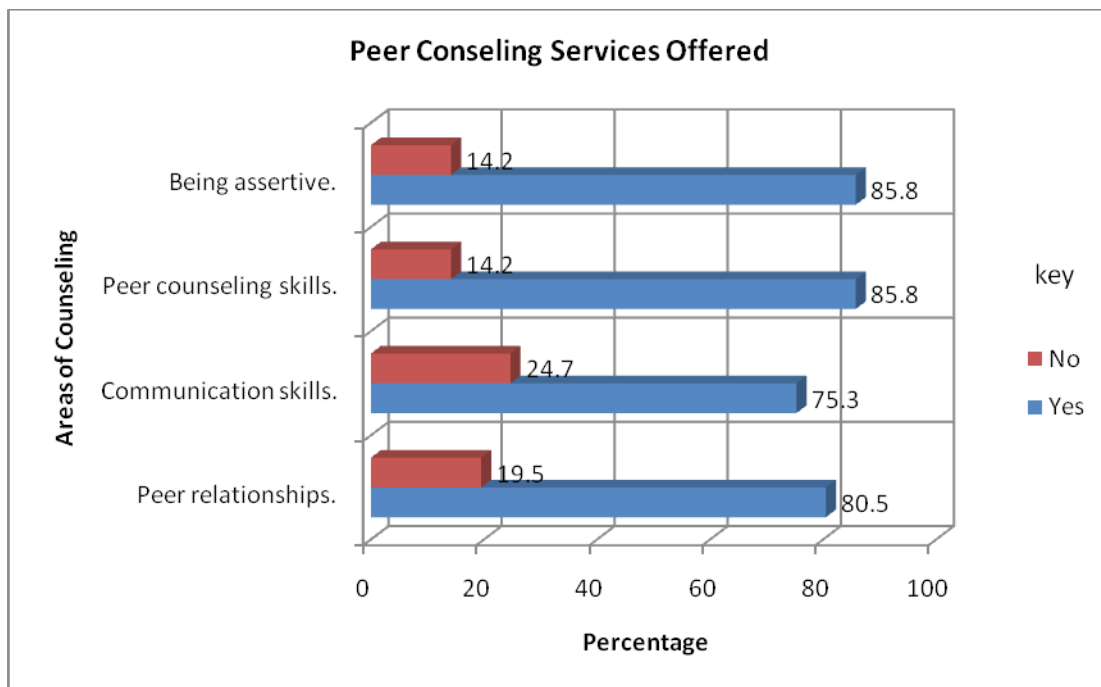


Figure 4.6: Peer Services Offered

4.7 Personal Services Offered

The students were asked to respond to the statement whether personal services were offered in the university. Figure 4.7 shows the responses of the students on the personal services offered with regard to personal issues. The results present a depressing scenario in that approximately 500 of the respondents did not concur as to the availability of this particular service and the areas explored included; problem solving, self – control, self confidence, self – identity, integrity, changing undesirable attitudes and making decisions. This aspect can be attributed to the large student numbers that overwhelm the guidance and departments of the university. However this is a very critical aspect of that will have obvious consequences on the success of a given student at the university. It is important that the university management expands these departments in terms of the human resource and physical infrastructure so as to accommodate the psycho-social

needs of the students. Research by Kwamwendo (1994) asserts that personal adds to discipline of the students. He further states that, the program should be able to develop the students' personality.

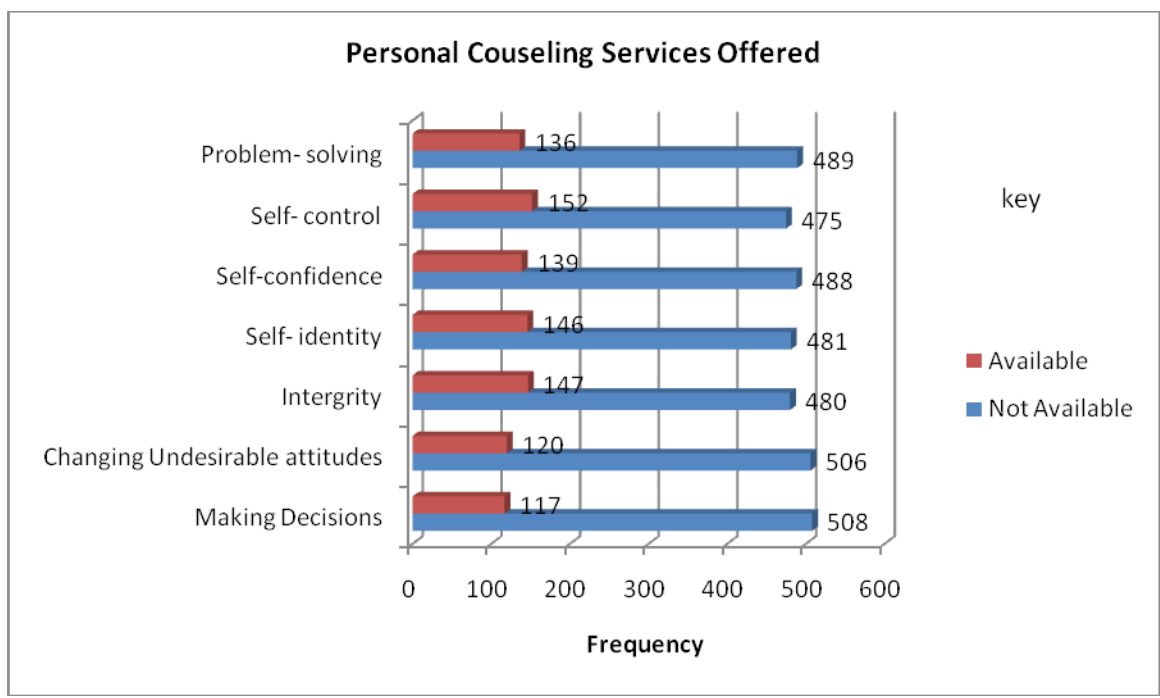


Figure 4.7: Personal Services Offered

4.8 Social Services Offered

From the two figures below, approximately 60% of the respondents disagreed that the services were available and only 30% felt that the services were available and adequate. Aspects that were targeted for data collection included; expressing one's own feelings, including positive attitudes, coping with peers, dealing with situational crisis and coping with lose of loved ones. The results indicate that the social services are not effective enough to meet the social needs of students. According to Mutie and Ndambuki (1999)

social guidance is aimed at identifying, motivating and preparing students to meet the challenges confronted in both the learning in institutions and at home.

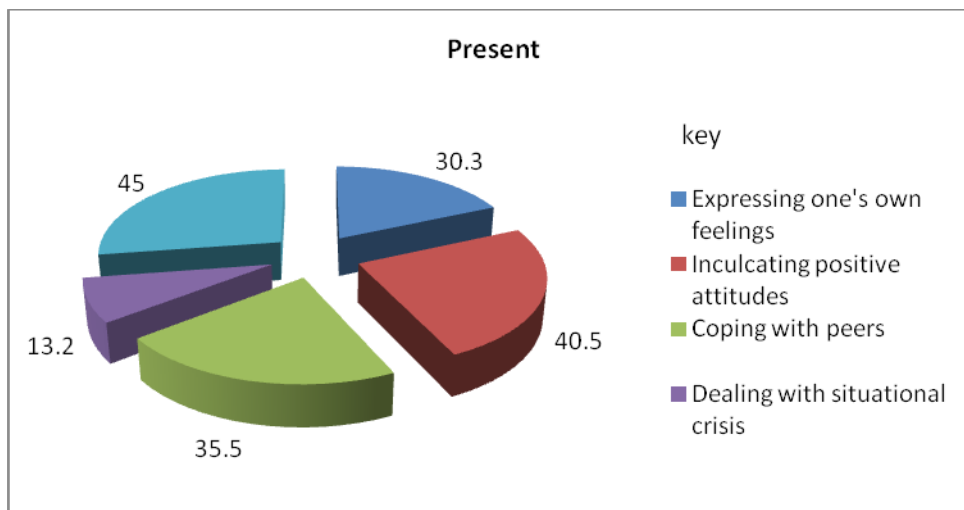


Figure 4.8: (a) Social Services Offered

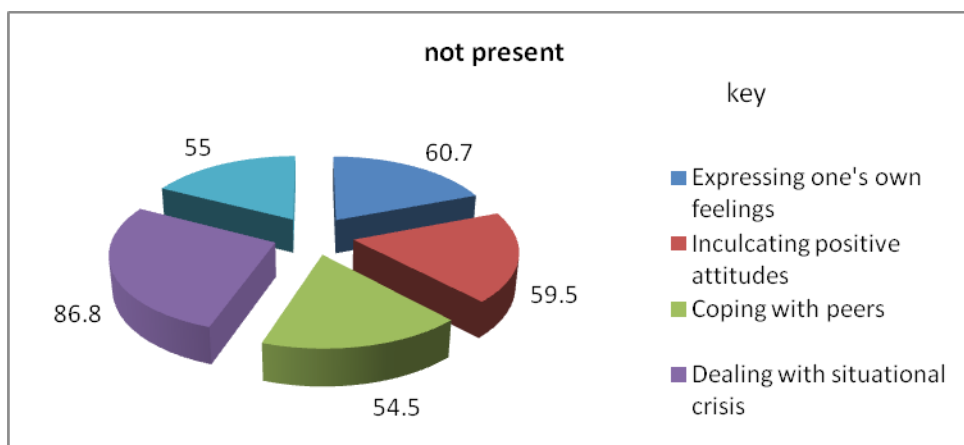


Figure 4.8: (b) Social Services Offered

4.9 Spiritual Services Offered

The study also sought to find out whether spiritual services had been made available to the students. Figure 4.9 shows the students responses on spiritual services as identified in the following areas; personal social, educational, orientational, peer and spiritual guidance. The statistics depicted in figure 4.8(b) indicate favourable responses up to the tune of 70% of the respondents concurring that these services are available, with only less than 30% disagreeing. Spiritual literacy is critical in a learners life for it provides the motivation and guidance for one to overcome their disadvantaged circumstances. The results further indicate that the students are satisfied with spiritual services. This implies that the university is keen on spiritual services. This could be attributed to the fact that the university is founded on strong Christian principles whose mission is the provision and advancement of holistic Christian quality education for the youth. The results support the finding by Meier (1995) asserts that spiritual enables students to develop physically, psychologically and spiritually. Furthermore Waruta (1995) points out that spiritual has become more important in modern societies considering the emerging problems such as stress, depression and competition in academics.

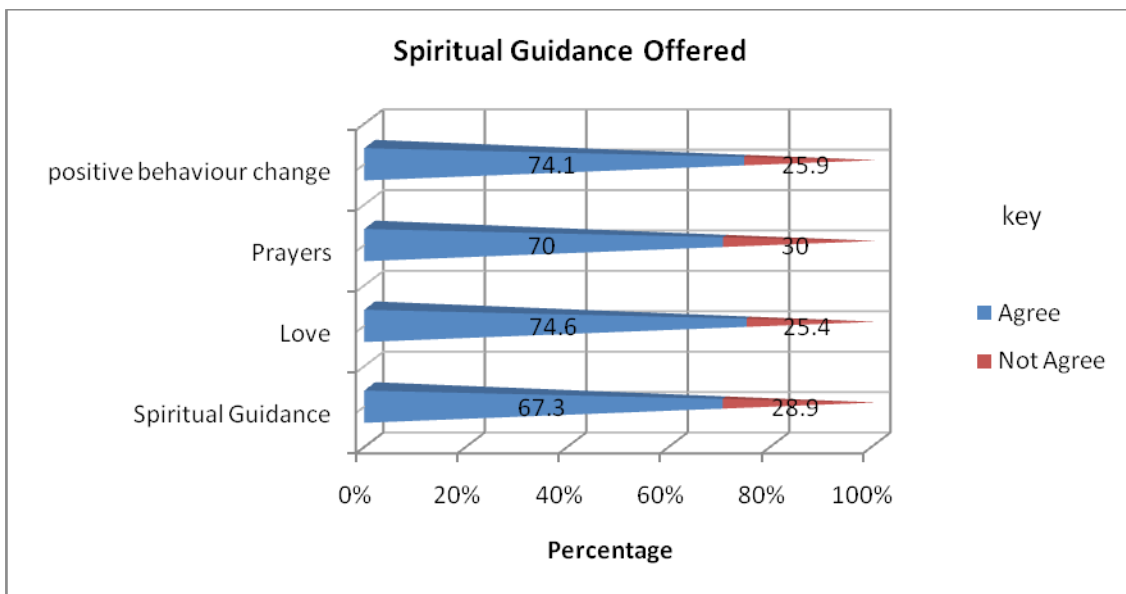


Figure 4.9 Spiritual Guidance Offered

4.10 Overall Effectiveness of the Services Offered

In summary, the following aspects were under investigation with regard to services offered in Kenyan universities, Information, orientation, vocational, career, education, peer, personal, social and spiritual . The statistics in fig 4.10 indicate that effectiveness can only be singled out with regard to orientation and spiritual services. All other aspects of are deemed to be ineffective as illustrated by the statistics of less than 120 of the respondents affirming in the positive.

According to Schneider (2005) students must be provided in terms of services which include orientation, information, individual , students assessment and placement. The services are important as highlighted by Odirile (2012) who puts emphasis on peer. He points out that it is a personal method of change and is based on the idea that most people prefer to seek out their peers for help when experiencing challenges, frustration,

concerns and general problems. Steinhardt & Dolbeire (2008) intimates that peer can be effective and that is why some institutions have placed it at the heart of their proactive programmes in .

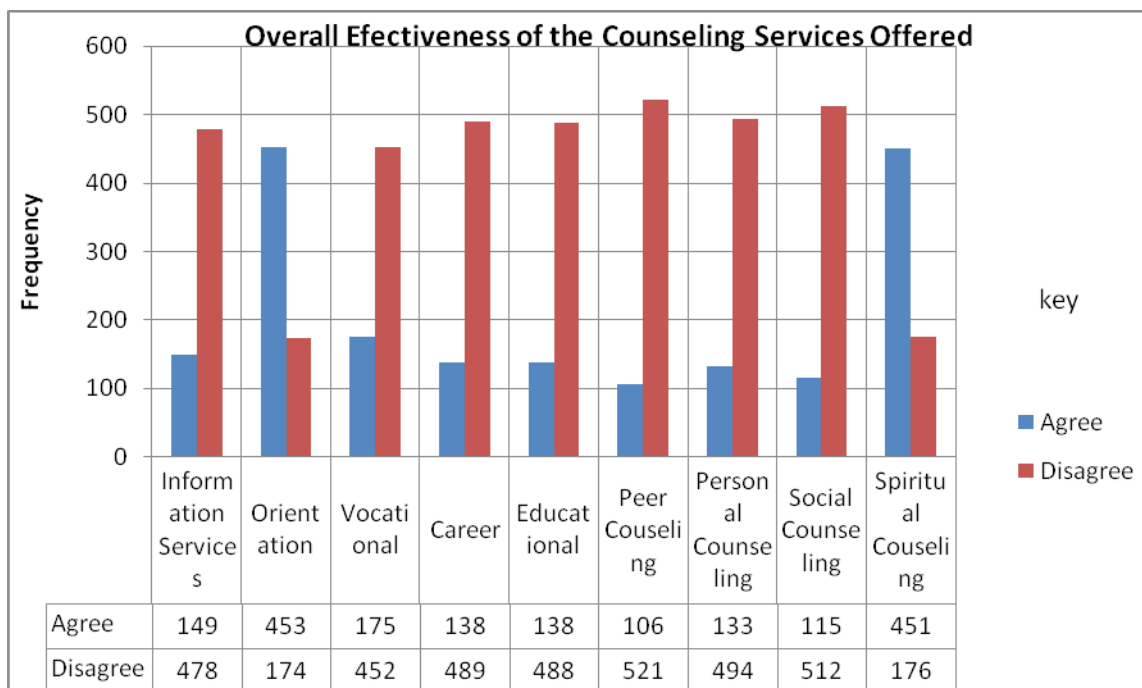


Figure 4.10 Overall Effectiveness of Services Offered

The Need For Counseling Services (Objective 3)

According to figure above, apart from social and vocational all other services are considered necessary by the respondents and by implication they are and can be utilized if available. Research on the need for indicate that the basis of guidance and is to serve as a source for information on personal, educational career and placement services for further education work in transitional stages Whiston (2003).

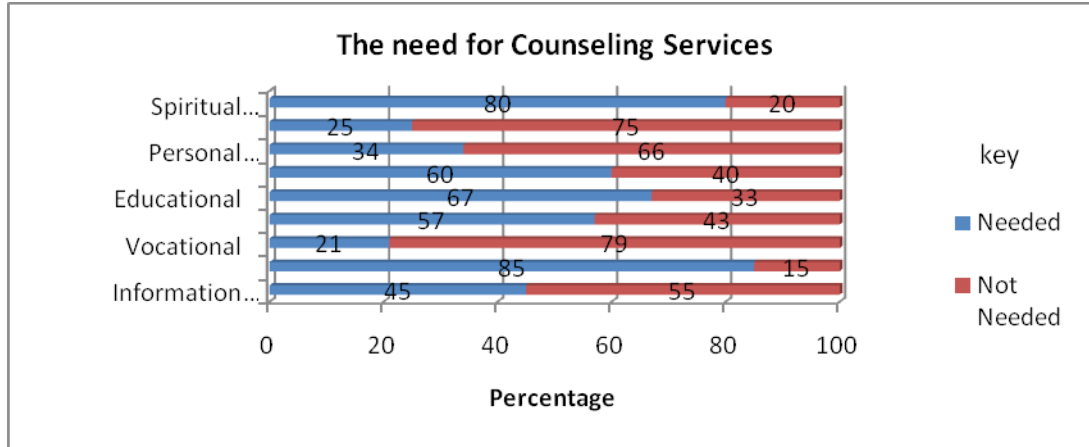


Figure. 4.11: The Need for Services

Services Considered Helpful By The Students (Objective 3)

Figure 4.12 shows the students responses on the services they considered helpful. The study results shows that all the services were considered helpful by 25% of the respondents with spiritual standing out with 70%, followed by orientation (67%). Career information and personal coming after the leading two. Majority of the respondents disagreed that the services were helpful.

Research by Mutie and Ndambuki (2006) indicate that a good programme is one that would make its impact on the development of the individuals. Apparently the services at University of Eastern Africa, Baraton have not made a significant impact on the students. Further the elements of impact is emphasized on the Stufflebeam model of evaluation but it has not been reflected on the services offered at University of Eastern Africa, Baraton.

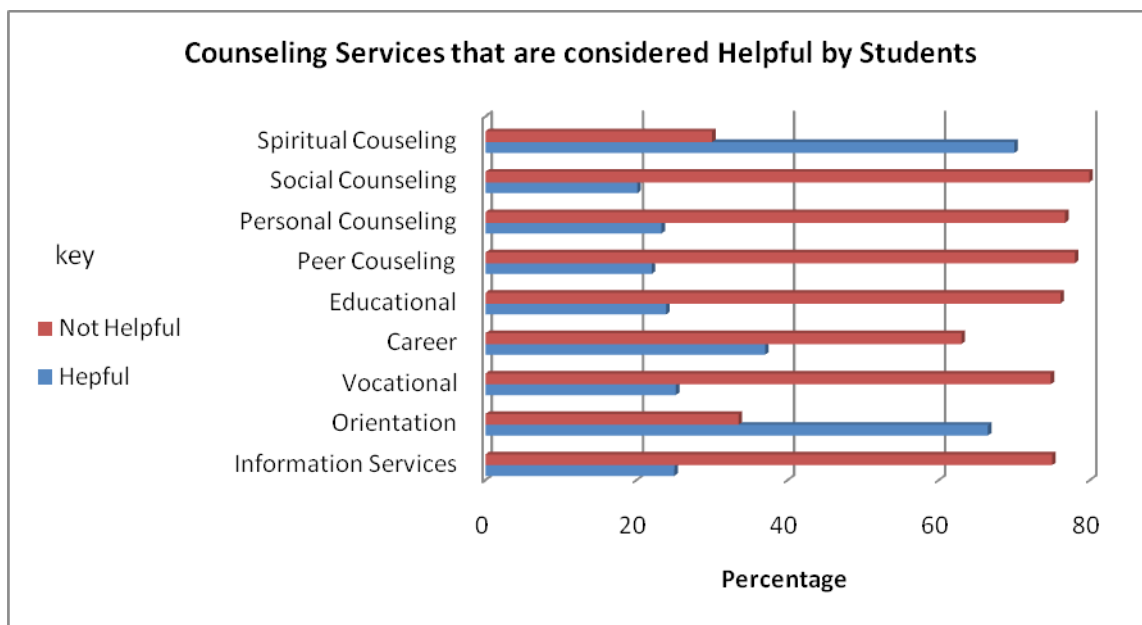


Figure 4.12: services considered helpful by the students

Counseling Services needing Improvement (Objective 3)

Results inferred from fig. 4:13 below indicate that apart from the orientation and spiritual, the findings reflect a general need for improvement of services in the university. Indeed one can argue that all aspects of services including spiritual and orientation require improvement as depicted on the figure above. In any organization, continuous improvement is needed if one is to meet the expectations of their clients. Nikto (2001) contends that evaluations are the basis for decisions about what course of action should be followed and the evaluation should be continuous emphasizing on the positive.

Mwamwenda (2005) has pointed out that guidance in the education system is relatively a new concept in Africa. He asserts that there is need for proper implementation of these programmes.

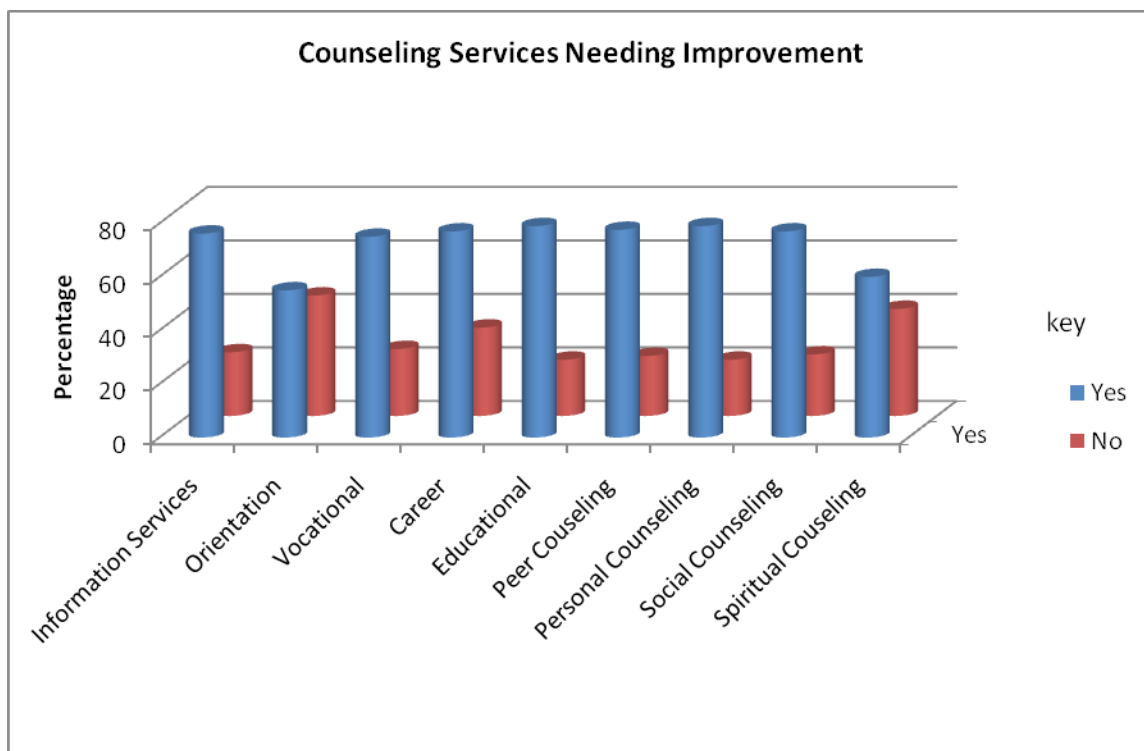


Figure 4.13 services needing improvement

Counseling Services that have Critical Aspects Lacking (Objective 4)

From the figure 4.14 below, it is evident that all the services except spiritual and orientation services seem to have important aspects missing and hence the need to incorporate the components such as (i) information aspects of occupation, trends in the labour market and training opportunities and qualification need to be revamped. (ii) Vocational services aspects such as planning a career, occupational prestige and preparation for a job will require greater emphasis. (iii) Orientation aspects such as, time management and relevant subject, (iv) career aspects: preparation for interviews

and how to look for a job stand out as areas for greater need in terms of improvement. (vi) Education services such as study skills how to answer questions in examination and aspects of qualification will need be revamped. (vii) Peer services; aspects include new friends making right relationships and program on peer should be prioritized. (viii) Personal services aspects like making the right friendship, integrity honesty, self-identity, and self control stand out as important areas; (ix) Social guidance and areas for consideration includes explaining values, relationships, interaction and dealing with situational crisis; (x) Aspects of spiritual guidance include attributes of qualities of honesty patience love and prayers need to be revamped in order to raise the usefulness of the spiritual services.

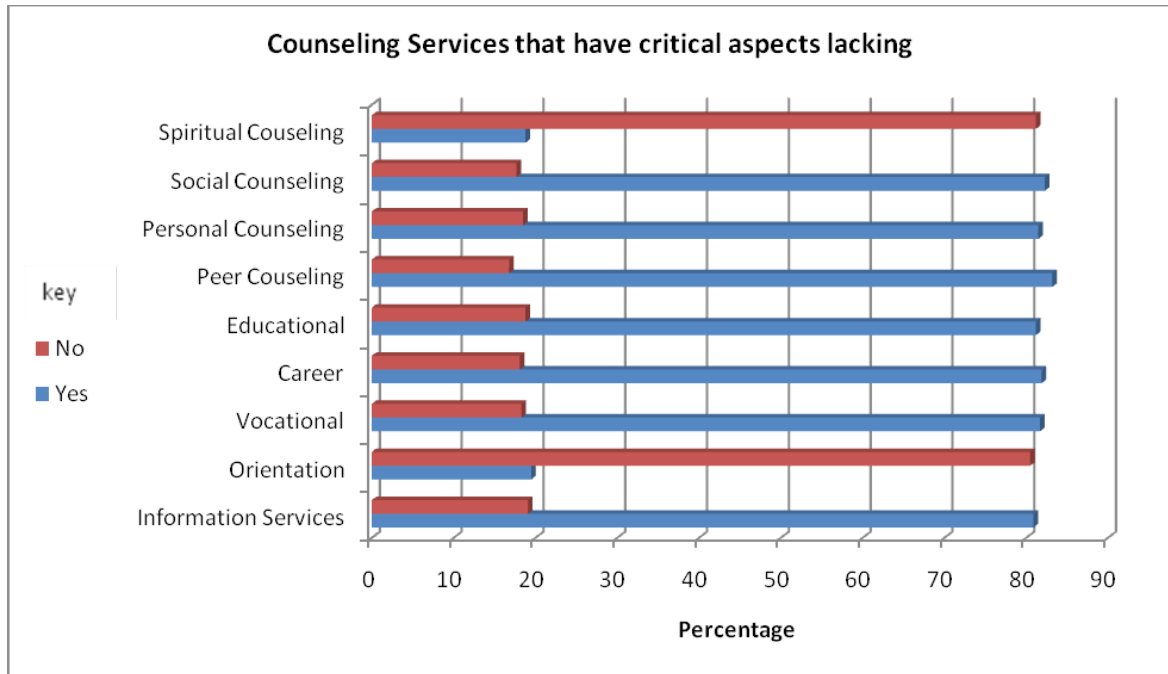


Figure 4.14: services that have critical aspects lacking

Students' Perception of the Effectiveness of Services (Objective 4)

The following attributes were considered for data collection; availability of programme; level of utilization, usefulness, need for improvement and leading critical components. It is clear that students are in agreement that there is need for improvement and that the programmes are lacking critical components. Areas related to availability of program, level of utilization and usefulness stand out as being unsatisfactory and need attention.

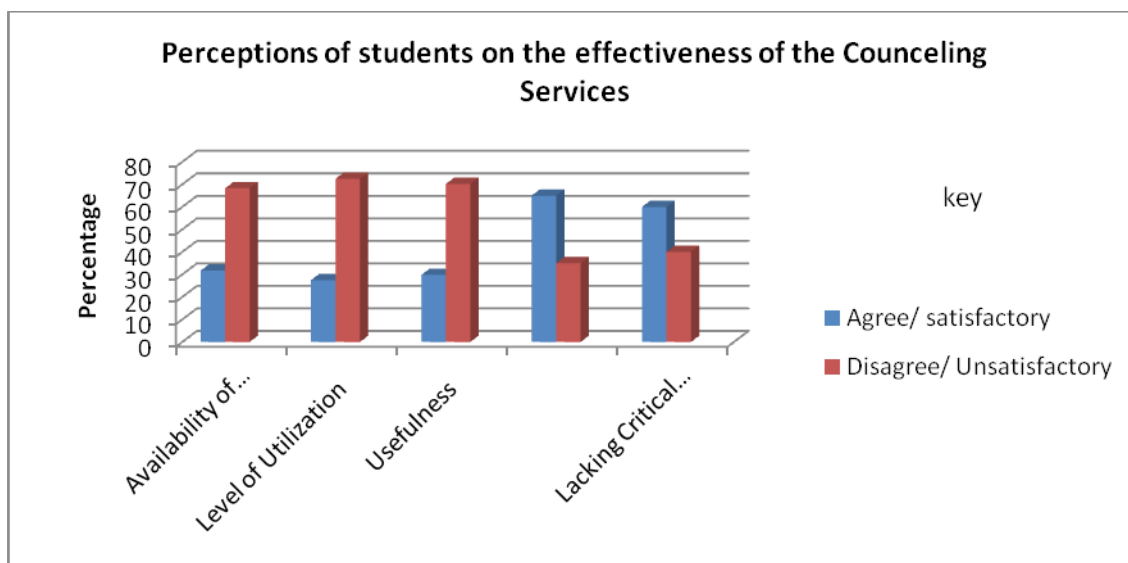


Figure 4.15: Students' perception of the effectiveness of counseling services

Administrators Perception of the Effectiveness of the Services. (Objective 4)

The figure below indicates that the administrators are generally in agreement that their programs are effective. Information services, orientation services, career, education and spiritual being their flagship areas. Fig 4.16 shows that although approving of the program as being effective. They appreciate that almost all the programs require improvement: education peer, social, personal as shown above.

Administrators Perception of the Effectiveness of the Services (Objective 4)

Overallly the administrators approve that they are satisfied with the programmes offered in the University. Although approving there programmes as being effective they appreciate that almost all the programmes require improvement: education, peer, personal and social as shown above are the areas that are in dire need for improvement.

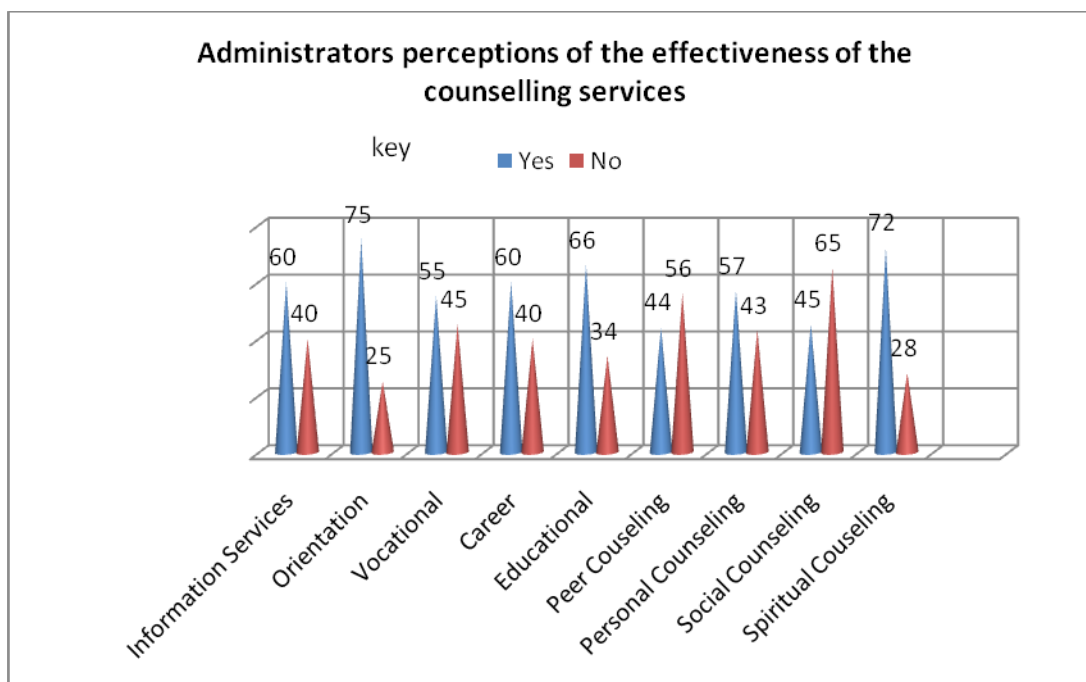


Figure 4.16: Administrators perception of the effectiveness of the services

The figure below reflect statistics that indicate that the administrators are generally in agreement that their programs are effective. Information services, orientation services, career, education and spiritual being their flagship areas. Figure 4.16(a) shows that although approving of their program as being effective, they appreciate that almost all the programs require improvement: education peer, social, personal as shown below.

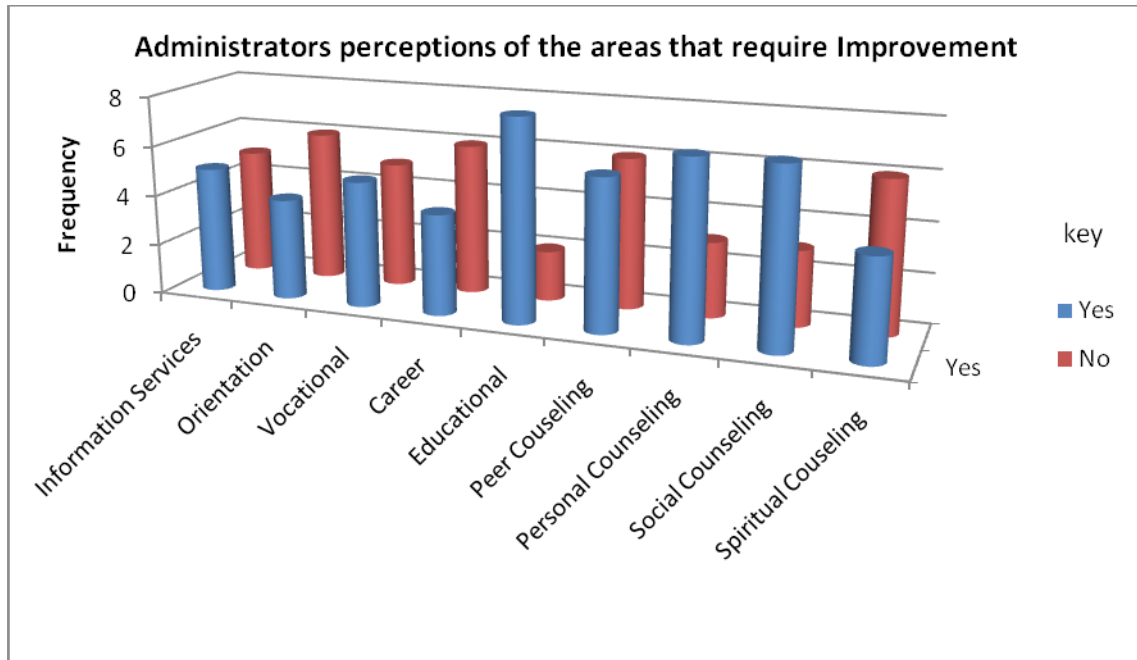


Figure 4.17 Administrators perceptions of the areas that require improvement

4.17 Summary of Chapter Four

This chapter dealt with data presentation, analysis, interpretation and discussion based on the objectives of this study which are as follows:

1. To identify the counseling services that are provided at the University of Eastern Africa, Baraton.
2. To assess the level of utilization of the counseling services by students.
3. To determine the counseling services that are considered helpful by the students.
4. To determine the counseling services that are needed and have critical aspects lacking.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents summary, conclusions and recommendations of the research findings. The discussions are based on the findings of the data presented and interpreted in the previous chapter. Conclusions about the findings are given based on the study findings. Finally, the chapter presents recommendations and suggestions for further research. The main purpose of this study was to evaluate the effectiveness of counseling services in the Kenyan universities. To facilitate the evaluation of the effectiveness of the counseling services, research objectives and research questions were formulated and the main objective was to establish the effectiveness of counseling services.

In this study, responses were elicited from various respondents on the status of counseling services in terms of its availability, utilization, and helpfulness in the different areas studied. The respondents included 627 students and 10 administrators. The researcher employed simple random sampling technique for selecting the respondents. Data was obtained by use of questionnaires and interview schedules. The counseling areas identified were; information, orientational, vocational, career, educational, peer, social, personal and spiritual.

5.1 Summary of the research findings

Based on the results of this study, the following were the major findings:

1. The first study objective sought to establish the effectiveness of counseling services offered at UEAB. The counseling services studied included; informational, orientational, educational, vocational, career, social, personal, peer and spiritual counseling services. It was revealed that most of the informational counseling services are not adequately provided or considered. Over 400 respondents disagreed with the statement that informational counseling services were provided. Although there is a visible effort in terms of the respondents affirming to the availability of orientation services, the results depict a great need for improvement since most of the respondents disagreed that the orientational services were provided. The students on the average are dissatisfied with orientation counseling services. Observations made from the study show that the vocational services are not adequately provided by the university and yet they are crucial to the future of the students.

The findings show that the career counseling services are deficient in the university although important in student lives. Educational counseling services such as personal development, opportunity for further studies, sex education, career based activities and academic workload are not given due attention. Majority of the respondents agreed that peer counseling services are provided. The students are satisfied with the adequate provision of peer counseling services. The result on personal counseling services present a depressing scenario in that approximately 500 of the respondents did not

concur with its availability. This aspect can be attributed to a large student number that overwhelmed the guidance and counseling personnel in the University of the Eastern Africa, Baraton. Results on social services indicate that they are not effective enough to meet the social needs of the students. The statistics depicted indicate favourable responses in the region of 70% of the respondents concurring on availability of spiritual services. Further, results indicate that the students are satisfied with spiritual counseling services. This implies that the university is keen on spiritual counseling services. The statistics of figure 4:10 indicate that effectiveness can only be singled out with regard to peer and spiritual counseling services. All other aspects of the counseling are deemed to be ineffective as shown by less than 120 of the respondents affirming in the positive. Result show that apart from social and vocational counseling, all other services are considered necessary by the respondents and by implication they are and can be utilized if available.

Majority of the respondents disagreed that the counseling services were helpful. Apparently, the counseling services at University of Eastern Africa Baraton have not made significant impact on the students. Results indicate that apart from the peer and spiritual counseling, there is a general need for improvement of these services in the university. Indeed one can argue that all aspects of counseling services including spiritual and orientation require improvement as depicted by the student' responses. The findings of the study show that all these services except spiritual and orientation seem to have important aspects missing. It is clear from the research findings that students are in agreement that there is need for improvement and that the program is lacking critical

components. Areas related to the availability of the program, level of utilization and usefulness stand out as being unsatisfactory and need attention.

The statistics on the study findings indicate that the administrators are generally in agreement that their programs are effective; informational services, orientational services, career and educational being their flagship areas. Overall, the administrators approve that they are satisfied with the counseling programmes offered in the university.

The only two areas that emphasis is laid on are spiritual guidance and peer services. This shows that the university emphasizes only on these two services as they are a foundation to the Christian doctrines on which the university is founded. The inference that can be drawn here is that counseling is still an alien subject hence something needs to be speedily done. The major question on Stufflebeam's model of evaluation is, "is it being done?" The question is related to the first question of the study, "Are counseling services offered?" Mutie and Ndambuki, (2006) contends that a good guidance program is one that would make its impact felt on the growth and development of an individual. They further assert that it should be organized for it to improve the quality and quantity of the educational programs in colleges.

2. The second objective of the study was to establish the counseling services that were utilized by the students. The data analysis on the utilization of the counseling services indicated that the utilization is not adequate. This is contrary to Stufflebeam's

model of evaluation which emphasises on impact, effectiveness, sustainability and transportability.

3. The third study objective was to find out the overall effectiveness of services in terms of its helpfulness. The study indicated that in total on all the counseling services offered, only 25% of the respondents agreed that the counseling services on the different areas considered were effective. The element on impact that is emphasised on the Stufflebeam's Model of Evaluation is not reflected in the counseling services at UEAB. According to Mutie and Ndambuki (2006), a good guidance program is one that would make its impact on the development of the individuals. Apparently, the counseling services at UEAB have not made a significant impact on the students.

4. The fourth objective of the study sought to establish whether there were counseling services that student needed but had critical aspects lacking in the universities. Figure 4.14 shows that over 80% of the student respondents agreed that the counseling services were not offered. Among the areas that students showed dissatisfaction were the career counseling, social counseling, vocational counseling and informational services. This implied that these areas of need urgent attention.

5.2Conclusion

The objective of the study was to determine the status of the counseling services in terms of its provision, utility, helpfulness and improvement. The areas of the counseling under investigation included informational, social, spiritual, career, vocational, personal educational, peer and orientation services. It was found that peer and spiritual counseling services were adequately offered and utilized prompting the respondents to agree that the two services were helpful. The other counseling services; informational, social, career, vocational, and personal did not receive due attention. It is to be noted that administrators agreed that they provided helpful counseling services although they needed some improvement. Biswalo (1996) point out that the university need effective students guidance and counseling services that can assist the students with knowledge with regard with their personal, social, educational and spiritual growth. For effective counseling services, the university needs to avail the services and assist the students utilize them. This will put the university counseling services in the right track in catering for the needs of the students.

5.3 Implications and Recommendations

1. Based on the findings of the study, the implications and recommendations are outlined in this section. The results of the study appear to indicate that guidance and counseling services in universities are not adequately offered hence not effective in meeting the students personal, social, educational and career development. This seems to contradict the government recommendations and directives (GOK 1999) on the implementation of counseling services in all learning institutions since it is useful in helping individuals face realities of life, identity talents, interest and aptitudes. Mutie

and Ndambuki (2006) also contend that a good guidance program is one that would make impact felt on the growth and development of the individuals. They further assert that they should be organized to improve quality and quantity of the educational programmes in colleges.

However the respondents from the administrators indicate that guidance and counseling services in the University of Eastern Africa, Baraton are provided, utilized and helpful to the students though they indicate that these services need to be improved. This seems to support past researches as indicated by Biswalo (1996) that the university ought to plan and provide guidance services in effective development of the students' capabilities. This implies a commitment on the part of the service providers to make the counseling services useful. Consequently, effective guidance and counseling services helps a student to develop academically, physically, intellectually, emotionally and socially. This type of development among the students in the universities may be considered crucial because of the growing complexity in educational and social structures in universities.

The study established that guidance and counseling in the University of Eastern Africa, Baraton is not adequately utilized. The implication is that the guidance and the department is not doing much to assist the students utilize these services. It is established from the study that only peer and spiritual services seems to be adequately utilized. Therefore the study recommends:

- (i) Introduction of the counseling services on the following areas: information, orientation, educational, vocational, career, personal, peer and social counseling services.
- (ii) The university should organize a sensitization program to create awareness among the stakeholders in the following counseling services; information, orientation, educational, vocational, career, personal, peer and social counseling services.
- (iii) There was a positive response from the respondents on the spiritual guidance and peer services. The research recommends that spiritual counseling and peer services should continue to be offered and even be transported to other universities.

2 The study established that the guidance and counseling in the university of UEAB are not adequately utilized. The implication is that the guidance and counseling department is not doing much to assist students utilize these services. It is established from the study that only two counseling services are utilized, that is spiritual and peer services. The study therefore recommends that counseling services offered should be utilized, helpful and satisfactory to the students.

3. The study also established that, informational services, vocational, educational, career, personal, social, and orientational services counseling were not helpful to the students. One major implication in the findings above is that the counseling services are ineffective. Therefore the study made the following observations and

recommendations. In order for the guidance and counseling department to carry out its duties effectively, the personnel should make the counseling services helpful to the students. Conducting workshops, seminars, regular excursions, open forums and involving specialist and guest speakers should do this.

4. The study revealed that the counseling services needed improvement on the different areas under the study. The implication is that an evaluation on counseling services had not been conducted. Therefore the study recommends that suggestion boxes be mounted for regular evaluation and follow ups.

5. The study also established that there were services the students needed but which were not offered in the university. The implication is that the counseling personnel is unaware of the needs of the students. Therefore the study recommends that Counseling services should be geared towards the needs of the students by way of evaluation vide interviews, questionnaires and open forums.

5.4 Suggestions for Further Research

The following are some of the areas that could be considered for further research.

1. A similar study should be conducted in other universities.
2. A study should be conducted to find the challenges that face the implementation of the counseling services.
3. Research should be done to investigate the role of the counseling personnel in the effectiveness of the counseling services.

4. Research should be done to establish the role of the internet in counseling on email based individual counseling, chat based group counseling, video individual and video group .
5. A research should be done on technology assisted distance – tele , telephone based individual counseling, and telephone based group .

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APPENDICES

Appendix A: Letter of Introduction

Moi University

P.O. Box 3900

Eldoret.

June 2008

Dear Student,

I am a doctoral student in the Department of Educational Psychology at Moi University and am conducting research on *“The Effectiveness of Guidance and in the University of Eastern Africa, Baraton (UEAB).”*

The attached questionnaire require students to provide information on the effectiveness of the following services:

- ❖ Information, orientation, vocational, social, personal, career, spiritual, peer educational and the overall rating on the effectiveness of services in the college.

Please find time to fill in the attached questionnaire. The information given will be kept confidential and used for research purposes only.

Yours sincerely,

Bochaberi Janet Komenda.

Appendix B: Students' Questionnaire on the effectiveness of services

Please identify the services that are offered, utilized, that are helpful, that need improvement, and that are not offered but needed in the following areas; information service, orientation service, vocational services, career services, educational services, peer , personal , social and spiritual guidance. For items in section 1-9 use the following guidelines. Use a tick mark [] in each column to indicate your response to each statement. The following key has been given where;

A- Agree []; D-Disagree []

Column 1: Offered – Services is offered.

Column 2: Utilized – Service that is offered and you have utilized.

Column 3: Helpful – Service that is offered and you found helpful.

Column 4: Needs Improvement – Service that is offered but needs
improvement.

Column 5: Needed – Service that is not offered but you think is needed.

1. Information services

My university offers information services on the following areas:

Information Services on:	Offered	Utilized	Helpful	Needs Improvement	Not Offered but Needed
Career .	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Occupational	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Making decisions.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Nature of the world of work.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Trends in the labor force.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Training and qualifications.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Employment opportunities.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Scholarships/bursaries, grants, loans.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Funds available.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
services available.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []

2. Orientation services

My university provides orientation services in the following areas:

Orientational services on:	Offered	Utilized	Helpful	Needs Improvement	Not Offered but Needed
Introduction of faculty & staff.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Programs offered in the university.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
General policies.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Selection of academic .	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
University schedules.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Time management.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Display bulletin boards.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Relevant subjects.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Employment prospects.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
	A []	A []	A []	A []	A []

Legal and professional factors involved in a particular occupation.	D []	D []	D []	D []	D []
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3. Vocational Services

My university offers vocational in the following areas:

Vocational services on:	Offered	Utilized	Helpful	Needs Improvement	Not Offered but Needed
How to look for a job.	A [] D []	A [] D []	A [] D []	A [] D []	A [] D []
Preparation of a resume and curriculum vitae.	A [] D []	A [] D []	A [] D []	A [] D []	A [] D []
Vocational skills.	A [] D []	A [] D []	A [] D []	A [] D []	A [] D []
Job opportunities and training available.	A [] D []	A [] D []	A [] D []	A [] D []	A [] D []
Planning a career.	A [] D []	A [] D []	A [] D []	A [] D []	A [] D []
Occupational prestige.	A [] D []	A [] D []	A [] D []	A [] D []	A [] D []
Preparation for a job.	A [] D []	A [] D []	A [] D []	A [] D []	A [] D []
Decision-making.	A [] D []	A [] D []	A [] D []	A [] D []	A [] D []
Preparation for interview.	A []	A []	A []	A []	A []

		D []	D []	D []	D []	D []
Legal and professional factors involved in a particular occupation.		A []	A []	A []	A []	A []
		D []	D []	D []	D []	D []
		D []	D []	D []	D []	D []

4. Career

My university offers the following services for career development.

Career on:	Offered	Utilized	Helpful	Needs Improvement	Not Offered but Needed
Career talks.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Information in careers.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Educational talks.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Career conferences.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Career clubs.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Preparation for the interviews.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
How to look for a job.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
The experience required on a particular job.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Variety of occupations.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Planning a career.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []

5. Educational Services

The following peer services are offered in my university:

Educational services on:	Offered	Utilized	Helpful	Needs Improvement	Not Offered but Needed
Academic work load.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Problems related to schoolwork.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Career based activities.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Study skills.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Sex education.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
How to answer questions in examinations	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Opportunities for further studies.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Qualifications.	A []	A []	A []	A []	A []

		D []	D []	D []	D []	D []
Personal development.	A []	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []	D []
	D []	D []	D []	D []	D []	D []
Vocational preparation training.	A []	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []	D []

6. Peer

My university offers the following services for peer .

Peer on:	Offered	Utilized	Helpful	Needs Improvement	Not Offered but Needed
Peer relationships.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Making new friends.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Making the right relationships.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Communication skills.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Training of peers.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Sharing with others.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Programs on peer counseling.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Peer counseling skills.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Group counseling.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
	D []	D []	D []	D []	D []

	Being assertive.	A []	A []	A []	A []	A []
		D []	D []	D []	D []	D []

7. Personal

My university offers the following services for personal .

Personal on:	Offered	Utilized	Helpful	Needs Improvement	Not Offered but Needed
Making decisions.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Change undesirable attitudes.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Make the right friendship.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Sustaining a relationship.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Integrity.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Honesty.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Self-identity.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Self-control.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Self-confidence.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Problem solving-minded education.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []

8. Social Guidance

My university offers the following services for social guidance.

Social guidance on:	Offered	Utilized	Helpful	Needs Improvement	Not Offered but Needed
Expressing one's own feelings.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Exploring values.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Inculcating positive attitudes.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Coping with peers.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Relationship interaction.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Dealing with developmental crisis.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Dealing with situational crisis.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Coping with lose of loved ones.	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Gives individual & group .	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []
Adjusting to varying environment (home, school, church).	A []	A []	A []	A []	A []
	D []	D []	D []	D []	D []

9. Spiritual Guidance

We are guided on spiritual matters in my university as follows:

	Spiritual on:	Offered	Utilized	Helpful	Needs Improvement	Not Offered but Needed
	Value education.	A[] D[]	A[] D[]	A[] D[]	A[] D[]	A[] D[]
	Spiritual guidance.	A[] D[]	A[] D[]	A[] D[]	A[] D[]	A[] D[]
	Good relationship with others.	A[] D[]	A[] D[]	A[] D[]	A[] D[]	A[] D[]
	Intimate relationship with God.	A[] D[]	A[] D[]	A[] D[]	A[] D[]	A[] D[]
	Change of negative behaviour & attitudes.	A[] D[]	A[] D[]	A[] D[]	A[] D[]	A[] D[]
	Qualities of honesty.	A[] D[]	A[] D[]	A[] D[]	A[] D[]	A[] D[]
	Patience.	A[] D[]	A[] D[]	A[] D[]	A[] D[]	A[] D[]
	Competence.	A[] D[]	A[] D[]	A[] D[]	A[] D[]	A[] D[]
	Love.	A[] D[]	A[] D[]	A[] D[]	A[] D[]	A[] D[]
	Prayers.	A[] D[]	A[] D[]	A[] D[]	A[] D[]	A[] D[]

The Effectiveness of Guidance and Services

Appendix C – Interview Schedule

Interview schedule for Departmental heads and Administrators

1. Are your students provided with guidance and information in terms of?

Areas	Yes	No
a. Information services.		
b. Orientation.		
c. Vocational.		
d. Career.		
e. Educational.		
f. Peer .		
g. Personal .		
h. Social .		
i. Spiritual guidance.		

Q2. Are you satisfied with the present guidance and services in your institution? Yes [] No []

Q3. Which area, in terms of the following services needs improvement?

	Yes	No
Information	[]	[]
Orientation	[]	[]

Vocational	[]	[]
Career	[]	[]
Educational	[]	[]
Peer	[]	[]
Personal	[]	[]
Social	[]	[]
Spiritual	[]	[]