

**STUDENTS' AND TEACHER-COUNSELLORS' PERCEPTIONS TOWARDS  
USEFULNESS OF SEXUALITY COUNSELLING SERVICES  
IN SECONDARY SCHOOLS IN NANDI NORTH  
SUB-COUNTY, KENYA**

**BY**

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## DECLARATION

### Declaration by the Candidate

I declare that this research thesis is my original work and has not been presented in this or in any other university for examination. The dissertation has been complemented by referenced works duly acknowledged.

Signature.....

Date.....

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**EDU/PGGC/06**

### Declaration by Supervisors

This thesis has been submitted with my approval as a university supervisor.

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## **DEDICATION**

This research thesis is dedicated to my beloved husband Noah Tenai and my dear children: Precious Joy Chepkemboi, Princesse Florence Jepkoech, Presly Peter Kipchirchir and Pravyn Paul Kipleting.

## **ACKNOWLEDGEMENT**

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## ABSTRACT

The effectiveness of any counselling service has been attributed largely to the prevailing climate of opinion towards such a service. While studies have been conducted on the perception of students and teachers on guidance and counselling in general there is limited literature on students' and teachers counsellors' attitudes towards the usefulness of sexuality counselling services in secondary schools yet sexuality counselling services play an imperative role in the social lives of students. Sexual relationships among students are on increase and common in schools and the outcomes of such are schoolgirls' pregnancy, poor academic performance and sexually transmitted diseases (STDs) including HIV infections. These concerns necessitated the researcher to conduct this study determine the students' and teacher counsellors perceptions towards the usefulness of sexuality counselling. The study was grounded on The Health Belief Model. Both a survey design and a comparative study design were used to conduct this study. The target population in this study comprised of students and teacher-counsellors in public secondary schools in Nandi North the sub county. The sampling was done using stratified, simple random sampling and purposive sampling techniques. The researcher used questionnaires to collect data. Quantitative data was collected. It was analyzed using both descriptive and inferential statistics using the Statistical Package for Social Sciences (SPSS). Tables, percentages, frequencies and means were used to determine the perceptions of both students and teacher counsellors. T-test was used to determine the significant difference in means. The study found out that both students and teacher counsellors had a positive perception towards the usefulness of sexuality counselling. Further, there was a significant difference in the means. The study recommended that sexuality counselling services should be strengthened in secondary schools since both students and teacher-counsellors have positive perception towards the usefulness of sexuality counselling.

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## **ACRONYMS AND ABBREVIATIONS**

**AIDS-** Acquired Immune Deficiency Syndrome

**BACP-**British Association for Counselling and Psychotherapy

**GOK-** Government of Kenya

**HIV-** Human Immunodeficiency Virus

**KCSE-** Kenya Certificate of Secondary Education

**KDHS-** Kenya Demographic and Health Survey

**KESSP-** Kenya Education Sector Support Programme

**KICD-** Kenya Institute of Curriculum Development

**KIE-** Kenya Institute of Education

**MOE-** Ministry of Education

**MoEST-** Ministry of Education Science and Technology

**NACADA-** National Authority for Campaign against Alcohol and Drug Abuse

**NASBE-** National Association of State Boards of Education

**SPSS-** Statistical Package for Social Sciences

**STDs-** Sexually transmitted diseases

**STIs -**Sexually transmitted infections

**TSC-** Teachers Service Commission

**UNESCO-** United Nation's Educational Scientific and Cultural Organization

**UNICEF-** United Nations Children's Fund

**USA-** United States of America

## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.1 Introduction**

This chapter presents the background of the study, the statement of the problem and the purpose of the study. It also addresses the research objectives, research questions and the research hypotheses. The chapter also documents the significance, justification, scope and the delimitations of the study. Assumptions, theoretical framework and the conceptual framework to the study are also presented in this chapter.

#### **1.2 Background of the Study**

##### **1.2.1 Perception of Students**

The effectiveness of any counselling service has been attributed largely to the prevailing climate of opinion towards such a service (Gitonga, 1999). To maintain a proper counselling service, participant's perception is essential. Students' poor perception of guidance and counselling programs is one of the main problems teacher-counsellors face (Nyamwaka, Ondima, Ombaba & Magaki, 2013). Counselees' attitudes which reflect this opinion are indices of their willingness or otherwise to accept, patronise or utilise counselling services. School counselling as a strategy for moderating students' behaviour, depends largely on the perception of students and the reaction it elicits. In other words, counselling in itself cannot result in positive change without being accepted, patronised and utilised by students.

The perception towards guidance and counselling determine whether or not students use the counselling services in schools. In his research on effectiveness of guidance and counselling in secondary schools after the ban of corporal punishment in Kenya, Mwangi (2002) found out that the level of voluntary consulting with the guidance and counselling department by students was very low. This he attributed to lack of trust, fear of being victimized and a poor counselling environment. He therefore noted that students are yet to perceive the influence of guidance and counselling positively and embrace it appropriately. Similarly, Gitonga (1999) and Nyamwange, Nyakan & Ondima (2012) found out that students did not consider counselling necessary in schools. They overwhelmingly reported a negative attitude towards guidance and counselling programs. The students felt that available counselling resources were inadequate to meet their counselling needs. Negative attitudes towards guidance and counselling has been explained in the literature as due to the lack of value attached to guidance and counselling from students' own perspective and ability to solve own problems or with peers (Muema & Kiilu, 2013), and fear of being seen with a counsellor and fear of the lack of confidentiality (Gitonga, 1999). Ojenge and Muchemi (2010), Wambiya and Raburu (2014) found out that most girls did not believe in the counsellors for lack of privacy in the counselling rooms.

Further, a study by Bichanga (2005) on students' attitude towards guidance and counselling in seven public secondary schools in Ngong Division, Kajiado District, Kenya revealed that students seek help more frequently from teachers and counsellors of their gender. However, Kelleher (2003) maintained that counsellors were responsible for an individual's positive choices and should try to create a favorable environment to

attract the client. A similar study by Muango (2008) on evaluation of the effectiveness of guidance and counselling services in at Masinde Muliro University of Science and Technology reported that most students sought guidance and counselling services from fellow students. The study therefore suggests that peer counselling seems to be an effective strategy in addressing students' social interests.

Yunis (2006) too carried out a study on the students' perception of guidance and counselling services in secondary schools in Kajiado Central Division, Kajiado District, Kenya. In the study found out that when guidance and counselling service is perceived as part of the administration, students tend to avoid using it. On the other hand, when students perceive it as concerned with only educational or academic problems, then they tend to appreciate the services. Yunis (2006) goes on to explain that the attitudes held by students towards seeking help also determines how effectively counselling resources are used. From the findings it was established that students with positive attitudes towards seeking help are more likely to seek counselling than those with negative attitude. Consequently, special attention must be drawn to adolescents' attitudes towards guidance and counselling services and counsellors, so as to develop willingness to seek for these services.

Sydney (1997) carried out a case study of Tongaren Division Bungoma District, Kenya investigating the factors that lead to indiscipline in schools. The study found out that students did not seek counselling, the class teacher was not well equipped with counselling skills and the teacher-counsellor was blamed for problems with the school. By students not seeking counselling services, it means there was a problem with their

perceptions and attitude. Most of the students in the study felt that there was lack of confidentiality. Mutie and Ndambuki (1999) further noted that student' wrong perceptions towards guidance and counselling has led to the failure of the guidance and counselling programme. This has in turn affected the education process. It is therefore important to help students develop the right perceptions towards guidance and counselling as this will enable them seek for the services voluntarily. This way, the services will be more meaningful to the students and lead to the achievement of the goals of guidance and counselling services and therefore the success of the education system.

In an attempt to establish the problems encountered by guidance and counselling programs in secondary schools, Gitonga (1999) revealed that generally students were unwilling to admit that they had problems. They refuse to open up and become uncooperative. In her study, she observed that students had a wrong notion on what guidance and counselling was and what it offers. She also noted that students were afraid of being seen with the teacher-counsellor or in the counselling room. All these show that students displayed a negative attitude and perception towards guidance and counselling services. The study did not however explain what brought about the negative attitude towards guidance and counselling. Further, Nyambura (2007) carried out a survey of the attitudes of students and teacher-counsellors towards guidance and counselling in selected schools in Limuru Division, Kenya. The study found out that fear of breaking confidentiality was one of the reasons that kept students away from seeking help. The students expected the teacher-counsellors to be confidential. She also adds that students expect teacher-counsellors to have qualities like genuineness, acceptance, trustworthiness and empathy. Mwangi (2009) also observed that how a client perceives counselling may

serve as a barrier to the process. This perception is derived from the client's prior experiences in or out of counselling and the nature of the client's concerns. This may keep the client from seeking help. Students interact with one another, support staff and teachers while in the school environment. Kebaya (1987) while studying on high school students' perception of their problems and their help seeking preferences also established that a significant percentage of the respondents did not have a previous guidance and counselling experience.

In conclusion, the perception held by students towards seeking guidance and counselling service determines the effectiveness of such services. Students with positive perception toward seeking help are more likely to seek counselling than those with negative ones. This suggests that the perceptions of students determine how often they seek help from guidance and counselling personnel. From the above background information to the study, several studies have concentrated on students' perception towards guidance and counselling in general, while others have concentrated on career guidance. However, limited studies have been conducted on students' perception towards sexuality counselling yet it plays a pivotal role on the social life of the adolescents. It is in light of this that the study sought to determine the perception of students towards sexuality counselling services.

### **1.2.2 Perception of Teachers**

According to Aluede and Imonikhe (2002) the perception of teachers towards school counselling has been neglected. However, a few studies done on this indicate that teachers perceive counselling as a positive contribution to school instructional



programmes. A study carried out in Ireland on teachers' perceptions of teacher-counsellors showed that teachers perceived guidance counsellors positively (Aluede and Imonikhe, 2002). Contrastingly, Wachira (1997) noted that some heads of department appointed to head the guidance and counselling departments by either the Teachers Service Commission (TSC) or head teachers had not desired to head the guidance and counselling departments. Consequently, such makes the teacher-counsellors lack seriousness in providing guidance and counselling services. This also contributes to negative attitudes and perceptions towards guidance and counselling services. Juma (2009) while researching on the challenges faced by guidance and counselling departments in Kenya, found out that heavy work load and other duties have contributed to teacher-counsellors not perceiving guidance and counselling as a priority in their busy schedules. This makes them to rarely address the needs of individual students. Another study by Onyango (2004) on perception of head teachers and teacher-counsellors on guidance and counselling services in Kisumu Municipality, Kenya revealed that teachers were in agreement that peer counsellors were of great help to their student counterparts.

From the above discussion, it is evident that studies on teacher-counsellor perceptions are very scarce. None of the studies has addressed the perceptions of teacher-counsellors' towards the usefulness of sexuality counselling services in secondary schools. It is in light of this that the study sought to determine teacher-counsellors' perception towards the usefulness of sexuality counselling in secondary schools in Nandi North sub County, Kenya.

### **1.3 Statement of the Problem**

From the above background information, the effectiveness of any counselling service has been attributed largely to the prevailing climate of opinion towards such a service (Gitonga, 1999). Several studies have been conducted on the perception of students and teachers on guidance and counselling in general while some have concentrated on career guidance. There is however limited literature on students' and teachers counsellors' attitudes towards the usefulness of sexuality counselling services in secondary schools. Additionally, limited studies have studied perceptions towards the usefulness of sexuality counselling services yet sexuality counselling services play an imperative role in the social lives of students (Mkumbo, 2010). Even though guidance and counselling services are offered in schools, sexual relationships among students are on increase and common in schools (Mgalla, Schapink & Boerma, 1998). The outcome of such sexual relationships are schoolgirls' pregnancy, poor academic performance and sexually transmitted diseases (STDs) including HIV infections (Petro, 2009). This is a critical issue which needs to be addressed as a matter of exigency. Such concerns necessitated the researcher to conduct this study determine the students' perceptions towards the usefulness of sexuality counselling services. Teacher-counsellors too could play an imperative role in influencing social lives of students. However, Petro (2009) argued that the teachers tend to concentrate on academics ignoring important social aspects of life like sexuality yet teacher are the preferred agents for provision of sexual and reproductive health education to students in schools (Hellar, 2001). The teachers are reluctant in doing so. This study therefore sought to determine the teacher counsellors' perceptions towards the usefulness of sexuality counselling. It is in light of this that this study sought to

determine the perceptions of both the students and the teacher-counsellors towards the usefulness of sexuality counselling services in Nandi North Sub County, Kenya.

#### **1.4 Purpose of the Study**

The purpose of this study was to determine the perceptions of both students and teacher-counsellors towards the usefulness of sexuality counselling. The study also sought to compare the perception of students and that of teacher counsellors towards sexuality counselling services in Nandi-North Sub County secondary schools.

#### **1.5 Specific objectives of the study**

The specific objectives of the study were:

- i) To determine students' perception towards the usefulness of sexuality counselling services in secondary schools in Nandi North Sub County.
- ii) To determine teacher-counsellors' perception towards the usefulness of sexuality counselling services in secondary schools in Nandi North Sub County.
- iii) To establish whether there was a significant difference between the students' perception and teacher counsellors' perception towards the usefulness of sexuality counselling in secondary school students in Nandi North Sub County.

#### **1.6 Research Questions of the Study**

The research questions of the study were:

- i) What is the perception of students towards the usefulness of sexuality counselling services in secondary schools in Nandi North Sub County?

- ii) What is the perception of teacher-counsellors towards the usefulness of sexuality counselling services in secondary schools in Nandi North Sub County?
- iii) Is there a significant difference between the perception of students and that of teacher-counsellors towards the usefulness of sexuality counselling services in secondary school students in Nandi North Sub County?

### **1.7 Research hypotheses**

The research hypothesis of the study was:

H0: There was no significant difference between the students' perception and teacher-counsellors' perception towards the usefulness of sexuality counselling in secondary school in Nandi North Sub County.

### **1.8 Justification of the Study**

Sexual relationships among students are on increase and common in schools (Mgalla, Schapink & Boerma, 1998). The outcome of such sexual relationships are schoolgirls' pregnancy, poor academic performance and sexually transmitted diseases (STDs) including HIV infections (Petro, 2009). This is a critical issue, which needs to be addressed as a matter of exigency. Such concerns necessitated the researcher to conduct this study to determine the students' and teacher counsellors' perceptions towards the usefulness of sexuality counselling services in secondary schools.

### **1.9 Significance of the Study**

It is hoped that this study will set the stage for effective use of guidance and counselling services in secondary schools in Nandi North Sub County with respect to sexuality

counselling. It is hoped that an assessment of the perceptions of students and teacher counsellors towards the usefulness of sexuality counselling services will bring an improvement on the areas of ineffectiveness. The knowledge obtained from the study will help the teacher-counsellors broaden their knowledge and skills on how best to offer the sexuality counselling services to students. Further, findings from the study may provide useful information on guidance and counselling to various institutions and other personnel involved in decision making, formulating policies and implementing guidance and counselling services in secondary schools. The guidance and counselling unit in the Ministry of Education will benefit in obtaining feedback on the link between the perceptions of students and teacher counsellors and their seeking and offering of sexuality counselling services. Theoretically, the study will contribute to the body of knowledge on students' perception and teacher counsellors' perceptions towards usefulness of sexuality counselling.

### **1.10 Scope and Delimitations of the Study**

The study was conducted in sampled public secondary schools in Nandi North Sub County. Public secondary schools were included while private schools were excluded in the study. Public schools were included because they are managed by the same structures unlike private schools which have different management structures. The Nandi North sub county was identified for the study because limited studies on Guidance and Counselling had been conducted before. Additionally, Nandi North Sub County had schools of varied categories. It had both day schools and boarding schools. It also had girls' schools, boys' schools and mixed schools. Students from the different categories of schools thus were likely to have varied counselling needs and therefore varied perceptions. Besides, the

students came from different ethnic backgrounds and economic statuses which influenced their perceptions differently. Only eighteen out of the sixty public secondary schools were studied. This sample agreed with 30% of the population, which is an acceptable sample size.

The study was limited to the perceptions of students and teacher-counsellors towards the usefulness of sexuality counselling. Perceptions of students and teacher counsellors were studied but not any other aspects. This is because perceptions of the students and that of teacher-counsellors are core in achieving the goals of the guidance and counselling departments in schools.

### **1.11 Basic Assumptions of the Proposed Study**

In the research study, the following assumptions were made:

- i) That the respondents were to be cooperative and would provide reliable responses.  
The researcher however assured the respondents of confidentiality. The respondents were not required to identify themselves in way of writing their names or the names of the schools.
- ii) That guidance and counselling programmes had been implemented in all the secondary schools in Nandi-North Sub County. During the visit to the principals or deputy principals, the researcher confirmed that the guidance and counselling department existed.
- iii) The research study activities would not disrupt the normal learning and other activities in the schools. The researcher used drop- and pick later method in the

collection of data. This gave the respondents an opportunity to give their responses during their convenient time.

### **1.12 Theoretical Framework**

This study was grounded on the Health Belief Model (HBM) (Becker & Maiman, 1975, Rosenstock, 1974). The HBM is a psychological health behaviour change model developed to explain and predict health-related behaviours particularly in regard to the uptake of health services (Siddiqui, T. et al, 2016 and Janz Nancy, K., 1984). In this study the health service is sexuality counselling. The HBM suggests that peoples' beliefs about health problems, perceived benefits of action and self-efficacy explain engagement or lack of engagement in promoting health behaviours (Janz Nancy, K., 1984). In this study the students' perception and teacher-counsellors' perception towards the usefulness of counselling services was examined.

The HBM believes that a stimulus or cue to action must be present in order to trigger the health-promoting behaviours (Rosenstock, I., 1974). In this study the stimulus was sexuality counselling. The HBM is based on the following constructs: perceived susceptibility, perceived severity, perceived benefits, perceived barriers, cues to action and self-efficacy. These constructs predict engagement in health related behaviours (Janz Nancy, K., 1984). In this study health related behaviours are responsible sexual behaviours. The constructs are:

- i) Perceived susceptibility: Perceived susceptibility refers to the subjective assessment of risk of developing a health problem (Glanz, K. et al, 2010). The HBM predicts that individuals who perceive that they are susceptible to a

particular health problem will engage in behaviours to reduce the risk of developing the health problem. Individuals therefore who perceive themselves to be susceptible to sexuality related problems would be more likely to have a positive perception to the usefulness of sexuality counselling.

- ii) Perceived severity: Perceived severity refers to the subjective assessment of the severity of a health problem and its potential consequences (Janz Nancy, K., 1984, and Rosenstock, I., 1974). The HBM proposes that individuals who perceive a given health problem, in this study, sexuality problems are more likely to engage in behaviours to prevent the health problem from occurring or reduce its severity (Janz Nancy, K., 1984). People therefore who perceive sexuality related problem for example HIV/AIDS, STIs and adolescent pregnancies to have serious and severe consequences and implications on their physical and social lives would adopt preventive interventions such as sexuality counselling.
- iii) Perceived benefits: Health related behaviours are also influenced by the perceived benefits of taking action (Glanz, K. et al, 2008). Perceived benefits refer to an individuals' assessment of the value or efficacy of engaging in a health-promoting behaviour (Janz Nancy, K., 1984). If an individual believes that a particular action will reduce susceptibility to a health problem or decrease its seriousness, then they are likely to engage in that behaviour (Rosenstock, I., 1974). For example, individuals who believe that sexuality counselling services can help them to prevent pregnancies, HIV/AIDS, STIs are more likely to have a positive perception towards the usefulness of sexuality counselling services and consequently will appreciate its services. Perceived benefits therefore are beliefs

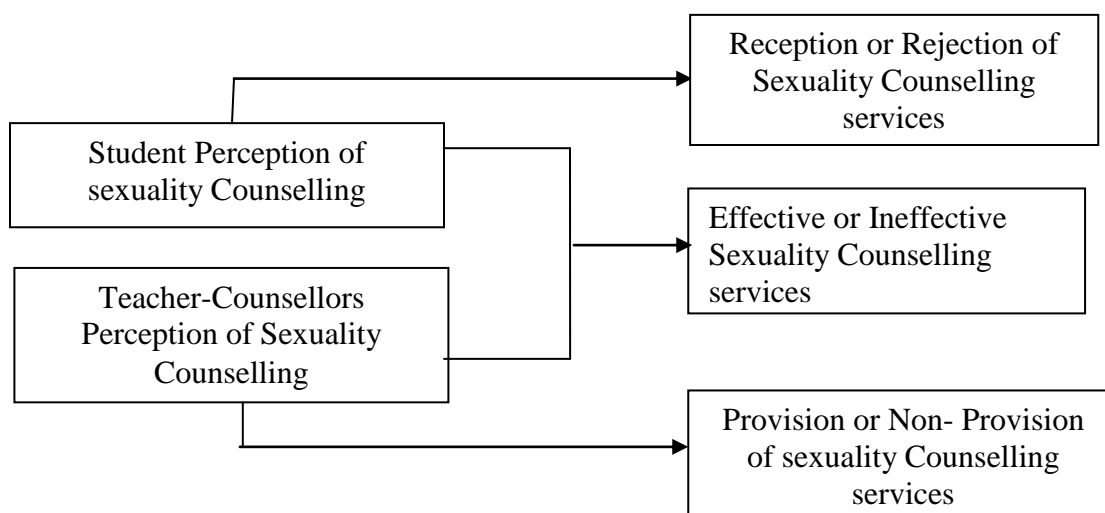


about the effectiveness of recommended intervention, in this case sexuality counselling.

- iv) Perceived Barriers: Perceived barriers refer to an individual's assessment of the obstacles to behaviour change (Glanz, K. et al, 2008). Even if an individual perceives a health condition as threatening and believes that particular action will reduce the threat, barriers may prevent an engagement in the health-promoting behaviour (Janz Nancy, K., 1984). In other words, the perceived benefits must outweigh the perceived barriers in order for behaviour to occur. It is only when individuals realize that they have the capacity to deal with these barriers that they would be able to take the necessary actions.
- v) Cues to Action: The HBM's cues to action are events or experiences that motivate a person to take an action (Janz Nancy, K., 1984). Cues to actions are when an individual feels the desire to take the necessary action after believing that one has the capacity to do so. The intensity of cues needed to prompt action varies between individuals by perceived susceptibility, seriousness, benefits and barriers (Rosenstock, I., 1974)
- vi) Perceived Self-efficacy: this is the strength of an individual's belief in one's own ability to respond to difficult situations and to deal with any associated obstacles or setbacks (Glanz, K. et al, 2008). It is an individual's perception of his or her competence to successfully perform a behaviour (Rosenstock, I., 1974). Perceived self-efficacy thus refers to confidence in one's ability to successfully use an intervention. In this study, the intervention is sexuality counselling.

### 1.13 Conceptual Framework

Any counselling service has been attributed largely to the prevailing climate of opinion towards such a service. Counselees' perceptions which reflect this opinion are indices of their willingness or otherwise to accept, patronise or utilise counselling services. Counsellors' perceptions which reflect this opinion are also indices for the quality implementation and delivery of the guidance and counselling services. This study therefore sought to establish the perception of both students and teacher-counsellors towards the usefulness of sexuality counselling. Students' positive perception would result to their reception of sexuality counselling services whereas students' negative perception would result to their rejection of sexuality counselling. Teacher-counsellors' positive perception would result in effective implementation and delivery of sexuality counselling services while their negative perception would lead to teachers counsellors being reluctant in the delivery of sexuality counselling.



**Fig 1.1 Figure Showing Variables**

### **1.14 Operational Definitions of the Study Variables**

**Students' perception towards sexuality counselling:** In this research, students' perception towards the usefulness of sexuality counselling refers to the beliefs held by students towards the usefulness of sexuality counselling services in secondary schools.

**Teacher-counsellors' perception towards sexuality counselling:** In this research, teacher-counsellors' perception towards the usefulness of sexuality counselling refers to the beliefs held by teacher-counsellors towards the usefulness of sexuality counselling in secondary schools.

**Sexuality counselling services:** In this research, sexuality counselling refers to any program organized and implemented by the guidance and counselling department that is aimed at assisting the students make informed choices on sexuality related issues.

### **1.15 Conclusion**

This chapter presented the background to the study, the statement of the problem and the purpose of the study. It also addressed the research objectives, research questions and the research hypotheses. The chapter also documented the justification, significance, scope and the delimitations of the study. Assumptions, theoretical framework and the conceptual framework were also presented in this chapter. Operational definitions of the study variables are also documented in the chapter.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a review of related literature. It covers general literature on Guidance and Counselling in schools, Kenya government's policy on Guidance and Counselling in schools and the role of the teacher-counsellor. It also presents literature on the need for sexuality counselling and the concept of perception. It further covers literature on the perception of students and the perception of teachers.

#### **2.2 Guidance and Counselling in Schools**

Guidance and counselling services are essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individuals' behaviour patterns in the interests of the group. Society itself could not function without the exercise of discipline. Using guidance and counselling to promote discipline must continually be practiced if people are to work harmoniously for the achievement of common purpose. Hendricks (2005) stressed that teachers and schools have the responsibility of ensuring that each pupil matures steadily along his own personal line. This means that they are responsible for planning the learning experiences, activities, attitudes and relationships so that as much as possible, each pupil's basic psychological needs are satisfied through the medium of education.

Kenyan high schools are currently faced with many challenges. Reports of drug abuse among youths, socially unacceptable sexual ventures, academic underachievement, poor study habits, teenage pregnancies, truancy, juvenile delinquency, and serious misunderstandings between teachers and students are common in Kenyan educational institutions (Atemi, 2000; Kariuki, 2004). Additionally, media reports of increased school violence, school strikes, burning of schools, and orphaned students from the HIV/AIDS pandemic are several of the myriad problems Kenyan schools struggle with today, Kariuki (2004).

Furthermore, breakup of cultural norms, rising unemployment rates, and stress from overloaded curriculum have been cited as the causes of the continued school violence (Buku & Mwanzia, 2004; Karanja & Bowen, 2012; Kariuki, Mwanzia & Mudi, 2005). These problems have led to students' suspension or expulsion from school, while other students drop out of school (Karanja & Bowen, 2012). In addition to the social issues, students have to deal with high-stakes testing in the education system, a major source of stress (Nyutu, 2007). Schools in Kenya are under enormous pressure to perform well in national exams (Karanja & Bowen, 2012; Waititu & Khamasi, 2010). The education system in Kenya is highly exam oriented, and competition to secure the limited spots at the universities is high among high school students (Government of Kenya, 1999). Consequently, the Kenyan education system is characterized by high competition, widespread private tutoring, and irregular implementation of the curriculum, and a total disregard for the psychological well-being and developmental needs of students in favor of academic achievement (Okech & Kimemia, 2012).

According to Mutie and Ndambuki (1999), students face many difficult situations in today's life. They have to make wise choices in curricular and other activities, acquire basic study skill for optimum achievement and adjust to their peers, teachers and parents. They also have to live and share facilities in the institutions, hostels, dormitories, 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. For optimum achievement and proper adjustment, in these varied life situations, there is need for expert help, only available in well-established Guidance and Counselling units. Guidance and Counselling services in a school should be concerned with the better adjustment of all learners (Kipnusu, 2002). It should be concerned with the improvement of educational, personal, social, civic and vocational adjustment of the learners. There is an agreement between Mutie and Ndambuki (1999) and Pecku (1991) on areas that secondary school Guidance and Counselling should emphasize. These are: Education, career, and social life counselling services. They believe that school curriculum today is fairly comprehensive and co-curricular activities have also increased manifold. Learners should therefore be helped to develop good study habits, prepare and gain enough confidence to sit and write examinations. They also need assistance in dealing with subjects they find difficulty in, and to explore educational possibilities beyond the present educational level.

Learners need to be guided and counselled in social behaviour and relationships, making new friends and becoming leaders in their own groups, morals, health, and personal problems. However, it should be appreciated that schools are unique, and so are learners.

This being the case, the teacher in charge of Guidance and Counselling should draw programmes that meet the needs of his/her unique learners in their unique environments, but they should be in line with the national goals of education and the MOEST goals of Guidance and Counselling. For example, the challenges faced by learners in day schools may differ from those in boarding schools; likewise, urban schools may have different challenges from rural schools. But generally, problems affecting the adolescents are more or less similar.

### **2.3 Kenya Government's Policy on of Guidance and Counselling in Schools**

Many past Government Education Reports have made recommendations for the creation of guidance and counselling departments in schools and for the appointment of teacher-counsellors who should be trained in guidance and counselling skills. These reports include the Report of the National Committee on Educational Objectives and Policies of 1976 (Gachathi report), the Report of the Presidential Working Party on Education Manpower Training for the Next Decade and Beyond of 1988 (Kamunge report), the Totally Integrated Quality Education and Training of 1999 (Koech report) and the most recent, the Task Force on Student Discipline and Unrest in Secondary Schools of 2001 (Wangai report). According to the Koech report, education should be a foundation for instituting moral processes in a society.

In order to realise this goal, the report underscores the significance of education managers in setting up effective guidance and counselling programmes in schools. Koech emphasises that the school head teacher sets the tone of his school through the implementation of various school programmes and singles out guidance and counselling

as one of the indispensable one (Republic of Kenya, 1999). The MOEST Primary Schools Management Handbook (Republic of Kenya, 2002) clearly states that it is the responsibility of the head teacher to ensure that guidance and counselling department is put in place in every school. It is also the responsibility of the head teacher to appoint a teacher in charge of the guidance and counselling department assisted by the other members who together form the committee of the teacher-counsellors. These teacher-counsellors must have the desired qualities on and above the professional roles of teaching. This is within the administrative function of stimulating and directing the development of school programmes in order to achieve the desired goals and purposes as outlined by Campbell et al (1983).

The MOEST School Management Guide (2002) observed that with an effective guidance and counselling arrangement in schools, there would be few indiscipline problems that warrant use of serious punitive measures such as caning (banned), kneeling down for long hours, cutting grass or digging the school garden during class hours. Such an arrangement should instil a sense of responsibility in the pupils as early as possible to help them develop a positive attitude towards learning and their teachers. With the banning of the use of corporal punishment (caning) as a means of instilling discipline on learners in the legal notice No.56/2001, the Government advised teachers to intensify guidance and counselling to take the place of the cane (Republic of Kenya, 2001).

In addition, the parents were expected to step-up their role of guidance and counselling for their children. Unfortunately, this does not seem to be happening. According to the MOEST Primary Schools Management Handbook of 2002, the teacher in charge of



guidance and counselling department should be a teacher with the following qualities: high integrity; mature and responsible; kind and considerate; patient; understanding and sympathetic; and have genuine interest and concern in pupils' problems and welfare. Other members of the guidance and counselling department should have similar qualities (Republic of Kenya, 2002). The roles of the school guidance and counselling committee/department as outlined in the School Management Guide can be categorised in the following areas: general guidance in which the committee is expected to sensitise pupils on the negative effects of harmful practices such as taking drugs, engaging in pre-marital sex, undesirable behaviour and misconduct; career guidance and; counselling pupils with individual problems in order that undesirable behaviour is arrested and corrected in good time.

In order to carry out these functions, the counsellor is expected to keep detailed and confidential records of individual students while at the same time monitoring progress of behaviour improvement. Despite the descriptions of roles by the MOEST, the guidance and counselling departments are performing poorly as documented in the earlier cited government reports. The past and recent Government Educational reports (KIE, 1999; Republic of Kenya, 1976; 1988; 1999; 2001; 2003; NACADA &KSSHA, 2004) have indicated that the guidance and counselling departments in schools need improvement.

The reports have observed that the teacher-counsellors involved in guidance and counselling lack basic skills. Repeated calls have hence been made to train these teachers including the head teachers who are charged with the responsibility of supervision of all school programmes. Several educational researchers have made similar calls. These

include Kinara (2004), Wachira (2004), Ndegwa (2003), Waudu (2001), Gitonga (1999), Abagi (1986) and Tumuti (1985). Generally, there is a strong feeling in the Kenyan society that guidance and counselling services need to be strengthened to play a greater role in assisting to fight the challenges that are now facing schools. A strong emphasis on improvement of services and proper functioning of roles has been put forward.

Guidance and counselling in Kenya is a relatively new profession. Formal guidance and counselling in Kenyan schools was officially recognized in 1970. The Ministry of Education (MOE) established a Guidance and Counselling unit under its inspectorate division. The unit was charged with the responsibility of dealing with educational and vocational guidance, and psychological counselling in schools (Ministry of Education, Science and Technology (MOEST, 2005). This initiative was, however, not well supported; hence, implementation did not occur as intended (Okech & Kimemia, 2012). Recommendations for guidance and counselling services in schools were later made in a government policy document, *The Report of the National Committee on Educational Objectives and Policies of 1976* (Republic of Kenya, 1976), which stated that guidance and counselling be taught in subjects such as religious education and social education and ethics to promote the growth of self-discipline among students in schools.

Despite these recommendations, guidance and counselling services failed to meet the needs of students. Furthermore, the government did not show commitment in ensuring the policy was followed (Okech & Kimemia, 2012). The call for the establishment of guidance and counselling in Kenyan schools was renewed with more vigor in the 1980s and 1990s after the country witnessed the worst arson cases ever to be committed in the

schools (Government of Kenya, 2001). Most notably, in 1999, 17 girls were killed and 70 others raped in a boarding school. In March 2000, 26 girls were killed in an arson attack at the Bombolulu girls' secondary school (*Daily Nation*, 2000). In 2001, 67 boys were burnt to death in a boarding school by their colleagues as they were sleeping (East African Standard Team, 2001). These and many other incidents grabbed the attention of the government and all stakeholders in education.

A commission was set up to investigate the causes of the rising spate of unrest. Following the findings of the commission, *Report of the Task Force on Student Discipline and Unrest in Secondary Schools*, the government recommended that guidance and counselling programs be implemented in all schools (Republic of Kenya, 2001). Additionally, several other authors and organizations continued to make similar calls (e.g., Human Rights Watch, 1999; Kithyo & Petrina, 2002; Sindabi, 1992). Following recommendations by human rights organizations (e.g., African Network for the Prevention and Protection against Child Abuse and Neglect, Kenya), the government banned corporal punishment in all schools through Legal Notice, No. 95 of the *Kenya Gazette* (Government of Kenya, 2001). In its place, the government recommended that guidance and counselling departments be established in all schools. Since then, the Ministry of Education has continued to establish guidance and counselling programs.

Unfortunately, most of these programs are run by teachers designated as counsellors but with very little or no training in counselling (Tumuti, 1985; Wambu & Wickman, 2011). Furthermore, these teachers still continue to perform duties as regular classroom teachers in addition to counselling with little or no time off of their regular teaching duties, a

scenario similar to one witnessed in the United States in the 1920s (Gysbers, 2005; Gysbers & Henderson, 2012). Further support of guidance and counselling in schools has been evidenced in a policy document (Kenya Education Sector Support Program [KESSP], 2005) detailing the government's plan for education, and guidance and counselling as one of the areas requiring support (Ministry of Education, Science and Technology, 2005). Among the issues identified that need to be addressed through counselling are increasing numbers of HIV/AIDS orphans in schools, inadequate career opportunities, drug and substance abuse among students, and the many family problems that impact students' academic performance (MOEST, 2005).

In response to these needs, the government has suggested measures to strengthen the guidance and counselling section at the MOEST headquarters, to in-service school teachers, and to ensure schools work with the National Agency for the Campaign against Drug Abuse (NACADA) and other partners to sensitize teachers and parents about substance abuse. Despite the government's support for provision of guidance and counselling in schools, policy response in this area remains very weak. There are no comprehensive guidance programs in place yet (MOEST, 2005).

The Kenya Institute of Education Needs Assessment Survey Report on the Primary Education Curriculum (KIE, 1999) underlined the need to have teachers with guidance and counselling skills. According to the needs assessment report, the social, moral and health education needs were not being fully met by the curriculum. This was due to the ineffective guidance and counselling services in primary schools. In some of the schools, it was revealed that little or no guidance and counselling at all was going on. The survey

implied that the management of counselling services in these schools was poor. Following the KIE Needs Assessment report, the curriculum was reviewed to cater for the needs and emerging issues (KIE, 2004), but teachers still lacked skills in guidance and counselling. According to the Republic of Kenya (2003) report, many teacher-counsellors in both primary and secondary schools still lack in relevant skills.

Literature on previous studies done on the needs and guidance and counselling of students/pupils in Kenyan schools has indicated that management of guidance and counselling services is still wanting (Kinara, 2004; Wachira, 2004; Gitonga, 1999; Abagi, 1986; Tumuti, 1985). In a previous study by the researcher on *Job Satisfaction of Heads of Departments in Public Secondary Schools in Embu District* (Njoka, 2002), guidance and counselling heads of departments (referred to as teacher-counsellors in this study) were found to be the most dissatisfied. Both the heads of departments and the head teachers in the study cited lack of clear job descriptions of the heads of departments' roles and lack of training in management and administration as some of the factors that contributed to dissatisfaction. Guidance and counselling heads of departments expressed the source of their dissatisfaction as due to lack of clear job descriptions, training in management and recognition for their work; among other factors. (Njoka, 2002) also observed that majority of the heads of departments performed poorly.

#### **2.4 The Role of the Teacher-counsellor**

Mwamwenda (1995) articulates the role of teacher-counsellor as being involved in the areas of personal, social, vocational and educational counselling. The counsellor in this case assists students with problems in these areas and if adequately assisted, they stand a

chance of exploiting their full potential in school. The role of the teacher-counsellor is very demanding and needs to be taken by a well-chosen person selected by the head of the school (Rono, 1989). According to Rono, teacher-counsellors must have essential qualities such as an interest in people, willingness to serve others, leadership and organisational ability, ability to communicate with people at all levels, open-mindedness, friendliness and approachability. The Koech (1999) report reiterated that guidance and counselling is a necessary service in all-educational and training institutions and that it should be rendered by professionally trained personnel.

According to Koech the teacher-counsellor must not only be professional but also be mature and dedicated to duty, as he/she will be called upon to render services to the learners as well as their parents and guardians. The Kenya School Management Guide (Republic of Kenya, 1999) outlines the qualities of the teacher-counsellor as having high integrity, being mature and responsible, kind and considerate, patient, understanding and sympathetic and having a genuine interest and concern in pupils' problems. The guide articulates both the role of the teacher-counsellor and the counselling committee. This study has categorised the functions of the teacher-counsellor into three categories namely: the general guidance; the career guidance and counselling pupils with individual problems. In general guidance, the teacher-counsellor is expected to sensitise pupils on the negative effects of harmful practices such as drug abuse, engaging in pre-marital sex, undesirable behaviour and misconduct. In so doing, a teacher assists the pupils to develop self-understanding, self-acceptance and in seeing the realities of his personal characteristics (Republic of Kenya, 2002; Kebaya, 1989).

Consequently, the pupil develops self-awareness and faces life confidently. A teacher-counsellor gathers different kinds of information needed to help students to progress smoothly through schools and to make decisions for the future (Kebaya, 1989). According to Kebaya, a teacher-counsellor is an information collector who helps to collect statistical data and records about achievement of individual pupils, thus helping the school administration and other teachers to know more about their pupils. A teacher-counsellor is expected to keep detailed and confidential records of individual students while monitoring progress and behaviour improvement. Besides the functions of guiding and counselling the teacher-counsellors in Kenyan schools are expected to carry out their normal duties of teaching and their other responsibilities. Often, they have as much load as the other teachers and in many cases; they have greater loads because the head teachers take advantage of their accommodating personality. Due to multiple roles, there is usually no adequate time for guidance and counselling and this role is often neglected, compromising on the quality of performance.

## **2.5 Usefulness of Sexuality Counselling**

According to the UNESCO (1999) Counselling is a relationship between concerned person and a person with a need. This relationship is usually person to person, although some time it may involve more than two people. British Association for Counselling and Psychotherapy (BACP), (2007) mentioned that “Formal Counselling is undertaken by a professional counsellor acting in his or her specialist role and in accordance with a recognized code of ethics that requires confidentiality, accountability, supervision and continuing professional development.” Counselling is designed to help people to

understand and clarify their views, and learn how to reach their self-determined goals through meaningful, well informed choice and through the resolution of emotional or interpersonal problems. According to the theories people have different psychosocial problems during childhood to adulthood and in school environment student face different types of problems from elementary level to secondary level. Therefore, school counselling is more important in primary level to secondary level.

The school counsellors' effective help for students is important to succeed and fulfill their dreams and mission Bridgeland and Bruce (2011). British Association for Counselling and Psychotherapy (BACP) (2007) and Abeywickrama (2000) highlighted the importance of counselling for adolescents for emotional health, and mental health issues including psychological and behavioral issues. The adolescence period is a turbulent one because the child is moving from childhood to adulthood. It is a period of storm and stress characterized by moodiness, inner turmoil and rebellion (Plotnik & Kouyoumdjian 2008). In the process of growing up, many young people globally are faced with numerous social problems. The need to explore and understand oneself increases during adolescence and early adulthood. This is also the period when young people are preoccupied with issues of sexuality, experiment with drugs and at times have trouble with authority (MOEST, 2001). Personal relationships such as dating, love and sex gain importance in their life yet majority lack adequate knowledge on these issues in addition to coping and decision making skills (Khamasi, 2007).

Youth in Kenya, as in other developing countries, face numerous social, economic and health issues. Youth are at a stage in their lives when they are exploring and establishing



their identity in society. They need to develop life skills that prepare them to be responsible adults and socially fit in society. Due to their large population, poverty and inadequate access to health care some youth do not get an opportunity to acquire life skills and consequently involve themselves in risky behaviors that expose them to social, economic and adverse events such as substance abuse, crime, and social unrest, termination of education, unemployment, unintended pregnancy and life threatening sexually transmitted infections including HIV (GOK, 2013).

Due to many pressures imposed on the family, parents tend to have limited time with their children to offer them the necessary guidance and counselling (Nziramasanga, 1999). The parents expect the school to provide solutions to the challenges faced by students. According to Kipnusu (2002), the role of the school and that of the teachers has been expanding as the society becomes more diversified. With the crumbling of traditional family unit and ever decreasing time that modern parents are spending with their children, much responsibility has been placed on the teacher. Amukoa (1984) and Khaemba (1986) observe that though Guidance and Counselling units are assumed to have been in Kenyan secondary schools for quite some time now, there has been little impact on the problems facing learners.

Sexual relationships among students are on increase and common in schools (Mgalla, Schapink & Boerma, 1998). The existence of students' sexual activity in schools has elicited public concerns. The outcome of sexual relationships such as schoolgirls' pregnancy and eviction of pregnant girls from schools are particularly prioritized matters of concern, while others include: poor academic performance, sexually transmitted

diseases (STDs) including HIV infections, and conflicts between teachers and students (Petro, 2009). This is a critical issue, which needs to be addressed as a matter of exigency. Concerns have been raised over the increase in problems like drug, sexual immorality, and teenage pregnancies among others. Teacher-counsellors could play an imperative role in influencing social lives of students. However, Petro (2009) argued that the teachers tend to concentrate on academics, ignoring important social aspects of life like sexuality. Although teachers are the preferred agents for provision of sexual and reproductive health education to students in schools (Hellar, 2001), they are reluctant in doing so. Studies which examined attitudes towards provision of sex education in schools in developing countries, indicated that it brings more benefits to students and the community in general (Mkumbo, 2010).

Additionally, if inadequate attention to the sexual and reproductive health (SRH) needs of this age group of the population, Kenya is unlikely to achieve the Millennium Development Goals (MDG) or Vision 2030 (GOK, 2013). Guidance and counselling programmes have been introduced to help students overcome various challenges they experience at home and at school. Following these concerns, there is need therefore for a study to look into the teachers' and student's perceptions on the influence of sexuality counselling on secondary school students in Kenya. For many years, the situation has been that many teenagers would gain initial information about sexuality and related issues from other misinformed youngsters who did not know much. Vergnani and Frank (1998:182) state that most adolescents do not receive direct formal lessons or talks about sexuality and sex education from their parents or teachers. Rather, what they know about

sexuality and sex comes from what they see and hear from their siblings, peers and the media. Consequently, statistics indicate that about 66% of high school students have already engaged in sexual acts (Binik, 2001). Such incidences coupled with cases of unwanted pregnancies, abortions, and the prevalence of HIV and AIDS and other STIs among students in secondary schools in Kenya appeal for serious measures to curb the problem.

GOK (2013) documents that young people in Kenya face considerable challenges to their health and well-being as well as an uphill struggle to stay in school; find gainful employment; and negotiate relationships while postponing marriage and childbearing and avoiding sexually transmitted infections (STIs), including HIV. Adolescent sexuality and reproductive health still remain highly charged moral issues, and this is compounded by the fact that in most cases, reproductive health services are not oriented towards adequately meeting their needs. Youth are at a stage in their lives when they are exploring and establishing their identity in society. They need to develop life skills that prepare them to be responsible adults and to socially fit in society.

Due to their large population, poverty and inadequate access to health care some youth do not get an opportunity to acquire life skills and consequently involve themselves in risky behaviors that expose them to social, economic and adverse health events such as drug addiction, school dropout, crime, social unrest, unemployment, unintended pregnancies and life threatening sexually transmitted diseases and infections (STI). A recent assessment conducted by the HIV Free Generation project in Kenya found that the top

three fears of young people were unemployment, unintended pregnancy and HIV and AIDS (GOK, 2013).

According to Makinde (1994), both teachers and parents should understand the nature of the unique problems of adolescents if they are to help them make a transition to adulthood. It is when the needs of this age group are not adequately provided for that the problems of indecision, uncertainty, delinquency, ambiguity, conflicts, instability, unpredictability, alcoholism, career muddle, irresponsible sexual behaviours and hindered heterosexuality issues surface. Guidance and counselling services are provided to students to help find solutions to their many problems. Makinde (1994) further argues that guidance helps in giving direction to the achievement of developmental tasks of adolescents. Counselling helps prevent frustration, restore self-understanding and educate on tasks necessary for good adolescent growth. Counselling is concerned with the worth of an individual, awareness of the various aspects of growth, helping an individual understand himself or herself and his or her world. Thus, it provides favourable conditions for healthier growth and correction of unbecoming behaviour (Makinde, 1994). Guidance and counselling services are therefore necessary in secondary schools where adolescent stage is at its peak. At this stage, students need to clarify their goals and values, strengthen their interests and aspirations, appreciate their philosophies and cognition and adjust to the norms of society.

The fundamental goal of guidance is to offer assistance to individuals so that they would make intelligent decisions and adjustments in life in their day to day activities (Fields and Boesser, 2002). Guidance helps to enhance the best in an individual by becoming aware

of the strengths, weaknesses, interests and capabilities so that he or she can be the best person he or she could be. Guidance and counselling in schools have been determined as a programme of activities that offer solutions to various problems facing the youth in the current social, economic and technological changes (Okobiah & Okorodudu, 2004). Guidance and counselling program has also been described as an initiative for individuals based on needs and depending on the effect of the various environments they live in. It is an extensive professional field with a wide series of activities, programmes and services aimed at assisting individuals to understand themselves better and develop sufficient capacity for making wise decisions in life (UNESCO, 2004). Kenya is faced with a rapidly growing population with an annual growth rate of 3% per annum<sup>1</sup> (2009 National Census). According to the recent Kenya Demographic and Health Survey – KDHS (2008-09) and the 2009 Census, Kenya has a broad based (pyramid shaped) population structure with 63% of the population below 25 years. Similarly, 32% of the population is aged between 10-24 years with 41% of women and 43% of men of reproductive age (15-49) being below 25 years.

The rapid population growth coupled with a large proportion of young people in the country puts great demands on health care, education, housing, water and sanitation and employment. If inadequate attention to the sexual and reproductive health (SRH) needs of this age group of the population, Kenya is unlikely to achieve the Millennium Development Goals (MDG) or Vision 2030. (GOK, 2013) Youth in Kenya, as in other developing countries, face numerous social, economic and health issues. Youth are at a stage in their lives when they are exploring and establishing their identity in society.

They need to develop life skills that prepare them to be responsible adults and socially fit in society. Due to their large population, poverty and inadequate access to health care some youth do not get an opportunity to acquire life skills and consequently involve themselves in risky behaviors that expose them to social, economic and adverse events such as substance abuse, crime, and social unrest, termination of education, unemployment, unintended pregnancy and life threatening sexually transmitted infections including HIV (GOK, 2013).

As in many parts of Africa, young people in Kenya face considerable challenges to their health and well-being as well as an uphill struggle to stay in school; find gainful employment; and negotiate relationships while postponing marriage and childbearing and avoiding sexually transmitted infections (STIs), including HIV. Adolescent sexuality and reproductive health still remain highly charged moral issues, and this is compounded by the fact that in most cases, reproductive health services are not oriented towards adequately meeting their needs. Youth are at a stage in their lives when they are exploring and establishing their identity in society. They need to develop life skills that prepare them to be responsible adults and to socially fit in society. Due to their large population, poverty and inadequate access to health care some youth do not get an opportunity to acquire life skills and consequently involve themselves in risky behaviors that expose them to social, economic and adverse health events such as drug addiction, school dropout, crime, social unrest, unemployment, unintended pregnancies and life threatening sexually transmitted diseases and infections (STI).

A recent assessment conducted by the HIV Free Generation project in Kenya found that the top three fears of young people were unemployment, unintended pregnancy and HIV and AIDS (GOK, 2013). The challenges are serious such that many young people especially young girls are leaving school early due to pregnancy. 23% of young women aged between 15– 19 years are pregnant with their first child and 50% of young people have begun child bearing by age 20 years (CSA Kenya, 2007). It is important to note that most of the Kenyan young girls in this age bracket are still pursuing education in secondary schools and the pregnancies at this very age definitely interfere with their education efforts at that level. The introduction of free primary school education by the Kenya government has also led to increased numbers of school enrolment including those already in the sexually active age groups.

A growth in the percentage of girls attending school after puberty inevitably leads to a rise in the risk of pregnancy among students being that they are already sexually active. Given the fluidity of the traditional African marriage process, the onset of sexual relations and childbearing prior to formalizing a union was not unknown in Kenya in the past. The rapid expansion in education has led, however, to an increasing association in the public mind between premarital sexual activity, childbearing and schoolgirl dropout. Kenya's education policy also fully embraces the "Education for all" notion irrespective of sex, religion, ethnic and social background, economic status and color. The Ministry of Education endeavors to eliminate gender disparities and promote social equity through provision of basic education to all, including female (Johnson, 2011). One of the

Ministry's strategies to meet educational objectives is to increase the course completion rate through reduction of dropout rates.

The Ministry is fully aware that the dropout rate for girls is higher than that of boys and also that pregnancy and subsequent drop out of the girls from school contributes to the very disparities the educational policy seeks to eliminate. The statistics on school drop out of the teenage mothers in Kenya reveal that the problem has been demanding urgent solution (Cynthia & Barbara, 2006). It is for this reason that the researcher sets out to investigate on perceptions of students and teacher-counsellors on guidance and counselling on sexuality counselling.

Marriage at an early age is alarming, especially among the girls. Even though statistics are elusive, estimates show that 40 to 50 percent of marriages in India involve a girl under 18 or a boy under 21, the legal ages for marriage. In fact, as per NFHS Survey-3 (2005-06), 45 percent of women of 20-24 years were married before the legal age of marriage of 18 years, compared with 50 percent, as reported in NFHS. Further, in urban slums 40.5 percent of males get married before the age of 21 and 55.5 percent of girls before the age of 18 years (Aggrawal Sraddha, 2006). After marriage, these students do not return to school and school policy also does not encourage their return to school either.

Most of the time, these students also do not possess any information regarding future educational possibilities due to which most of the girls do not attend school or any other course or training after marriage. It was found that 17 children had got married and



dropped out, of which 15 were girls of less than 17 years of age. Around 20 percent of girls reported that they would get married in the next year. In general, early marriage of girls impairs the realization and enjoyment of virtually all of their rights. The imposition of marriage on children or adolescents who are in no way ready for married life deprives them of freedom, opportunities for personal development, health and well-being, education, and participation in civic life (UNICEF 2000). Unless measures are taken to address early marriage; it will continue to be a major stumbling block to the achievement of human rights. Verner (2007) argues that for both girls and boys, early marriage has profound physical, intellectual, psychological and emotional impacts, cutting off educational opportunity and chances of personal growth. For girls, in addition, it will almost certainly mean premature pregnancy and childbearing, and is likely to lead to a life-time of domestic and sexual subservience over which they have no control. Yet many societies, primarily in Africa and South Asia, continue to support the idea that girls should marry at or soon after puberty. Their spouses are likely to be a few years older than they are, but may be more than twice their age. Parents and heads of families make marital choices for daughters and sons with little regard for the personal implications.

Rather, they look upon marriage as a family-building strategy, an economic arrangement or a way to protect girls from unwelcome sexual advances. More recently, advocates of safe motherhood have turned their attention to this issue. Pregnancies that occur 'too early' when a woman's body is not fully mature constitute a major risk to the survival and future health of both mother and child (Mark, 2007). Concern with the special health needs of adolescents has also recently been growing in a world where young people are

particularly vulnerable to HIV/AIDS. However, from a demographic and health perspective, early marriage is seen primarily as a contributory factor to early child-bearing. And sometimes, even in this context, its role is overlooked: the phrase ‘teenage pregnancy’ is typically understood to mean pregnancy outside marriage. Yet far more adolescent or teenage pregnancies occur within marriage than outside it (Zheng, 2003).

During the past decade, the movement for Education for All has stressed the need to enroll more girls in school and to keep them from dropping out before completion. In this context, the custom of early marriage is acknowledged as one of the reasons for girls’ exclusion from school, especially in cultural settings where girls are raised for a lifetime confined to household occupations and are expected to marry very young (Grant, 2007). Very recently, the situation of children in need of special protection, notably girls vulnerable to sexual abuse and HIV/AIDS, suggests that early marriage is being used as a strategy to protect girls from sexual exposure, or to pass the economic burden for their care to others. Thus, early marriage lingers on as a culturally and socially sanctioned practice according to some traditional sets of values and, among some highly stressed populations, it may even be on the rise (Hunt Francis, 2008).

The numbers on access tell their own story. In the midst of an increasingly knowledge-based global economy, 30 million primary school-age children in Africa—one in every four—are out of school, along with 20 million adolescents (UIS, 2012). UNICEF (2003) reported that in Sub-Saharan Africa, the number of children out of school each year has risen from 20 million in 1990 to 24 million in 2002. Of the 25 selected countries studied, fifteen (15) were in sub-Saharan Africa. The criteria studied were: low enrolment rates

for children; gender gaps of more than 10 percent in primary education; countries with more than one million children out of school; countries included on the World Bank's Education for All Fast Track Initiative and countries hard hit by a range of crises that affect school opportunities for children, such as HIV/AIDS and conflict.

The fifteen countries included Chad, Nigeria, Sudan, Tanzania, Eritrea, Ethiopia and the Democratic Republic of Congo. The dropouts are highly influenced by poverty in the school locations. Dropout factories are mainly found in 15 states primarily in the North, West, and South of the U.S. (Balfanz & Legters, 2004). These schools are only 12% of the national total yet they are estimated to produce about half of the nation's dropouts overall (Balfanz & Legters, 2004). Slight good news is that dropout factories have continued to decline; estimated at in 1,634 in 2009 compared to 2,007 in 2002 and 1,746 in 2008, according to America's Promise Alliance (2011). However, an estimated 2.1 million students still attend dropout factories as of 2009; 183,701 students fewer than in 2008 (America's Promise Alliance, 2011).

Dropout rates particularly correlate with high poverty rates, poor school attendance, poor academic performance, grade retention i.e., being held back, and disengagement from school (Hammond, Linton, Smink & Drew, 2007). Fortunately, there is a growing and encouraging body of research for schools on how to prevent dropout by addressing problem behaviors, promoting academic success, and enhancing overall health and wellbeing for students. Pregnancy related school dropouts have become a matter of public concern in the world today. Several studies have shown that age at first intercourse

is reducing, suggesting that today's young adults are becoming sexually active at an increasingly young age.

In addition, some studies have shown that few adolescents use contraceptives and are at risk of pregnancy. This results in situations such as dropping out of school, poverty, early marriage and contracting sexually transmitted diseases (Hallman, 2006). As reported in the December 2000 edition brief of the National Association of State Boards of Education (NASBE), in the developed countries such as the USA, early parenthood is seen to be adding a great burden to the already challenging navigation of adolescence. Each year, it is estimated that some 500,000 adolescent females become parents before completing high school in the United States. Research reports also indicate that the United States records the highest teen birth rates in the industrialized world, twice as high as that of the United Kingdom which is the developed nation with the second highest rate of teen pregnancy, The National Campaign to Prevent Teen Pregnancy. The educational stakes are also very high for young parents in the developed countries whereas a high percentage of young mothers drop out of school, making early motherhood the number one reason for dropping out of school among young girls in these countries (Bray, 2007). In Africa, especially the sub-Saharan Africa countries, there are concerns about high rates of pregnancy-related school dropouts, also leading to the reported gender disparities in education in the developing world (Mensch et. al. 2010).

Schoolgirls who become pregnant have fewer opportunities to complete their education after childbirth and have fewer opportunities for socioeconomic advancement. Among policy makers and even the media, pregnancy is increasingly being mentioned as a reason

for premature school leaving in the region. Anyone who has lived or travelled in Africa and read the local papers is familiar with the attention given to “schoolgirl pregnancy”- a term which draws attention to the risks schoolgirls face when they stay in school beyond the age of sexual maturity (Lloyd & Mensch, 2005). In most of the countries, schoolgirls whose pregnancies are detected are required to drop out of school, at least temporarily.

In most cases, schoolgirls who become pregnant in countries like Nigeria, Mali and even Zambia either had to resort to unsafe abortions or they face official school expulsion. Because girls who dropped out of school due to pregnancy usually never returned to school to complete their education after childbirth, their opportunities for socioeconomic advancement are limited. While in many settings, rules are currently being liberalized to provide for possibility of re-entry, the number of those returning back to school is still very low. And due to the fact that a pregnant schoolgirl has to choose between dropping out of school and undergoing an abortion in order to remain in school, it poses a high cost associated with becoming pregnant while still in school.

On the other hand, boys who get the girls pregnant do not face the same risks (Ersado, 2005). Many African governments have also included family life education programs in their school curriculum in an attempt to educate adolescents about the consequences and responsibilities associated with sexual activity. The high rates of schoolgirl pregnancies suggest that these family life programs have their shortcomings and indicate that educational policies should be used not only to reduce the incidence of schoolgirl pregnancies but also to assist pregnant schoolgirls to complete their education (Francis, 2008).

In African societies, provision of guidance and counselling was achieved through specific people to whom members could turn to when need be (Makinde, 1984). Witmer (1990) argues that African traditions and cultures directed youth in various social and regimental roles as well as skills they required to improve their culture, values and believes. Muithya (1996) argues that character formation in the traditional African society was gained through the programme of guidance and counselling. However, Due to the dynamic nature of the society schools have a social responsibility in shaping the young individuals' moral values (Makinde, 1984). The major aims of guidance and counselling in schools were to ensure change of behaviour, change of beliefs and values, improvement in decision making and coping skills and relief from emotional distress.

Egbochuku (2008) asserts that the aims of school guidance and counselling services are to provide students with opportunities to develop knowledge and appreciation of themselves and others, to develop relationship skills, ethical standards and a sense of responsibility. The students also have the opportunity to acquire skills and attitudes necessary to develop educational goals which are suited to their needs, interests and abilities and information that would enable them to make decisions about life and career opportunities. He further observes that a teacher-counsellor is primarily concerned with the growth and development of all students, and will seek to develop whatever positive qualities that is present in the individual.

The counsellor utilizes the relationship with the students to provide an adult model for the development of self-concepts and meaningful activities like orientation, in which the

more mature student leaders can contribute to the development of confidence and self-reliance in others. Also, specific programmes for the development of social skills are provided to meet the needs that are characteristic at this stage of adolescent development. Finally, the counsellor utilizes the school society or culture to promote attitudes consistent with good mental health practices (Bier, 1965).

## **2.6 Concept of Perceptions**

Goldstein (2002) outlines the importance of perception as informing us about the properties of environment that are important for our survival as well as helping us act in relation to the environment. He describes perception as a process of creating an experience of environment and enabling us to act within it. Goldstein defines perception as an individual's personal theory of reality, a kind of knowledge gathering process that defines own view of the world. Perception is also defined as the process of receiving and interpreting environmental stimuli (Lindesmith et al, 1975; Gabriel et al, 2000; Levine, 2000). Perception is an active process (Sekuler & Blake, 1994). It requires some action on the part of the perceiver.

According to Levine (2000), perception involves cognitive processes by which one develops an internal model of what is 'out there' in the world beyond his or her body. He suggests that perception involves making the most reasonable interpretations one can, given the sensual information. Gabriel and friends assert that our perceptions are our personal interpretations of the world: the shaping of experiences and events into a coherent whole. Gross (2004) agrees with Cherrington (1989) that perceiving social events and people is more difficult and challenging than perceiving physical objects.

Gross also supports MacDavid and Harari (1974) in their argument that the basic principles or laws governing perception are the same, regardless of the nature of the object perceived. He describes the process of perception, whether general (physical objects) or social, as involving selection, organisation and inference or going beyond information given. Selection according to him involves focusing on object or people's physical appearance or just one particular aspect of behaviour while organisation means the act of trying to form a complete, coherent impression of an object or person. Inference on the other hand involves attributing characteristics to someone or object for which there's no direct or immediate evidence.

For example making inferences based on an earlier impression. People's behaviour is based on the perception of the world around them (Sekuler & Blake, 1994; Robbins, 2002). Consequently, every perception can therefore be considered as a personal experience. Crutchfield, Livson and Krech (1976) emphasise that perception depends on what is out there to be perceived as well as the perceiver because he or she is an individual with particular sense organs, individual history, enduring personality traits, present expectations, moods and general feeling tone. Marton (1981) emphasised that whatever an individual feels that he or she knows, contributes to his or her actions, beliefs, attitudes, modes of experiencing, etc. Nzuve (1999) underscored the importance of perception in the study of organisational behaviour since peoples' behaviour is influenced by their perception of reality.

In other words, the perceptions of reality characterise the behaviour of the perceiver. The way an individual views (perceives) the world, his or her attitudes and values and the



actions he or she takes are significantly affected by the presence of other people (Tendeschi & Lindskold, 1976). Giving an example of the counselling process, Shertzer and Stone contend that the perceptions of others (external determining others) and the self of the counsellor (internal determining factors), besides individual role perception, are important ingredients in counselling process. Perceptual selectivity is affected by various external and internal factors (Nzuve, 1999). Nzuve defines internal factors affecting perception as the characteristics of the perceivers needs, learning acquired from past experience, self-concept and personality.

Perception, according to Lindesmith et al (1975), is influenced by interests, needs and past experiences. Proshausky & Seidenberg classified the determinants affecting perception as: stimulus factors and behavioural factors. According to them, stimulus factors refer to the properties of the stimulus itself, and the stimulus may be other people, pictures, a social setting or words. On the other hand, behavioural factors refer to any and all internal psychological states or processes of the individual, past experiences and soon. In other words how people perceive objects and events depends on the inner psychological processes and the nature of the external stimulus. A number of social factors such as interpersonal influence, cultural values and beliefs, and socially learned expectations, influence one's perception of both social and non-social objects (Dierkes et al, 2001). Each perception and its interpretation of virtually any event are based on a combination of historical experiences, present needs and the inherent properties of the scene being perceived (Wrench, 1964). Motivational state is one of the most important characteristics that influence the focus of perceiver's perception (Bateman & Organ,

1991). Law and Glover (2000) assert that motivation is pivotal for any person in a leadership situation because it concerns the thought processes that are used to identify the needs of the organisation and drives towards particular decisions, goals and behaviours; thus affecting perception.

Proshausky & Seindenberg (1965) emphasise that what individuals want and feel also sensitises them to particular aspects of an object or situation. Bateman and Organ, on the other hand, suggest that our perceptions are influenced by our temporary motives and emotions. An example of this is when we are angry and emotionally upset. In this kind of state, our perceptual process can be distorted. Small problems and challenges can be entirely blown out of proportion when we are going through difficult emotional states such as fear, for instance (Luthans, 1989; Cherrington, 1989). According to Luthans, a person who is motivated and has a relatively high need for power, affiliation, or achievement will be more attentive to the relevant situational variables in the perception process. Our self-concept also influences the way we perceive objects and events (Nzuve, 1999; Second & Backman, 1974). It is the way we perceive ourselves. Nzuve adds that a positive self-image tends to make a person see favourable characteristics in others and events and is not as negative or critical as he or she may otherwise tend to be. This implies that a positive self-concept boasts accurate role perceptions. Past experience or learning also influences perception by creating a tendency to perceive an event in a certain way (; Nzuve, 1999). Nzuve further emphasises that the values are important to the study of organisational behaviour because they lay a foundation for the understanding of attitudes and motivation and also influence our perceptions. What the person learns

about his physical and social environment is represented in his or her beliefs, values and attitudes.

According to Dierkes (2001), people search for information while perceiving objects in ways that tend to conform to their prior beliefs and values. He suggests that human behaviour is affected by many factors, of which one of them is values. Values carry an individual's ideas as to what is right, good or desirable. They are goals that people have, not because they lead to further, desirable consequences, but because they are good in themselves (Sabini, 1995). According to Shertzer and Stone (1980), differences in basic value orientations held by school counsellors can deter effectiveness of the guidance and counselling programmes.

## **2.7 Perception of Students**

The effectiveness of any counselling service has been attributed largely to the prevailing climate of opinion towards such a service (Gitonga, 1999). To maintain a proper counselling service, participant's perception is essential. Students' poor perception of guidance and counselling programs is one of the main problems teacher-counsellors face (Nyamwaka, Ondima, Ombaba & Magaki, 2013). Counselees attitudes which reflect this opinion are indices of their willingness or otherwise to accept, patronise or utilise counselling services.

Evidence from related literature reveals two basic attitudinal response patterns, those students whose attitudes are positive (Burke, et al 1979; Form, 1953) and those whose attitudes are negative (Mack, 1970; Mclover, 1971). In his study of some students in the

USA, Harman (1971) found that clients' attitudes to counselling relate to a range of factors, chief among them being individual perception. Burke and Bryan (1979) add that if the perception of counselling is low or poor it is likely to elicit negative attitudinal response and result in a rejection of its programmes and the opposite holds if their perception is high or good.

School counselling as a strategy for moderating students' behaviour, depends largely on the perception of students and the reaction it elicits. In other words, counselling in itself cannot result in positive change without being accepted, patronised and utilised by students. Patterson (1973) adds that students perceive guidance and counselling services differently. He thus points out that the guidance and counselling service should be concerned about the way it is perceived by students. Research shows that the decision to seek help is associated with varying antecedents. Sanders (1981), suggests that social comparison information from family and friends has a major influence on the decision to seek help for depressed people.

Perceived confidentiality could also influence student help seeking attitude. Confidentiality in educational setting is however, associated with a dilemma that involves the counsellor as teacher and mental health provider (Lunderthal, Amaranto, Jordan & Wepman, 1984). Help seeking attitudes are also influenced by awareness of the provision of guidance and counselling services. In Kenya, the importance of creating awareness of guidance and counselling services has been noted (Mwangi, 1991). Studies have also shown that awareness of such programs determines students' attitudes and whether they are utilized.

Nyingi (2014) found students from public schools to be more aware of guidance and counselling services than their counterparts in private schools. Additionally, though most students were not informed of the importance of guidance and counselling, they rated it highly. Gitonga (1999) also found out that majority of the sample were aware of the existence of guidance and counselling services. Rutondoki (2000) found out that although students generally have a favourable attitude towards counselling related services, only a few have a basic awareness of what opportunities are offered. In the study, it also emerged that some students did not seek help because they felt capable of solving their issues or getting help from their friends. Similarly, Nyokabi and Thinguri (2015) reported that majority of students knew of existing programs and had positive attitudes towards them.

The perception given to guidance and counselling determine whether or not students use the counselling services in schools. In his research on effectiveness of guidance and counselling in secondary schools after the ban of corporal punishment in Kenya, Mwangi (2002) found out that the level of voluntary consulting with the guidance and counselling department by students was very low. This he attributed to lack of trust, fear of being victimized and a poor counselling environment. He therefore noted that students are yet to perceive the influence of guidance and counselling positively and embrace it appropriately.

Wanjohi (1990) adds that most students feel that it is only those students with problems who should see a counsellor. The students who are bright in class and with no academic

problems should not seek for any help. This is why according to Amukoa (1984) and Wanjohi (1990) students are indifferent to guidance and counselling services. (Gitonga, 1999; Nyamwange, Nyakan & Ondima, 2012) found out that students did not consider counselling necessary in schools. They overwhelmingly reported a negative attitude towards guidance and counselling programs. Contrastingly however, students felt that available counselling resources were inadequate to meet their counselling needs. Negative attitudes towards guidance and counselling has been explained in the literature as due to the lack of value attached to guidance and counselling from students' own perspective and ability to solve own problems or with peers (Muema & Kiilu, 2013), and fear of being seen with a counsellor and fear of the lack of confidentiality (Gitonga, 1999).

Gender has been reported as playing a significant role in determining attitude towards seeking help. Good and Dell (1989) reported that there appears to be distinct differences in help seeking tendencies between the two sexes as two-thirds of all clients seeking psychological help are female. They hypothesized that one possible reason why men are more hesitant to use counselling services is adherence to traditional gender role. Seeking psychological help would be seen as admitting failure, weakness and defeat. However, Ojenge and Muchemi (2010) in Ibrahim, Aloka, Wambiya and Raburu (2014) found out that most girls did not believe in the counsellors for lack of privacy in the counselling rooms. In Kenya, Nyingi (2014) found gender differences in students' perceptions of the benefits of guidance and counselling services with more female than male students rating guidance and counselling more highly.

Similarly, Muema and Kiilu (2013) found higher though insignificant numbers of female than male students seeking help. Contrastingly, Njeri, Sindabi and Njonge (2014) found no significant gender differences in attitudes towards seeking help. Studies have also shown that class level is related to appreciation of the importance of guidance and counselling. Ibrahim et al., (2014) found out that as students moved to upper class levels they developed a more positive perception towards guidance. A study by Bichanga (2005) on students' attitude towards guidance and counselling in seven public secondary schools in Ngong Division, Kajiado District (Kenya) revealed that students seek help more frequently from teachers and counsellors of their gender. However, Kelleher (2003) maintained that counsellors were responsible for an individual's positive choices and should try to create a favorable environment to attract the client.

A similar study by Muango (2008) on evaluation of the effectiveness of guidance and counselling services in at Masinde Muliro University of Science and Technology reported that most students sought guidance and counselling services from fellow students. The studies therefore suggest that peer counselling seem to be an effective strategy in addressing students' social interests. Yunis (2006) carried out a study on the students' perception of guidance and counselling services in secondary schools in Kajiado Central Division, Kajiado District. A survey design was used and employed questionnaires only to establish the perception of students towards guidance and counselling in secondary schools. The study found out that when guidance and counselling service is perceived as part of the administration, students avoid using it.

On the other hand, when students perceive it as concerned with only educational or academic problems, it will still keep students with other problems from using it. Yunis (2006) goes on to explain that the attitudes held by students towards seeking help also determines how effectively counselling resources are used. Therefore, students with positive attitudes towards seeking help are more likely to seek counselling than those with negative attitude. As such, special attention must be drawn to adolescents' attitudes towards guidance and counselling services and counsellors, so as to develop willingness to seek for these services.

Sydney (1997) carried out a case study of Tongaren Division Bungoma District investigating the factors that lead to indiscipline in schools. The study found out that students did not seek counselling, the class teacher was not well equipped with counselling skills and the teacher-counsellor was blamed for problems with the school. By students not seeking counselling services, it means there was a problem with their perceptions and attitude. Most of the students felt that there was lack of confidentiality. Mutie and Ndambuki (1999) noted that student' wrong perceptions towards guidance and counselling has led to the failure of the guidance and counselling programme. This has in turn affected the education process. It is important to help students develop the right perceptions towards guidance and counselling as this will enable them seek for the services voluntarily. This way, the services will be more meaningful to the students and lead to the achievement of the guidance and counselling programme's goals and therefore the success of the education system.



Gitonga (1999) researched on secondary school head-teachers' attitudes towards guidance and counselling programme in Meru Central District. In an attempt to establish the problems encountered by heads in the guidance and counselling programs in secondary schools, the study revealed that generally students were unwilling to admit that they had problems. They refuse to open up and become uncooperative. In her study, she observed that students had a wrong notion on what guidance and counselling was and what it offers. She also noted that students were afraid of being seen with the teacher-counsellor or in the counselling room. All these show that students display negative attitude towards guidance and counselling services. The study did not however explain what brought about the negative attitude towards guidance and counselling. Further, Nyambura (2007) carried out a survey of the attitudes of students and teacher-counsellors towards guidance and counselling in selected schools in Limuru Division. She only used questionnaires for data collection. The study found out that fear of breaking confidentiality was one of the reasons that kept students away from seeking help. The students expected the teacher-counsellors to be confidential. She also adds that students expect teacher-counsellors to have qualities like genuineness, acceptance, trustworthiness and empathy.

Nyambura (2007) adds that the teacher-counsellor's personal attributes can influence the help seeking habits of students. There is need therefore for teacher-counsellors to model the behaviour they expect the students to learn. She established that students fear seeking for help for fear of what people would think of them, besides being ashamed to disclose certain problems to counsellors. Mwangi (2009) also observed that how a client perceives

counselling may serve as a barrier to the process. This perception is derived from the client's prior experiences in or out of counselling and the nature of the client's concerns. This may keep the client from seeking help. Students interact with one another, support staff and teachers while in the school environment.

Further, Wanjohi (1990) carried out a study on the perceptions of the role of counsellors in secondary schools in Nyeri District and revealed that the guidance and counselling services are viewed with skepticism by students. He thus stressed that counsellors must create awareness among students on the importance of these services. Kebaya (1987) while studying on high school students' perception of their problems and their help seeking preferences also established that a significant percentage of the respondents did not have a previous guidance and counselling experience.

Juliana (2010) mentioned that in Ghana, students had a positive perception of their school counsellor and majority were aware about SCS and suggested counsellors to promote positive perception among students and work positively with students. According to the Kuhn (2004) student perceived counselor's role to be two important ways such as counsellor and coordinator/leader and mentioned that misperceptions of the school counselor's role still exist. Amerikaner and Summerlin (2012) conducted a study in Chicago to find out how students viewed their counsellors and teacher. They conducted a survey on 200 students in 3rd and 4th grades using questionnaires to elicit data.

They found out that most counsellors and teachers had no plans to provide leadership in the development, promotion, facilitation and dissemination of school counselling research demonstrating the connection between school counselling programs and student

success. Gysbers (2008) conducted a qualitative study of students' view of school counselling interventions at the elementary level in 2 public schools in Kentucky, USA. The study reported that, classroom guidance can improve elementary school students' behaviours and ability to make career decisions but most students did not believe in counsellors' advice which was often based on an individuals' academic performance. He recommended that students should be aware of importance of career counselling before they experience it.

Borders and Drury (2008) carried out a qualitative case study in one elementary school in Amsterdam, Netherlands to identify the relationship between students' perception of counsellors' advice on decision-making. The findings reflected that most students had negative perceptions about counsellors on career decision-making. The interviewed students stated that they could not connect their talents to skills and training being acquired in schools. Ojenge and Muchemi (2010) conducted a study in Nairobi County to find out the perception of students towards counselling. They adopted phenomenological design and interviewed 8 girls on their lived experiences with the counsellors. They found out that most girls did not believe in the counsellors for lack of privacy in the counselling rooms. Research also has revealed that only a small number of adolescents usually seek out for guidance and counselling services offered by school counsellors when in distress (Friedman, 1991).

In conclusion, the perception held by students towards seeking help determines how effectively counselling services. Students with positive attitude toward seeking help are

more likely to seek counselling than those with negative ones. This suggests that the perceptions of students determine how often they seek help from guidance and counselling personnel. It is in light of this that the study sought to determine the perception that students hold towards the usefulness of sexuality counselling.

## **2.8 Perception of Teachers**

According to Aluede and Imonikhe (2002) the perception of teachers towards school counselling has been neglected. However, a few studies done on this indicate that teachers perceive counselling as a positive contribution to school instructional programmes. A study carried out in Ireland on teachers' perceptions of teacher-counsellors showed that teachers perceived guidance counsellors positively. Aluede and Imonikhe (2002) further assert that most respondents were of the opinion that guidance counsellors should work hand in hand with teachers. This shows that guidance and counselling is viewed positively by teachers.

Wachira (1997) noted that some heads of department appointed to head the guidance and counselling departments by either the TSC or head teachers had not desired to head the guidance and counselling departments. This makes the teacher-counsellors to lack seriousness in providing guidance and counselling services. It also contributes to negative attitudes towards guidance and counselling. Juma (2009), while researching on the challenges faced by guidance and counselling departments, found out that heavy work load and other duties have contributed to teacher-counsellors not perceiving guidance and counselling as a priority in their busy schedules. This makes them to rarely address the needs of individual students.

Another study by Onyango (2004) on perception of head teachers and teacher-counsellors on guidance and counselling services in Kisumu Municipality revealed that teachers were in agreement that peer counsellors were of great help to their student counterparts. From the above discussion, it is evident that studies on teacher-counsellor perceptions are very scarce. None of the studies addressed sexuality counselling. It is in light of this that this study sought to determine the teacher-counsellors' perceptions towards the usefulness of sexuality counselling.

## **2.9 Conclusion**

This chapter presented a review of related literature. It covered general literature on Guidance and Counselling in schools, Kenya government's policy on of Guidance and Counselling in schools and the role of the teacher-counsellor. It also presented literature on the role of sexuality counselling service. The chapter also covered the concept of perception, perception of students and the perception of teachers.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methodology the researcher used to carry out the study. The chapter describes the research design, the target population, sample size and sampling procedures. It also presents the research instruments, instrument validity and the reliability. Further, it discusses the data collection procedures, data analysis techniques and ethical considerations.

#### **3.2 Research Design**

A research design is a plan for conducting a research. A cross-sectional survey design was used to conduct this study. According to Orodho (2004) and Kasomo (2007), a cross-sectional survey is a method of collecting information by interviewing or administering a questionnaire to different categories of people at the same time. Cross-sectional survey research studies are designed to get pertinent and precise information concerning the current status of a problem with respect to one or more variables and where possible draw valid general conclusions from the facts discovered (Mugenda & Mugenda, 1999). Surveys also aim at obtaining information, which can be analyzed, patterns extracted and comparisons made. It is the most frequently used design for collecting information about people's perceptions, attitudes, opinions, habits or any of the variety of education issues.

The researcher also used the comparative design to describe in quantitative terms the degree to which variables are related. According to Mugenda and Mugenda (2003), comparative research involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables. The researcher established the relationship that exists between the perceptions of students and that of the teachers.

### **3.3 Location of the Proposed Study**

The study was conducted in Nandi North sub County which is one of the four sub counties in Nandi County, Kenya in Africa. The Nandi North sub county was identified for the study because there were limited studies on Guidance and Counselling that had been conducted before. Additionally, Nandi North Sub County had schools of varied categories. It had both day schools and boarding schools. It also had girls' schools, boys' schools and mixed schools. Thus, students from the different categories of schools were likely to have varied counselling needs and therefore varied perceptions. Besides, the students came from different ethnic backgrounds and economic statuses which could influence their perceptions differently.

### **3.4 Target Population**

Target population refers to the specific group relevant to a particular case (Sapsford, 2007). The target population in this study was all teacher-counsellors and form two and three students of public secondary schools in Nandi North Sub County. The Nandi North Sub County has a total of sixty (60) schools (5 boys' schools, 12 girls' schools and 43 mixed schools). Teacher-counsellors participated in the study to give their perceptions on

the usefulness of sexuality counselling services in secondary school students. They were therefore to give information on how they perceived the usefulness of guidance and counselling towards the usefulness of sexuality counselling.

The Form two and three students in the public secondary schools were used because they had been in school for long thus had experienced the running of guidance and counselling services for a longer period compared to their counterparts in form one. The form four students were exempted in the study because they were busy with the pre-mock examinations. Additionally, at form two and three the students are in the middle of adolescence and therefore most vulnerable group due to identity crisis and other social, emotional and psychological related issues.

### **3.5 Sample and Sampling Procedures**

Sampling procedure makes it possible to draw valid inferences on the basis of careful observation of variables with a relatively small proportion of the population (Best & Khan, 2008). Nandi North Sub County has sixty (60) public secondary schools. Nineteen schools were sampled for the study using stratified and simple random sampling techniques. The schools stratified according to their categories, which were mixed day secondary schools, boys boarding secondary schools and girls boarding secondary schools. A list of all secondary schools in Nandi North Sub County was obtained from the District Education Office. Schools were categorized into three categories and each school was given a number. Papers were written and folded and put into three boxes and schools were picked at random with replacement to increase chances of equal probability for any school to be picked. Thirteen (13) mixed schools, two (2) boys' schools and four



(4) girls' schools were picked for the study. This according to Kasomo (2007) and Ogula (2002) gave an equal chance of selecting schools on the basis of the categories. This accounted for 30% of the total schools in the different categories.

Kerligler (1970) suggests that 30% of a sample population is appropriate for the purpose of research. Stratified random sampling was preferred because secondary schools in Nandi North Sub County had a heterogeneous population in terms of sex of participants and number of schools in each category. Thus, stratification created a set of homogeneous sample based on the type of schools. Ten percent of the total student population from each selected school was used in the study. According to Kasomo (2007), 10% of the accessible population is enough in descriptive studies. Because only form two and form three classes were used, each with an average of about one hundred students, ten from each class represented ten percent (10 %).

Systematic sampling procedure was used to select twenty (20) students, ten (10) from form two and ten (10) from form three in each of the sampled school. A total of three hundred and eighty (380) students were selected for the study. In mixed secondary schools, students in form two and three were categorized into boys and girls. Five students were selected from each category so as to have ten (10) boys and ten (10) girls to make a total of twenty (20) students. To achieve this, students in each stratum were assigned numbers. The researcher then selected every *n*th (10) element from the numbers of students until a total number of 10 students in each class of the study sample was arrived at. The teacher-counsellors also participated in the study. The heads of department, Guidance and Counselling were purposively selected to participate in the

study. Mugenda and Mugenda (1999) say that purposive sampling technique allows the researcher to use cases that have the required information with respect to the objectives of his or her study. Nineteen (19) teacher-counsellors were selected from each sampled school. The target population and sample population is summarized in Table 3.1

**Table 3.1 Sampling Frame**

Type		Schools		Students		Counsellors	
		Target Population	Sample Size	Target Population	Sample Size	Target Population	Sample Size
Boarding	Boys	5	2	400	40	5	2
	Girls	12	4	800	80	12	4
Day	Mixed	43	13	2600	260	43	13
<b>Total</b>		<b>60</b>	<b>19</b>	<b>3800</b>	<b>380</b>	<b>60</b>	<b>19</b>

### 3.6 Instrumentation and Procedures

#### 3.6.1 Research Instruments for Data Collection

Research instruments are the methods used in conducting research. The research instrument that was used in this study was a questionnaire which was developed by the researcher. This instrument is suitable for descriptive survey design (Orodho, 2003). Kombo and Tromp (2006) state that a questionnaire is an instrument that gathers data over a large sample, saves time, upholds confidentiality and seals any interviewer bias.

The research instruments that were used in the data collection were a questionnaire for students (Students' Perception of Sexuality counselling services Questionnaire (SPSCQ)) and a questionnaire for teacher-counsellors (Teacher-counsellors Perception of Sexuality counselling services (TCPSCQ)). The questionnaires are indicated in the appendices 2

and 3 respectively. Questionnaires were used because they provide important information about the population. It has the ability to collect a large amount of information within limited time (Mugenda & Mugenda, 1999). The Students' Perception towards Sexuality Counselling Questionnaire (SPSCQ)) had two sections. Section A sought to find out student's demographics: gender, class and type of school. Section B sought to establish students' perception towards sexuality counselling. It had thirteen (13) positive statements and seven (7) negative statements. The statements were structured using a 5-Likert scale structure: strongly agree, agree undecided, disagree and strongly disagree. Likert scale items are preferred for ease on analysis. Teacher-counsellors' Perception towards Sexuality counselling Questionnaire (TCPSCQ)) had two sections too. Section A sought to find out teacher-counsellors' demographics: gender, age, experience in guidance and counselling and professional training in Guidance and Counselling. Section B sought to establish their perception towards sexuality counselling. Similarly, the questionnaire had thirteen (13) positive statements and seven (7) negative statements. The statements were structured using a 5- Likert scale structure: strongly agree, agree undecided, disagree and strongly disagree. Likert scale items are preferred for ease on analysis.

### **3.6.2 Pilot Testing of the Instruments**

The Instruments were pilot tested in two schools within the sub county. The two schools were randomly selected. The two schools that were used in pilot testing did not take part in the main study. The data collected during the pilot test were prepared, analyzed and interpreted. The results from the piloting were used to help in rectifying any misleading

questions in the instruments before the study was carried out. This is aimed at making the instruments valid and reliable.

### **3.6.2.1 Validity of the Instruments**

Validity of an instrument is the extent to which it measures what it is intended to measure (Kothari, 2004). To ensure content validity so that the instrument accurately measures the effects intended, the questionnaires were given to specialists in educational research, the researcher's supervisors and guidance and counselling specialist to ascertain whether the content was correct. Their comments and corrections were then incorporated in the questionnaire, thus validating the questionnaire. Content validity of the instruments was further ensured by carrying out a pilot test. Any questions that were not clear were corrected before the main study.

### **3.6.2.2 Reliability of the Instruments**

Reliability of an instrument is the degree of consistency that the instrument or procedure used for data collection demonstrates consistent results (Best & Khan, 2003). According to Mugenda and Mugenda (1999), reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. Test re test technique was used to test the reliability of the questionnaires. The instruments were pilot tested in two schools within the Nandi North sub county. The schools were randomly selected. The data collected during the pilot test was prepared, analyzed and interpreted. The results from piloting were used to help in rectifying any misleading questions or information in the instruments before going out for the study. Further, Cronbach's alpha analysis was used on Likert scale items. Here, scores obtained from one item were

correlated with scores obtained from other items in the instrument. The correlation among items was determined by computing Cronbach's Coefficient Alpha. The student questionnaire had a Cronbach's Coefficient Alpha of (0.674) and the teacher questionnaire (0.739). According to Best & Kahn (2005), a reliability coefficient of 0.6 and above is sufficient for an instrument. The instrument was found to be reliable and used in the main study.

### **3.7 Data Collection Procedures**

The researcher paid a visit to the schools with an introduction letter to the Principals seeking their consent to undertake the intended study in the sampled schools. Thereafter, the researcher organized with the respective respondents when to administer the questionnaire. The questionnaires were administered using drop and pick method.

### **3.8 Data Presentation and Analysis Techniques**

Data analysis techniques deal with the process of coding, data entry and data analysis (Mugenda, & Mugenda, 2003). Quantitative data was collected. The questionnaires were then coded and entered into computer for analysis using the Statistical Package for Social Sciences (SPSS). This data was analyzed using both descriptive and inferential statistics. Tables, percentages, frequencies and means were used to determine the perceptions of both students and teacher-counsellors towards sexuality counselling. T-test was used to determine if there was any significant difference between the perception of the teacher-counsellors and that of students towards sexuality counselling. According to Mugenda (2003), t-test is used to test whether there are significant differences between two means derived from two samples or groups at a specified probability level.

### **3. 9 Ethical Considerations**

While carrying out research, ethical consideration had to be taken seriously. According to Madge (1994), ethical research is one that gains information and consent from respondents, respects the rights of individuals under study and does not cause any harm to them. Further, ethical issues take into consideration sensitivity to cultural differences, gender and anonymity, privacy and confidentiality. Ethical considerations were adhered to while undertaking this study. The researcher sought permission from the Ministry of Higher Education Science and Technology, and from the Nandi sub County Education Officer to get a permit for the study.

All participants from the selected schools were informed about the study and the researcher sought permission before collection of data. Confidentiality and anonymity of the respondents was highly guarded. The respondents were not be asked to write their names anywhere in the instrument. The purpose of the study was explained to the respondents both by a written introduction and verbally. Participants were also notified that they were free to withdraw in case they did not feel like participating in the study (Mugenda& Mugenda, 1999). Plagiarism was avoided by always acknowledging the source of data or information from other people used in the study. The researcher maintained a high standard of confidentiality while conducting the study. The researcher sought voluntary and informed consent of the respondents. No respondent was coerced or forced to answer any questions he or she was not willing to. The purpose of the study was also disclosed to the respondents so that they could make informed decisions to participate in the study (Mugenda & Mugenda, 1999).

### **3.10 Conclusion**

This chapter detailed the procedures that were followed in conducting the study. It covered the research design adopted in the study. It presented the study location, the study target population and the study sample. It also documented the sampling procedures and the research instruments that were used for data collection. It also presented the procedures of pilot testing that were used and addressed issues of validity and reliability. The chapter also detailed procedures for data collection, data presentation and analysis Techniques. Lastly, the chapter addressed the ethical considerations that informed this study.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents the results of data analysis on students' perception towards the usefulness of sexuality counselling, teacher-counsellors' perception towards the usefulness of sexuality counselling services and the comparison of the students' and teacher-counsellors' perceptions towards the usefulness of sexuality counselling services in secondary schools in Nandi-North Sub County.

The study was carried out to address the following specific objectives: to determine students' perception towards the usefulness of sexuality counselling, to determine teacher-counsellors' perception towards the usefulness of sexuality counselling services. The third objective was to establish whether there was a significant difference between the students' perception and teacher-counsellors' perception towards the usefulness of sexuality counselling in secondary school students in Nandi North Sub County.

The chapter is divided into four sections. The first section describes the demographic characteristics of the respondents involved in the study. The second section covers students' perception of sexuality counselling, the third section covers teacher-counsellors' perception of sexuality counselling services while the fourth section covers the comparison of the students' and teacher-counsellors' perception of sexuality counselling. Data was collected using questionnaires and analyzed using descriptive and inferential statistics. The analyzed data was presented using tables and figures.



The return rate for questionnaires used for data analysis was 94.73% for teacher-counsellors and 98.94% for the students. From a total 19 sampled teacher-counsellors, 18 fully filled and returned the questionnaires, while out of 380 students, 376 fully filled and returned the questionnaires. This was considered adequate to provide sufficient information on the perceptions of both students and teacher-counsellors towards the usefulness of sexuality counselling.

## **4.2 Background Information of Respondents**

This section summarizes the background information of the respondents sought during the study. The information includes gender, age, experience in guidance and counselling, professional training in guidance and counselling, level of training in guidance and counselling, students' class of study and type of school as summarized in the following section.

### **4.2.1 Gender of respondents**

From the study most 13(72.2%) of the teacher-counsellors and 233(62%) of the students were female, while 5(27.8%) teacher-counsellors and 143(38%) students were male. This showed that majority of teacher-counsellors and students were female. This shows that there was gender disparity in the distribution of respondents in the study area. The student respondents had more female participants because of the many girls' schools in Nandi North Sub County.

**Table 4.1 Gender of Respondents**

	Teacher-counsellors		Students	
	Frequency	Percent	Frequency	Percent
Male	5	27.8	143	38.0
Female	13	72.2	233	62.0
<b>Total</b>	<b>18</b>	<b>100.0</b>	<b>376</b>	<b>100.0</b>

#### 4.2.2 Age of teachers

At least 8(44.4%) of the teacher-counsellors aged between 30 and 39 years, with 7(38.9%) falling between 20 and 29 years, and 3(16.7%) above 50 years. These findings indicate that majority of teacher-counsellors were below 39 years.

**Table 4.2 Age of Teachers**

	Frequency	Percent	Cumulative Percent
20-29 years	7	38.9	38.9
30-39 years	8	44.4	83.3
50 years and above	3	16.7	100.0
<b>Total</b>	<b>18</b>	<b>100.0</b>	

#### 4.2.3 Experience of Teachers Counsellors

The findings depict that most of the teacher-counsellors 9(50%) had guidance and counselling experience of between 1 and 5 years, while 5 (27.8%) had below 1 year experience, 11.1% had between 8 and 14 years. However, the least 5.6% had between 15 and 21 years as well as between 21 and 27 years.

**Table 4.3 Experience of Teacher Counsellors**

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Less than 1 year	5	27.8	27.8
1-7 years	9	50.0	77.8
8-14 years	2	11.1	88.9
15-21 years	1	5.6	94.4
21-27 years	1	5.6	100.0
<b>Total</b>	<b>18</b>	<b>100.0</b>	

#### 4.2.4 Professional Training

From the study most of the teacher-counsellors 12(67%) agreed that they had not gone through any professional training while 6(33%) had gone through training in guidance and counselling.

**Figure 4.1 Professional Training**

#### 4.2.5 Level of Training

Majority of the teacher-counsellors 12(66.7%) had no professional training in guidance and counselling. 2(11.1%) teacher-counsellors had a certificate in counselling, 2(11.1%)

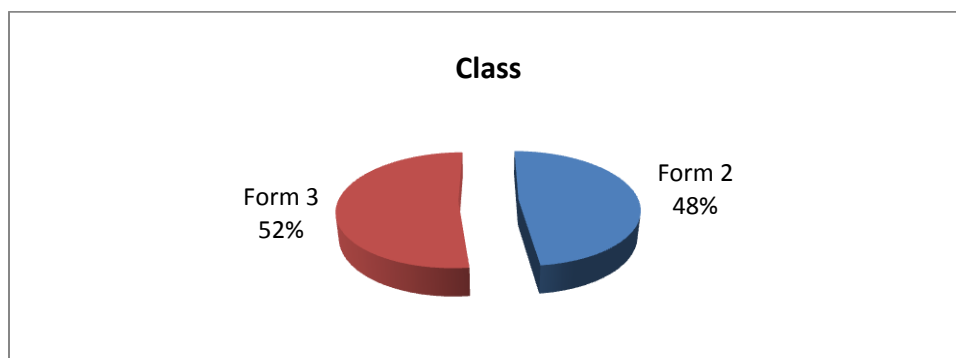
had diploma training in Counselling, with 1(5.6%) having higher diploma in counselling and 1(5.6%) having bachelor's degree in counselling. This shows that majority of the teacher-counsellors are not professionally been trained in counselling as indicated in

**Table 4.4 Level of Teacher Counsellors Training**

	Frequency	Percent	Cumulative Percent
Certificate in Counselling	2	11.1	11.1
Diploma in Counselling	2	11.1	22.2
Higher Diploma in Counselling	1	5.6	27.8
Bachelor's Degree in Counselling	1	5.6	33.3
No Training	12	66.7	100.0
<b>Total</b>	<b>18</b>	<b>100.0</b>	

#### 4.2.6 Class Level of the Students

From the study 195(51.9%) of the students were studying in form three and 181(48.1%) were in form two. The variation came in because of the few questionnaires that were not returned by the respondents. However, each of the sampled classes were given equal opportunity to participate in the study. The classes of the respondents are as indicated.



**Figure 4.2 Class Levels of Students**

#### 4.2.6 Type of School

The findings indicated that most of the students 249(66.2%) were from mixed schools, while 86 (22.9%) were from girls' schools and 41(10.9%) were from boys boarding secondary school. These results indicate that most of the students were drawn from mixed secondary school. This is because there were several schools in the mixed schools category and the least number of schools sampled was the boys' schools in the sub county. This is indicated in Table 4.5

**Table 4.5 Type of School**

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Boys' Boarding	41	10.9	10.9
Girls' Boarding	86	22.9	33.8
Mixed boarding	249	66.2	100.0
<b>Total</b>	<b>376</b>	<b>100.0</b>	

#### 4.3 Students' Perception towards the Usefulness of Sexuality Counselling In Secondary School

The first objective of the study was to determine the students' perception towards the usefulness of sexuality counselling in secondary schools in Nandi North Sub County. This was established using descriptive statistics which included frequencies and percentages. The students were requested to rate their opinions using the 20 Likert statements representing perception towards the usefulness of sexuality counselling in secondary schools. The student perception towards the usefulness of sexuality counselling in secondary school was varied and is summarized in Table 4.7.

**Table 4.6 Student Perception towards the Usefulness of Sexuality Counselling in Secondary Schools**

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean		
	F	%	F	%	F	%	F	%	F	%			
	I believe that information about sex should be part of information given to me during guidance and counselling sessions in school.	234	62.2	102	27.1	2	0.5	14	3.7	24		6.4	<b>4.35</b>
I believe that it is the duty of the guidance and counselling teacher to give me information about sex during the guidance and counselling sessions in school.	135	35.9	144	38.3	18	4.8	46	12.2	33	8.8	<b>3.80</b>		
I believe that my guidance and counselling teacher should <b>NEVER</b> talk about sex issues during the guidance and counselling sessions.	23	6.1	17	4.5	14	3.7	6	1.6	11	3.0	20	5.4	<b>4.24</b>
I believe that information about sex during guidance and counselling times can be useful to me as a student.	230	61.2	98	26.1	15	4.0	9	2.4	24	6.4	<b>4.33</b>		
I believe that information about sex given out during guidance and counselling sessions <b>CANNOT</b> make me identify different methods to pregnancy and/or the transmission of sexually transmitted diseases including HIV/AIDS	32	8.5	17	4.5	24	6.4	70	18.6	18	4.8	23	6.2	<b>4.21</b>
I believe that information about sex given through guidance and counselling sessions can assist the students to use the various pregnancy and/or sexually transmitted diseases including HIV/AIDS prevention methods.	142	37.8	92	24.5	32	8.5	36	9.6	74	19.7	19	5.1	<b>3.51</b>
I believe that information about sex given during guidance and counselling sessions is <b>NOT</b> important in any way to me as a student.	23	6.1	14	3.7	12	3.2	89	23.7	23	6.1	63	17.0	<b>4.34</b>
I believe that information about sex given out during guidance and counselling times can help me not to engage in unprotected sex	173	46.0	114	30.3	24	6.4	33	8.8	32	8.5	<b>3.97</b>		
I believe that I can remain comfortable during guidance and counselling sessions when information about sex is discussed or	150	39.9	108	28.7	44	11.7	51	13.6	23	6.1	<b>3.83</b>		

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talked about.

I believe that information about sex given during guidance and counselling sessions can help to reduce the number of early pregnancies amongst girls in secondary schools.	257	4	68.	82	8	21.	12	3.2	6	1.6	19	5.1	<b>4.47</b>
I believe that information about sex received during guidance and counselling sessions <b>CANNOT</b> help to promote my self esteem	32	8.5	16	4.3	20	5.3	76	2	20.	23	61.	2	<b>7 4.22</b>
I believe sex information received from the guidance and counselling sessions can make me confident to talk about sex related topics to my classmates and friends.	114	4	30.	102	1	27.	42	2	11.	44	7	11.	<b>74 7 3.37</b>
I believe that sex information discussed during guidance and counselling times in school can make me feel <b>UNCOMFORTABLE</b> and <b>EMBARRASSED</b> .	32	8.5	17	4.5	22	5.9	96	5	25.	20	55.	9	<b>6 4.15</b>
I believe that information about sex received through guidance and counselling times <b>CANNOT</b> help me not to engage in unprotected sex.	40	6	10.	29	7.7	43	4	11.	78	7	20.	18	<b>49. 6 5 3.91</b>
I believe that information about sex given to me during guidance and counselling sessions can increases my ability to express my desire not to be sexually involved if I do not wish to.	171	5	45.	116	9	30.	42	2	11.	18	4.8	29	<b>7.7 4.02</b>
I believe that information about sex given during guidance and counselling times can make me identify different methods to prevent pregnancy and/or the transmission of sexually transmitted diseases including HIV/AIDS.	185	2	49.	118	4	31.	30	8.0	9	2.4	34	9.0	<b>4.09</b>
I believe that information about sex given out during guidance and counselling times can help to promote my self-esteem.	222	0	59.	98	1	26.	25	6.6	11	2.9	20	5.3	<b>4.31</b>
I believe that information about sex should <b>NOT</b> be part of the information given to me during guidance and counselling sessions.	16	4.3	20	5.3	28	7.4	1	11	29.	20	53.	1	<b>5 4.23</b>
I believe that information about sex given through guidance and counselling programmes can assist students to use the	95	3	25.	93	7	24.	42	2	11.	12.	26.	47	<b>5 99 3 3.10</b>

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various pregnancy and/or sexually transmitted diseases including HIV/AIDS prevention methods.														
I believe sex information from the guidance and counselling sessions can make me confident to talk about sex issues to my classmates and friends freely.	41.	25.	15.	156	5	94	0	31	8.2	37	9.8	58	4	<b>3.67</b>
<b>Mean</b>														<b>3.79</b>

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On the statement whether sex information should be part of information given to students during guidance and counselling sessions in school, 234(62.2%) strongly agreed, with 102(27.1%) agreed, 24(6.4%) strongly disagreed, 14(3.7%) disagreed and 2(0.5%) undecided. This indicated that all the students agreed that information about sex should be part of the material given to students during guidance and counselling sessions. Further, most of the students 201(53.5%) strongly disagreed that information about sex should not be given out during guidance and counselling sessions, with 111(29.5%) disagreed, while 27(7.4%) undecided, 19(5.3%) agreed and 16(4.3%) strongly agreed. This indicated that all the students disagreed that information about sex should not be part of the material given to students during guidance and counselling sessions.

On the statement whether students believed that it is the duty of the guidance and counselling teacher to give information about sex to students during the guidance and counselling sessions in school, majority 135(35.9%) strongly agreed and 144 (38.3%) agreed. However, 45(12.2%) disagreed and 33(8.8%) strongly disagreed and the least 18(4.8%) were undecided. This showed that the students believed that it was the duty of the guidance and counselling teacher to give information about sex to students during the guidance and counselling sessions in school. Further, most of the students 206 (54.8%)



strongly disagreed that the guidance and counselling teacher should never talk about sex issues during the guidance and counselling sessions, with 116(30.9%) disagreed, 17(4.5%) agreed, 22(6.1%) strongly disagreed and 13(3.7%) were undecided. This indicated that most of the students disagreed that guidance and counselling teacher should never talk about sex related issues during the guidance and counselling sessions.

Majority of the students 230(61.2%) believed that information about sex given during guidance and counselling sessions would be useful to students, with 98(26.1%) agreed, 6.4% strongly disagreed, 2.4% disagreed and 4% undecided. This showed that students perceived that information about sex during guidance and counselling sessions would be useful to students. Further, most of the students 238(63.3%) strongly disagreed and 89(23.7%) disagreed that information about sex given during guidance and counselling sessions is not important in any way to a student, 3.7% agree, 6.1% strongly agreed and 3.2% undecided. This indicated that the students disagreed that information about sex given during guidance and counselling sessions would not be important in any way to the students. On the statement whether students believed that information about sex given out during guidance and counselling times would help them not to engage in unprotected sex, at least 173(46%) strongly agreed and 114(30.3%) agreed, with 32(8.5%) strongly disagreed and 8.8% disagreed. This showed that the students believed that information about sex given out during guidance and counselling times would help them not to engage in unprotected sex. Further, at least 186(49.5%) students strongly disagreed that information about sex received through guidance and counselling sessions cannot help them not to engage in unprotected sex, with 78(20.7%) disagreed and 42(11.4%)

undecided, 10.6% strongly agreed and 7.7% agreed. This indicated that most of students disagreed that that sex information received through guidance and counselling sessions cannot help them not to engage in unprotected sex. On the statement whether information about sex given during guidance and counselling sessions can make students identify different methods to prevent pregnancy and/or the transmission of sexually transmitted diseases including HIV/AIDS, 185(49.2%) students strongly agreed, with 118(31.4%) agreed, with 30(8%) undecided, while 33(9%) strongly disagreed and 9(2.4%) disagreed. This indicated that most of the students believed that information about sex given to students during the guidance and counselling sessions could make them identify different methods to prevent pregnancy and/or the transmission of sexually transmitted diseases including HIV/AIDS. Further, most of the students 233(62%) strongly disagreed while 70(18.6%) disagreed that information about sex given out during guidance and counselling sessions cannot make them identify different methods to pregnancy and/or the transmission of sexually transmitted diseases including HIV/AIDS, with 16(4.5%) agreed and 31(8.5%) strongly agreed. This indicated that most of students disagreed that information about sex given out to students during guidance and counselling sessions cannot make them identify different methods of pregnancy and transmission of sexually transmitted diseases including HIV/AIDS. At least 142(37.8%) of the students strongly agreed that they believed that information about sex given through guidance and counselling sessions can assist the students to use the various pregnancy and/or sexually transmitted diseases including HIV/AIDS prevention methods, with 92(24.5%) agreed, 73(19.7%) strongly disagreed, 36(9.6%) disagreed and 31(8.5%) undecided. This showed that most of the students believed that information about sex given through guidance and

counselling programmes could assist the students to use the various pregnancy and/or sexually transmitted diseases including HIV/AIDS prevention methods.

Most of the students 156(41.5%) strongly agreed and 94(25%) agreed that information received from the guidance and counselling sessions can make students confident to talk about sex issues to their classmates and friends, with 30(8.2%) undecided, with 36(9.8%) disagreed and 57(15.4%) strongly disagreed. This indicated that most of the students believed that information received from the guidance and counselling programmes could make them confident to talk about sex issues to their classmates and friends. This showed that most students believed that information about sex given through guidance and counselling sessions can assist the students to use the various pregnancy and/or sexually transmitted diseases including HIV/AIDS prevention methods.

Most of the students 257(68.4%) strongly believed that information about sex given during guidance and counselling sessions could help to reduce the number of early pregnancies amongst girls in secondary schools, while 82(21.8%) agreed, with 5.1% strongly disagreed and 1.6% disagreed. This indicated that students believed that information about sex given during guidance and counselling sessions can help to reduce number of early pregnancies amongst girls in secondary schools. On the statement whether students believed that information about sex given out during guidance and counselling sessions would help them promote their self-esteem, majority 22(59%) strongly agreed and 98(26.1%) agreed, with 2.4(6.6%) undecided, 18(2.9%) disagreed and 19(5.3%) strongly agreed. This showed that the most of the students believed that the information about sex given out during guidance and counselling sessions could help

them promote their self-esteem. Further, majority of the students 232(61.7%) strongly disagreed that information about sex received during guidance and counselling sessions cannot help promote their self-esteem, with 76(20.2%) disagreed, 19(5.3%) undecided, 16(4.3%) agree and 31(8.5%) strongly agreed. This showed that students disagreed that information about sex received during guidance and counselling sessions cannot help promote their self-esteem.

Further, at least 171(45.5%) students strongly believed that information about sex given during guidance and counselling sessions could increase their ability to express desire not to be sexually involved if they do not wish to, with 116(30.9%) agreed, while 11.2% undecided and 4.8% disagreed and 7.7% strongly disagreed. This showed that most of the students believed that sex information given to them during guidance and counselling sessions increased their ability to express their desire not to be sexually involved if they don't wish to. At least 114(30.4%) strongly students believed that sex information received from the guidance and counselling sessions could make them confident to talk about sex related topics to the classmates and friends, with 192(27.1%) agreed, 73(19.7%) disagreed, 43(11.7%) strongly disagreed and 22(5.9%) undecided. This indicated that most of students believed that sex information received from the guidance and counselling sessions can make them confident to talk about sex related topics to their classmates and friends. Further, majority of the students 209(55.6%) strongly believed that that sex information discussed during guidance and counselling times in school made them feel uncomfortable and embarrassed, with 96(25.5%) agreed, while 22(5.9%) undecided, 31(8.5%) strongly disagreed and 16(4.5%) disagreed. This showed that

students believed that sex information discussed during guidance and counselling times in school made them feel uncomfortable and embarrassed. Generally, the study found out students in Nandi North sub County had a positive perception towards the usefulness of sexuality counselling.  $M=3.7884$ . Most students agreed that sex information should be part of facts given to them during guidance and counselling sessions. This agrees to Fields and Boesser, (2002) who observes that the fundamental goal of guidance and counselling is to offer assistance to individuals so that they would make intelligent decisions and adjustments in life in their day to day activities. The students also believed that it was the duty of the teacher-counsellors to give information about sex to students. Nyambura (2007) carried out a survey of the attitudes of students and teacher-counsellors towards guidance and counselling in selected schools in Limuru Division. The study found out that fear of breaking confidentiality was one of the reasons that kept students away from seeking help from teacher counsellors. Further, Wambiya and Raburu (2014) found out that most girls did not believe in the teacher-counsellors for lack of privacy in the counselling rooms. The students expected the teacher-counsellors to be confidential. She also adds that students expect teacher-counsellors to have qualities like genuineness, acceptance, trustworthiness and empathy. Additionally, majority of the students perceived that information about sex was useful to students, can enable them identify different methods of pregnancy and transmission of sexually transmitted diseases including HIV/AIDs and strongly believed that information about sex can help to reduce the number of early pregnancies amongst girls in secondary schools. Contrastingly, (Gitonga, 1999; Nyamwange, Nyakan & Ondima, 2012) found out that students did not consider counselling necessary in schools. They overwhelmingly reported a negative

attitude towards guidance and counselling programs. The students further agreed that sex information given to them can increased their ability to express their desire not to be sexually involved if they don't wish to and can make them identify different methods to prevent pregnancy and/or the transmission of sexually transmitted diseases including HIV/AIDS. Most of them believed that information about sex can help them to promote their self-esteem and make them confident to talk about sex issues to their classmates and friends. This is in agreement with UNESCO (2004) who observes that counselling is an extensive professional field with a wide series of activities, programmes and services aimed at assisting individuals to understand themselves better and develop sufficient capacity for making wise decisions in life. Egbochuku (2008) further asserts that the aims of school guidance and counselling services are to provide students with opportunities to develop knowledge and appreciation of themselves and others, to develop relationship skills, ethical standards and a sense of responsibility. The findings in this study therefore indicated that the students had positive attitudes towards sexuality counselling. These findings agree with Arinze (2014) whose major finding showed that students perceived provision of sexuality education programme positively and would prefer professional counsellors to dispense it. Juliana (2010) further mentioned that in Ghana, students had a positive perception of their school counsellor and majority were aware about school counselling services. Further, Gysbers (2008) conducted a qualitative study of students' view of school counselling interventions and the study reported that, classroom guidance can improve elementary school students' behaviours and ability to make career decisions.

#### 4.4 Teachers Perception towards the Usefulness of Sexuality Counselling in Secondary School

The second objective of the study was to determine the teacher-counsellors' perception towards the usefulness of sexuality counselling in secondary school in Nandi North Sub County. This was established using descriptive statistics which included frequencies and percentages. The teacher-counsellors were requested to rate their opinions using 20 Likert statements representing perception towards the usefulness of sexuality counselling in secondary schools. The teacher-counsellors' perception towards the usefulness of sexuality counselling in secondary school was varied and is summarized in Table 4.6.

**Table 4.7 Teacher Counsellor's Perception towards the Usefulness of Sexuality Counselling in Secondary Schools**

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	F	%	F	%	F	%	F	%	F	%	
I believe that information about sex should be part of information given to students during guidance and counselling sessions in school.	17	94.1	4	5.6							4.9
I believe that it is my duty to give information about sex to students during the guidance and counselling sessions in school.	11	61.1	6	33.3	1	5.6					4.5
I believe that I should <b>NEVER</b> talk about sex issues to students during the guidance and counselling sessions.							6	33.3	12	66.7	4.6
I believe that information about sex given to students during guidance and counselling sessions is useful to them as students.	9	50.0	5	27.8	3	16.7			1	5.6	4.1
I believe that information about sex given to students during guidance and counselling sessions <b>CANNOT</b> make them identify different methods to prevent pregnancy and/or the transmission of sexually transmitted diseases including HIV/AIDS	1	5.6					4	22.2	13	72.2	4.5
I believe that information about sex given through guidance and counselling sessions can	8	44.4	7	38.9	1	5.6	2	11.1			4.1





transmission of sexually transmitted diseases including HIV/AIDS									
I believe that information about sex given to students during guidance and counselling sessions can help to promote their self-esteem	10	55.6	6	33.3	1	5.6	1	5.6	<b>4.3</b>
I believe that information about sex should <b>NOT</b> be part of the information given to students during guidance and counselling sessions							3	16.7	<b>4.8</b>
I believe that information about sex given through guidance and counselling programmes can assist the students to use the various pregnancy and/or sexually transmitted diseases including HIV/AIDS prevention methods.	7	38.7	7	38.7	2	11.1	1	5.6	<b>4.0</b>
I believe sex information received from the guidance and counselling programmes can make my students confident to talk about sex issues to their classmates and friends.	11	61.1	6	33.3	1	5.6			<b>4.5</b>
<b>Mean</b>									<b>4.3</b>
									<b>2</b>

All the teacher-counsellors 17(94.4%) strongly agreed and 1(5.6%) agreed that they believe information about sex should be part of information given to students during guidance and counselling sessions in school. Further, most of the teacher-counsellors 15(83.3%) strongly disagreed that information about sex should not be part of the information given to students during guidance and counselling sessions and 3(16.7%) disagreed to the statement. Teacher-counsellors therefore agreed that they believe information about sex should be part of information given to students during guidance and counselling sessions in school. This indicated that the teacher-counsellors had a positive perception that sex information should be part of the facts given to students during guidance and counselling sessions in school.

On the statement whether teacher-counsellors believed that it was their duty to give information about sex to students during the guidance and counselling sessions in school, majority 11(61.1%) strongly agreed and 6 (33.3%) agreed and the least 1(5.6%) were undecided. Further, most of the teachers' counsellors 12 (66.7%) strongly disagreed that they should never talk about sex issues to students during the guidance and counselling sessions and 6 (33.3%) disagreed. This showed that the teacher-counsellors believed that it was their duty to give information about sex to students during the guidance and counselling sessions in school.

Majority of the teacher-counsellors 9(50%) strongly agreed and 5(27.8%) agreed that they believed that information about sex given to students during guidance and counselling sessions was useful to students with, 3(16.7%) undecided and 1(5.6%) disagreed. Further, most of the teacher-counsellors 13(72.2%) strongly disagreed and 4(22.2%) disagreed that information about sex given to students during guidance and counselling sessions was not important in any way to a student and only 5.6% strongly agreed. This showed that teacher-counsellors believed that information about sex given to students during guidance and counselling sessions was useful to the students.

On the statement whether teacher-counsellors believed that information about sex information given to students during the guidance and counselling sessions helps them not to engage in unprotected sex, 7(38.9%) strongly agreed and 8(44.4%) agreed, with 2(11.1%) strongly disagreed and 5.6% disagreed. This showed that the teacher-counsellors agreed that information about sex given to students during the guidance and counselling sessions helped them not to engage in unprotected sex. At least 9(50%)

teachers-counsellors strongly disagreed that sex information received through guidance and counselling sessions failed to help students not to engage in unprotected sex, with 7(38.9%) disagreed and 2(11.1%) undecided. This indicated that most of teacher-counsellors disagreed that sex information received through guidance and counselling sessions fail to help students not to engage in unprotected sex.

Further, 9(50%) teacher-counsellors strongly agreed that information about sex given to students during the guidance and counselling sessions can make them identify different methods to prevent pregnancy and/or the transmission of sexually transmitted diseases including HIV/AIDS, with 6(33.3%) agreed, with 1(5.6%) undecided and 1(5.6%) disagreed. This indicated that most of the teacher-counsellors believed that information about sex given to students during the guidance and counselling sessions can make them identify different methods to prevent pregnancy and/or the transmission of sexually transmitted diseases including HIV/AIDS.

Majority of the teacher-counsellors 8(44.4%) strongly and 7 (38.9%) agreed that they believed that that information about sex given through guidance and counselling sessions can assist students to use the various pregnancy and/or sexually transmitted diseases including HIV/AIDS prevention methods, with 2(5.6%) undecided and 1(11.1%) disagreed. This showed that teacher-counsellors believed that information about sex given through guidance and counselling sessions can assist the students to use the various pregnancy and/or sexually transmitted diseases including HIV/AIDS prevention methods. Further, most of the teacher-counsellors 13 (72.2%) strongly disagreed that information about sex given to students during guidance and counselling sessions cannot make them

identify different methods to prevent pregnancy and/or the transmission of sexually transmitted diseases including HIV/AIDS, with 4 (22.2%) disagreed and 1(5.6%) strongly agreed. This indicated that most of teacher-counsellors disagreed that information about sex given to students during guidance and counselling sessions cannot make them identify different methods to prevent pregnancy and/or the transmission of sexually transmitted diseases including HIV/AIDS.

Most of the teachers-counsellors 15 (83.3%) strongly believed that information about sex given to the students during guidance and counselling sessions can help to reduce number of early pregnancies amongst girls in secondary schools and 3(16.7%) agreed. This indicated that all the teachers' counsellors believed that information about sex given to the students during guidance and counselling sessions helped to reduce the number of early pregnancies amongst girls in secondary schools.

On the statement whether teacher-counsellors believed that information about sex given to students during guidance and counselling sessions help to promote their self-esteem, majority 10(55.6%) strongly agreed and 6(33.3%) agreed, with 1(5.6%) undecided as well as disagreed. This showed that the most of the teacher-counsellors believed that the information about sex given to students during guidance and counselling sessions can to promote their self-esteem. Further, majority of the teacher-counsellors 13(72.2%) strongly disagreed that information about sex received during guidance and counselling sessions cannot help to promote the self-esteem of students, with 3(16.7%) disagreed, 5.6% undecided as well as agreed. This showed that teacher-counsellors disagreed that information about sex received during guidance and counselling sessions cannot help to

promote the self-esteem of students. Majority of the teacher-counsellors 6(33.3%) strongly and 8(44.4%) agreed, believed that sex information given to students during guidance and counselling sessions increased their ability to express their desire not to be sexually involved if they do not wish to, while 16.7% undecided and 5.6% disagreed. This showed that most of the teacher-counsellors believed that sex information given to students during guidance and counselling sessions increased their ability to express their desire not to be sexually involved.

Most of the teacher-counsellors 11(61.1%) strongly agreed that information received from the guidance and counselling programmes can make students confident to talk about sex issues to their classmates and friends, with 6(33.3%) agreed and 5.6% undecided. Further, majority of the teacher-counsellors 13(72.2%) strongly disagreed that that sex information discussed during guidance and counselling sessions in school can make students feel uncomfortable and embarrassed, with 3(16.7%) disagreed, while 5.6% strongly disagreed. This showed that teacher-counsellors disagreed that sex information discussed during guidance and counselling sessions in school made them feel uncomfortable and embarrassed. This indicated that most of the teacher-counsellors believed that sex information received from the guidance and counselling programmes can make students confident to talk about sex issues to their classmates and friends.

Generally, the study found out that teacher counsellors had a positive perception towards the usefulness of sexuality counselling,  $M=4.3194$ . All the teacher-counsellors agreed that information about sex should be part of information given to students during guidance and counselling sessions in school. The Koech (1999) report reiterated that

guidance and counselling is a necessary service in all-educational and training institutions and that it should be rendered by professionally trained personnel. The school counsellors' effective help for students is important to succeed and fulfill their dreams and mission Bridge land and Bruce (2011).

The teacher-counsellors believed that it was the duty of the teacher-counsellors to give information about sex to students during guidance and counselling sessions in school. This is in agreement with Mwamwenda (1995) who articulates the role of teacher-counsellor as being involved in the areas of personal, social, vocational and educational counselling. The counsellor in this case assists students with problems in these areas and if adequately assisted, they stand a chance of exploiting their full potential in school. The teacher-counsellors believed that information about sex given to students during guidance and counselling sessions was very useful to students. The teacher-counsellors agreed that information about sex given out during guidance and counselling sessions enable students to identify different methods of pregnancy and transmission of sexually transmitted diseases including HIV/AIDS. The teacher-counsellors agreed that information about sex given through guidance and counselling sessions can assist the students to use the various pregnancy and/or sexually transmitted diseases including HIV/AIDS prevention methods. The teacher-counsellors believed that information about sex given to students during guidance and counselling sessions can help the students not to engage in unprotected sex. The teacher-counsellors agreed that information about sex given to the students during guidance and counselling sessions can help to reduce number of early pregnancies amongst girls in secondary schools. The teacher-counsellors agreed that sex information

given to students during guidance and counselling sessions increased the students' ability to express their desire not to be sexually involved if they don't wish to. The teacher-counsellors agreed that they believed that information about sex given to students during guidance and counselling sessions can help to promote the self-esteem of students. Most of the teacher-counsellors agreed that information received from the guidance and counselling programmes can make students confident to talk about issues related to sex freely to their classmates and friends.

This study is in agreement with the findings of Rabih et al (2016) who observed that majority of the teachers perceived that reproductive health contents are accurate, the accuracy of the contents is very important.

They further observe that this positive perception in addressing reproductive health messages in basic schools' curriculum, may stimulate the interest of teachers and their pupils about reproductive health topics which may result in students' comprehension. Eko, J. et al (2013) observed that most of them shared a similar opinion that sex education should cover such areas as abstinence, HIV/AIDS, sexually transmitted diseases, basis of reproduction. In general guidance, the teacher-counsellor is expected to sensitise pupils on the negative effects of harmful practices such as drug abuse, engaging in pre-marital sex, undesirable behaviour and misconduct. In so doing, a teacher assists the pupils to develop self-understanding, self-acceptance and in seeing the realities of his personal characteristics (Republic of Kenya, 2002; Kebaya, 1989).

#### 4.5 Difference between the Students' and Teacher-Counsellors' Perception towards the Usefulness of Sexuality Counselling

The third objective was to establish whether there was a significant difference between students' and teacher-counsellors' perception towards the usefulness of sexuality counselling in secondary schools in Nandi North Sub County. To determine the differences in the students' and teacher-counsellors' perception towards the usefulness of sexuality counselling in secondary schools, an independent sample t-test was used as summarized in Table 4.8. The results showed that there was a variation in teacher-counsellors' perception and students' perception. The teacher-counsellors' mean perception ( $M= 4.3194$ ,  $SD=0.36426$ ) towards usefulness of sexuality counselling services was significantly greater than the students' mean perception ( $M=3.7884$ ,  $SD=0.44543$ ) towards usefulness of sexuality counselling services  $t(392) = 4.977$ ,  $\alpha=0.0288$ . The null hypothesis was therefore rejected.

**Table 4.8: Sample size, mean, standard deviation,  $\alpha$  value and t value**

Category	<i>N</i>	<i>M</i>	<i>SD</i>	Std. Error Mean	<i>T</i>	<i>A</i>	<i>Df</i>
Teacher-counsellors	18	4.3194	0.36426	.08586	4.977	.0288	392
Students	376	3.7884	0.44543	.02297			

The third objective was to establish whether there was a significant difference between the students' perception and teacher-counsellors' perception towards the usefulness of sexuality counselling in secondary school students in Nandi North Sub County. The students' and teacher-counsellors' perception towards the usefulness of sexuality counselling in secondary school showed that there was a significant difference in their perceptions towards the usefulness of sexuality counselling.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter contains a summary of the study findings, conclusions, recommendations and suggestions for further research based on the analysis of the data. The chapter is divided into four sections namely: summary of research findings, conclusions, recommendations and suggestions for further research. These divisions were informed by the purpose of the study and the results.

#### **5.2 Summary of Findings**

The purpose of this study was to determine students' and teacher-counsellors' perceptions towards the usefulness of sexuality counselling services in Nandi-North sub County, Kenya.

##### **5.2.1 Students' Perception towards the Usefulness of Sexuality Counselling in Secondary Schools**

The first objective of the study was to determine the students' perception towards the usefulness of sexuality counselling in secondary school in Nandi North Sub County. Most students had a positive perception that sex information should be part of facts given to them during guidance and counselling sessions. They also believed that it was the duty of the teacher-counsellors to give information about sex to students. Majority of the students perceived that information about sex was useful to students and such information can enable them identify different methods of pregnancy and transmission of sexually

transmitted diseases including HIV/AIDs and strongly believed that information about sex can help to reduce the number of early pregnancies amongst girls in secondary schools. They further agreed that sex information given to them can increase their ability to express their desire not to be sexually involved if they don't wish to and such information can make them identify different methods to prevent pregnancy and/or the transmission of sexually transmitted diseases including HIV/AIDS. Most of them believed that information about sex can help them to promote their self-esteem and make them confident to talk about sex issues to their classmates and friends. The findings therefore indicated that the students had positive perception towards sexuality counselling.

### **5.2.2 Teacher-Counsellors' Perception towards the Usefulness of Sexuality Counselling in Secondary Schools**

The second objective of the study was to determine the teacher-counsellors' perception towards the usefulness of sexuality counselling in secondary school in Nandi North Sub County. All the teacher-counsellors agreed that information about sex should be part of information given to students during guidance and counselling sessions in school. The teacher-counsellors believed that it was the duty of the teacher-counsellors to give information about sex to students during guidance and counselling sessions in school. The teacher-counsellors believed that information about sex given to students during guidance and counselling sessions was very useful to students. The teacher-counsellors agreed that information about sex given out during guidance and counselling sessions enable students to identify different methods of pregnancy and transmission of sexually

transmitted diseases including HIV/AIDS. The teacher-counsellors agreed that information about sex given through guidance and counselling sessions can assist the students to use the various pregnancy and/or sexually transmitted diseases including HIV/AIDS prevention methods. The teacher-counsellors believed that information about sex given to students during guidance and counselling sessions can help the students not to engage in unprotected sex. The teacher-counsellors agreed that information about sex given to the students during guidance and counselling sessions can help to reduce number of early pregnancies amongst girls in secondary schools. The teacher-counsellors agreed that sex information given to students during guidance and counselling sessions increased the students' ability to express their desire not to be sexually involved if they don't wish to. The teacher-counsellors agreed that they believed that information about sex given to students during guidance and counselling sessions can help to promote the self-esteem of students. Most of the teacher-counsellors agreed that information received from the guidance and counselling programmes can make students confident to talk about issues related to sex freely to their classmates and friends. The findings indicated that the teacher-counsellors had positive perception towards sexuality counselling.

### **5.2.3 Difference between the Students' Perception and Teacher Counsellors' Perception towards Counselling Services**

The third objective was to establish whether there was a significant difference between the students' perception and teacher-counsellors' perception towards the usefulness of sexuality counselling in secondary school in Nandi North Sub County. The teacher-counsellors' mean perception ( $M= 4.3194$ ,  $SD=0.36426$ ) towards the usefulness of

sexuality counselling services was significantly greater than that the students' mean perception ( $M=3.7884$ ,  $SD=0.44543$ ) towards the usefulness of sexuality counselling services ( $t(392)=4.977$ ,  $\alpha=0.288$ ). The null hypothesis was therefore rejected.

### **5.3 Conclusions**

The students had positive perception towards the usefulness of sexuality counselling in secondary school in Nandi North Sub County.

The teacher-counsellors' had positive perception towards the usefulness of sexuality counselling in secondary school in Nandi North Sub County.

There was a significant difference between the students' perception and teacher-counsellors' perception towards the usefulness of sexuality counselling in secondary school in Nandi North Sub County.

### **5.4 Recommendation from the Study**

- i) Sexuality counselling services should be strengthened in secondary schools since both students and teacher-counsellors appreciate the usefulness of sexuality counselling.
- ii) Guidance and counselling departments in schools should provide sexuality counselling services intervention programmes that focus on prevention of pregnancy, STI and HIV prevention
- iii) The study also recommends that high priority should be given to training teachers to offer sexuality counselling. Both in-service and pre-service teacher training should include compulsory sexuality components.

### **5.4.3 Recommendations for Further Study**

- i) The study covered only Nandi-North Sub County in Nandi County in Kenya. There is need to extend the study to other regions in the country. This will help find the relationship or difference in students' perception and teacher-counsellors' perception towards the usefulness of sexuality counselling in secondary schools.
- ii) There is need to conduct such a research in the private secondary schools in the same location of study or in any other study location in Kenya.
- iii) There is need to conduct such a research in the other levels of education including primary schools and tertiary institutions.

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## APPENDICES

### APPENDIX I: Letter of Informed Consent

#### **LETTER OF INFORMED CONSENT**

Dear Participant,

**Researcher's Name:** Alice Chelagat Songok

**Title of the Study:** Students' and Teacher-counsellors' Perceptions towards the usefulness of sexuality counselling services in Secondary Schools in Nandi-North Sub County.

**Department:** Department of Educational Psychology- Moi University

**Address:** P.O Box 3900 Eldoret

**E- Mail:** [songokalice@yahoo.com](mailto:songokalice@yahoo.com)

**Purpose of Study:** You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. The purpose of this study is to establish students' and teacher-counsellors' perceptions towards the usefulness of sexuality counselling services in secondary schools in Nandi-North Sub County.

**Study Procedures:** The study will require you to fill a questionnaire. This will probably take about 15 minutes of your time and this will be arranged to not interfere adversely with your schedule.

**Risks:** You may decline to answer any or all questions and you may terminate your involvement at any time as you choose.

**Benefits:** There will be no direct benefit to you for participating in this study. However, we hope that the information obtained in this study may benefit the Ministry of Education and help in the promotion of sexuality counselling services in schools.

**Confidentiality:** Your responses to this survey will be anonymous. Please do not write any identifying information on your survey. Every effort will be made by the researcher to preserve your confidentiality. Participants' data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include but not limited to incidents of abuse and suicide risks.

**Voluntary participation:** Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you, if any, with the researcher.

**Contact Information:** If you have questions at any time about this study, or if you experience adverse effects as the result of participating in this study, you may contact the researcher whose contacts are given above. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the researcher, please contact the university.

**Consent:** I have read and I understand the provided information. I understand that my participation is voluntary and I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree/ don't agree to take part in this study.

**Participants Sign:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Researchers Sign:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**APPENDIX II: Students' Perception towards counselling services Questionnaire  
(SPSCQ)**

Dear Participant,

This study aims at investigating students' and teacher-counsellors' perceptions towards the usefulness of sexuality counselling services in secondary schools in Nandi-North Sub County. Kindly make a response to all the statements in the questionnaire. Please do not write your name or the name of your school anywhere on the questionnaire. Kindly note that, the information you give will be used only for the purpose of this study and will be treated with utmost confidentiality.

**SECTION A: Demographic Information**

1) Gender (Tick (√) where appropriate)

i) Male            [   ]

ii) Female        [   ]

2) Class (Tick (√) where appropriate)

i) Form 2         [   ]

ii) Form 3        [   ]

3) Type of school (Tick (√) where appropriate)

i) Boys boarding    [   ]

ii) Girls boarding   [   ]

iii) Mixed day      [   ]

### SECTION B: Students' Perception towards Usefulness of Sexuality Counselling

This section has statements regarding your perceptions towards the usefulness of sexuality counselling. Kindly respond to the items honestly by putting a Tick (√) on the box that matches your response. For example, if you strongly agree to statement No. 1 then put a tick (√) on **SA** on the statement. Tick only one option in a row. **SA** -Strongly Agree, **A** –Agree **U**- Undecided, **D**-Disagree, **SD**-Strongly Disagree.

	Statement	SA	A	U	D	SD
1	I believe that information about sex should be part of information given to me during guidance and counselling sessions in school.					
2	I believe that it is the duty of the guidance and counselling teacher to give me information about sex during the guidance and counselling sessions in school.					
3	I believe that my guidance and counselling teacher should <b>NEVER</b> talk about sex issues during the guidance and counselling sessions.					
4	I believe that information about sex during guidance and counselling times can be useful to me as a student.					
5	I believe that information about sex given out during guidance and counselling sessions <b>CANNOT</b> make me identify different methods to pregnancy and/or the transmission of sexually transmitted diseases including HIV/AIDS					
6	I believe that information about sex given through guidance and counselling sessions can assist the students to use the various pregnancy and/or sexually transmitted diseases including HIV/AIDS prevention methods.					
7	I believe that information about sex given during guidance and counselling sessions is <b>NOT</b> important in any way to me as a student.					
8	I believe that information about sex given out during guidance and counselling times can help me not to engage in unprotected sex					
9	I believe that I can remain comfortable during guidance and counselling sessions when information about sex is discussed or talked about.					
10	I believe that information about sex given during guidance and counselling sessions can help to reduce the number of early pregnancies amongst girls in secondary schools.					
11	I believe that information about sex received during guidance and counselling sessions <b>CANNOT</b> help to					

	promote my self esteem					
12	I believe sex information received from the guidance and counselling sessions can make me confident to talk about sex related topics to my classmates and friends.					
13	I believe that sex information discussed during guidance and counselling times in school can make me feel <b>UNCOMFORTABLE</b> and <b>EMBARRASSED</b> .					
14	I believe that information about sex received through guidance and counselling times <b>CANNOT</b> help me not to engage in unprotected sex.					
15	I believe that information about sex given to me during guidance and counselling sessions can increases my ability to express my desire not to be sexually involved if I do not wish to.					
16	I believe that information about sex given during guidance and counselling times can make me identify different methods to prevent pregnancy and/or the transmission of sexually transmitted diseases including HIV/AIDS.					
17	I believe that information about sex given out during guidance and counselling times can help to promote my self-esteem.					
18	I believe that information about sex should <b>NOT</b> be part of the information given to me during guidance and counselling sessions.					
19	I believe that information about sex given through guidance and counselling programmes can assist students to use the various pregnancy and/or sexually transmitted diseases including HIV/AIDS prevention methods.					
20	I believe sex information from the guidance and counselling sessions can make me confident to talk about sex issues to my classmates and friends freely.					

*Thank you for the Response*

**APPENDIX III: Teacher-Counsellors' Perception towards Counselling Services**  
**Questionnaire (TPSCQ)**

Dear Participant,

This study aims at investigating students' and teacher-counsellors' perceptions towards the usefulness of sexuality counselling services in secondary schools in Nandi-North Sub County. Kindly make a response to all the statements in the questionnaire. Please do not write your name or the name of your school anywhere on the questionnaire. Kindly note that, the information you give will be used only for the purpose of this study and will be treated with utmost confidentiality.

**SECTION A: Demographic Information**

1) Gender (Tick (√) where appropriate)

i) Male [ ]

ii) Female [ ]

2) Age (Tick (√) where appropriate)

i) 20-29 years [ ]

ii) 30-39 years [ ]

iii) 40-49 years [ ]

iv) 50 years and above [ ]

3) Years of Guidance and counselling experience (Tick (√) where appropriate)

i) Less than 1 year [ ]

ii) 1-7 years [ ]

iii) 8-14 years [ ]

- iv) 15-21 years [ ]
- v) 21-27 years [ ]
- vi) 28 years and above [ ]

4) Are you a professionally trained as a teacher-counsellor? (Tick (√) where appropriate)

Yes [ ] No [ ]

If yes, then at what level? (Tick (√) where appropriate)

- a) Certificate in Counselling [ ]
- b) Diploma in Counselling [ ]
- c) Higher Diploma in Counselling [ ]
- d) Bachelor's Degree in Counselling [ ]
- e) Master's Degree in Counselling [ ]
- f) Any other

specify.....

### **SECTION B: Teacher-counsellors' Perception towards Usefulness of Sexuality Counselling**

This section has statements regarding your perceptions towards the usefulness of sexuality counselling. Kindly respond to the items by putting a Tick (√) on the box that matches your response. For example, if you strongly agree to statement No. 1 then put a tick (√) on SA on statement 1.



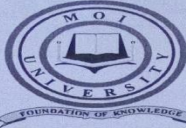
**Tick only one option in a given row. SA -Strongly Agree, A -Agree. U- Undecided, D- Disagree, SD-Strongly Disagree.**

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1	I believe that information about sex should be part of information given to students during guidance and counselling sessions in school.					
	I believe that it is my duty to give information about sex to students during the guidance and counselling sessions in school.					
3	I believe that I should <b>NEVER</b> talk about sex issues to students during the guidance and counselling sessions.					
4	I believe that information about sex given to students during guidance and counselling sessions is useful to them as students.					
5	I believe that information about sex given to students during guidance and counselling sessions <b>CANNOT</b> make them identify different methods to prevent pregnancy and/or the transmission of sexually transmitted diseases including HIV/AIDS					
6	I believe that information about sex given through guidance and counselling sessions can assist the students to use the various pregnancy and/or sexually transmitted diseases including HIV/AIDS prevention methods.					
7	I believe that information about sex given to my students during guidance and counselling sessions is <b>NOT</b> important in any way to a student.					
8	I believe that information about sex given to students during the guidance and counselling sessions helps them <b>NOT</b> to engage in unprotected sex.					
9	I believe I am comfortable during guidance and counselling sessions when I discuss information about sex to my students.					
10	I believe that information about sex given to the students during guidance and counselling sessions can help to reduce the number of early pregnancies amongst girls in secondary schools.					
11	I believe that information about sex received during guidance and counselling sessions <b>CANNOT</b> help to promote the self-esteem of students.					
12	I believe sex information received from the guidance and counselling sessions can make my students confident to talk about sex related topics to their classmates and friends.					
13	I believe that sex information discussed during guidance and counselling sessions in school make me feel <b>UNCOMFORTABLE</b> and <b>EMBARRASSED</b> .					
14	I believe that information about sex received through					

	guidance and counselling sessions <b>FAIL</b> to help students not to engage in unprotected sex.					
15	I believe that information about sex given to students during guidance and counselling sessions can increase their ability to express their desire not to be sexually involved if they do not wish to.					
16	I believe that information about sex given to students during the guidance and counselling sessions can make them identify different methods to prevent pregnancy and/or the transmission of sexually transmitted diseases including HIV/AIDS					
17	I believe that information about sex given to students during guidance and counselling sessions can help to promote their self-esteem					
	I believe that information about sex should <b>NOT</b> be part of the information given to students during guidance and counselling sessions					
19	I believe that information about sex given through guidance and counselling programmes can assist the students to use the various pregnancy and/or sexually transmitted diseases including HIV/AIDS prevention methods.					
20	I believe sex information received from the guidance and counselling programmes can make my students confident to talk about sex issues to their classmates and friends.					

*Thank you for the Response*

**APPENDIX IV: Authorization Letter from Moi University**

  
**MOI UNIVERSITY**  
 Office of the Dean School of Education

Tel: (053) 43001-8  
 (053) 43555  
 Fax: (053) 43555

P.O. Box 3900  
 Eldoret, Kenya

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**REF: EDU/PGCM/026/06** **DATE: 19<sup>th</sup> April, 2017**

**The Executive Secretary**  
 National Council for Science and Technology  
 P.O. Box 30623-00100  
**NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF ALICE CHELAGAT SONGOK - ED/PGGC/026/06**


The above named is a 2<sup>nd</sup> year Master of Education (M.Ed) student at Moi University, School of Education, Department of Educational Psychology.


It is a requirement of her M.Ed Studies that she conducts research and produces a thesis. Her research is entitled:

**“Students’ and Teacher Counsellors’ Perceptions on Sexuality Counselling in Secondary Schools in Nandi North Sub-County, Kenya.”**

Any assistance given to enable her conduct research successfully will be highly appreciated.

Yours faithfully,

  
 \_\_\_\_\_  
 PROF. J. N. KINDIKI  
**DEAN, SCHOOL OF EDUCATION**

  
 MOI UNIVERSITY  
 SCHOOL OF EDUCATION  
 19 APR 2017

## APPENDIX V: AUTHORIZATION LETTER FROM NACOSTI



### APPENDIX VI: Research Permit

