

**PERCEIVED ROLE OF GUIDANCE AND COUNSELLING SERVICES ON
ACADEMIC, EMOTIONAL AND SOCIAL ADJUSTMENT OF BOYS IN
SECONDARY SCHOOLS IN BUNGOMA COUNTY, KENYA**

BY

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REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE
IN EDUCATION PSYCHOLOGY, GUIDANCE AND COUNSELING**

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DECLARATION

DECLARATION BY THE CANDIDATE

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DEDICATION

Special dedication to my loved ones; my children , Willah , Marvis , Ressa ,Scovia and Emma , for supporting and offering me a shoulder to lean on whenever I got tired working on this thesis.. Thank you very much. With humility and honour, I thank God the Almighty for the gift of life, good health and knowledge that has been all sufficient.

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ABSTRACT

Guidance and counseling services are usually provided in learning institutions in Kenya. The Ministry of Education has put much effort in terms of offering these services to learners by the teachers. However, unrest in schools has continued in secondary schools especially among boys' schools. Not only are they violent and destructive to human life. The objective of the study was to determine the perceived role of guidance and counseling services on academic, social and emotional adjustment of boys in secondary schools in Bungoma County. The study employed a survey design that was descriptive. The dependent variable in the study was perceived role of guiding and counselling while the independent variables were academic adjustment, emotional adjustment and social adjustment. Intervening variable during the study was type of school. Data was collected by use of a questionnaire that was administered to 300 boys at form four level. Stratified random sampling technique was used to select the participants. Analysis of Variance and correlation were used to test the significance. All tests were based on the 0.05 level of significance. The findings of the research will be useful to the Ministry of Education for the purpose of future planning and strengthening of guidance and counseling programs. The study will also help in the design of effective methods of guidance and counseling as a way of improving discipline in secondary schools. The analysis indicated that there was a significant relationship between perceived role of guidance and counseling and academic adjustment. It was also revealed that there was no significant relationship between perceived role of guidance and counseling and social adjustment and emotional adjustment of boys in secondary schools. This study needs to be carried out on a large scale with larger population samples that involve many learners. Study concluded that there was a significant relationship between academic adjustment and perceived role of guidance and counseling services offered in schools

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background of the study, statement of the problem, purpose of the study, the research objectives, research questions, significance of the study and justification. It concludes by noting the scope of the study, limitations and delimitation of the study, theoretical framework, conceptual framework and definition of terms.

1.1 Background of the Problem

Guidance and Counselling is a professional field which has a broad range of activities and services aimed at assisting individuals understand themselves, others, school environment and attain abilities to adjust accordingly. Adjustment refers to a process in which an individual finds and adopts modes of behavior suitable to or the changes in the environment. Hence, adjustment involves an individuals' general adaptation to own environment and the demands of life such as the way one relates to other people, that is interpersonal behavior, handles responsibilities, deals with stress and meets own needs and life satisfaction (Gatua, 2014).

Students in secondary schools are confronted with problems ranging from withdrawal, unhappiness, annoyance, anger, anxiety, and hyperactivity (Ndichu, 2005). students who are at the adolescent stage suffer more stress than any other group (Nasibi, 2003). This is because of the physiological and psychological changes they undergo. The latter include questioning of family values, of self-concept, personality development, and emotional experiences. Physiological changes include development of primary and secondary sexual characteristics, endocrine change, and alterations in physical

appearances. In school, adolescents also experience social changes, because they are so dependent upon their relationship with others. All the variations can generate high levels of stress because the adolescents are adapting to the new changes. Due to these social emotional challenges that majority of students have been experiencing in schools, governments across the world saw the need for introduction of guidance and counselling services in secondary schools (Wambu, 2015).

Guidance and counseling, an interaction process co-joining the counselee, who is vulnerable and needs assistance, the counselor who is trained needs to give assistance to help the counselee learn to deal more effectively with the reality of his environment (Makinde, 1987 as cited in Jack & Enock, 2010). According to Eddy et al (2001), for guidance and counseling to be comprehensive it should also be relevant for the client. The needs of the client should be met in an efficient and effective manner. The guiding and counselling process should also be stable and unaffected by the loss of personnel, as this determines the extent to which it meets the desired goals and objectives (Nyaegah, 2008). Patterson (1974) observed that clients must be willing to seek assistance from a counselor.

Globally, guidance and counseling is used in management on people's behavior that conforms to the expectations of the society. The rapid sociological changes resulting from the permissive society, urbanization and internet have caused behavior changes and stress in learners. Guidance and counseling were introduced in schools to help learners cope up with these challenges and overcome stress. Nziramasaga (1999) suggested that because of many pressures imposed on the family; parents tend to have very little time with their children leading to indiscipline that extends to learning institutions. Kindiki

(2009) adds that guidance and counseling is an effective method of dealing with indiscipline and stemming out its root cause.

Originally, guidance and counseling started in Europe during industrial revolution in the 17th century as a reaction to change in an industrialized society and during the 2nd world war to counsel on effects of war. Traditionally guidance and counseling were held within the family and surrounding networks. Guidance and counseling was expanded in the 20th century (Makinde, 1983). In school setting, the focal point of guidance was vocational and training. The concern of counselors and teachers was to prepare students for life after school (Muro & Kohman, 1995). From a guidance perspective it meant instilling discipline in learners to prepare them for careers that best fitted their abilities and goals. By late 1960s, the role of school counselors became more defined. In its contemporary state, guidance has grown to include counseling, planning, placement, referral and consultation (Schmidt, 1993).

In America, guidance and counseling began in 20th Century as a reaction to change process in an industrialized society (Makinde, 1983). Guidance and counseling services were set up within the department of education in September 1968 when the recommendations made by Louis, a consultant sent over to Malta by United Nation's Educational Scientific and Cultural Organization (UNESCO), were taken up (Summit, 1997). Most developed countries have attempted to assess the influence of guidance and counseling services offered to students in secondary school using Program Evaluation Approach (Cysbers & Herderson, 2006). Countries like Scotland focused on guidance and counseling facilities and materials, time allocation, guidance and counseling committees (peer counselor and invited personnel), and assessed their awareness of guidance and counseling services. Kok et al. (2012) report that Guidance and counseling

gained momentum in Malaysia as it was considered as a panacea for social evil such as drug addiction, delinquency and indiscipline in schools. Myrick (2003), quoting Nugent (2000), observed that counselors, teachers are the most important components in implementing a successful comprehensive program, without teachers support and involvement, developmental guidance would not work. In the United States of America, effective guidance and counseling services created a safe school environment. There is evidence that guidance and counseling has modeled in learners, the feeling of safety in schools, which resulted in learners developing a sense of belonging (Chireshe, 2012).

In Africa, Malawi, the need for guidance and counseling was recognized when a survey was conducted by 20 school counselors in southern and central regions and the main problem examined (Dixie W. Maluwa-banda, 2017). They recommended that there was need for a clear rationale and guidelines for guidance and counseling program (Taylor & Francis, 1998). The main goal was to help the counselee deal effectively with himself and the reality of his environment. A cross section survey on discipline among 2170 preparatory and secondary school students in the mainstream government schools in Alexandria in Egypt revealed that indiscipline among students and its predictors were related (few) to family backgrounds whereas the majority were related to children themselves (Allis & Kane, 1999).

In Nigeria, offering of Guidance and Counseling services started in 1959. According to Egbochuku (2008) guidance and counseling services were introduced to offer vocational guidance to finalist students to enable them make decisions concerning career choices. Parsley and Hubbard (1994) as cited in Ngutu (2000) maintain that globally students' needs are similar, only that they develop at different rates in a variety of domains, hence,

the reasons for establishing guidance and counseling are bound to differ. They reported that the guidance and counseling framework was interactive and dynamic and that the counselor was to take into account individuals active attempts to meet their changing needs at school (Watt, 2001). The school counselor was to carry out comprehensive developmental guidance and counseling services with a focus on the uniqueness of all students in the three areas of development; academic, personal and career.

In Zimbabwe, guidance and counseling helped learners develop positive attitudes. Learners developed a positive self-concept, understood their roles in the school and society and acquired useful social communication, Kimberly A. M et al. (2012). The learners were sensitized to the dangers of sexual conduct, alcohol and drug abuse (Chireshe, 2012). These were used in schools as positive disciplinary strategies where learners are empowered to take responsibility for their behavior. The role played by guidance and counseling has been crucial in maintaining positive attitudes among learners in schools. Ajowi and Simatwa (2010) observed that guidance and counseling had not been effectively used to promote learners' discipline in secondary schools.

In Kenya, students 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, 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).

The slow growth of the economy has been blamed for increasing unemployment rates (Sifuna, n.d.). The reality of not finding a job after graduation is rife among most high school students, consequently leading to low motivation in academic achievement (Osoro, Amundson & Borgen, 2000). Since there is little or no career counseling in many Kenyan schools, students lack coping skills to deal with the pressures that come with unemployment. Students are unaware of the job options that exist. There is a great emphasis on the college-bound students and little or no information for the many students who do not qualify to join these colleges (Osoro, et al.). Career counseling must take a new dimension to help students develop skills that will promote job creation instead of job-seeking (Osoro et al.).

Guidance and counseling services were officially recognized in 1970s. The Ministry of Education (MOE) established a guidance and counseling unit under its Inspectorate division. The unit was charged with the responsibility of dealing with educational and vocational guidance, and psychological counseling. Initially, the Ministry of Education science and technology, (MOEST, 2005) concentrated on career guidance which was based on voluntary efforts by teachers. Offering of guidance and counseling services commenced later in 1973 following several inceptions of guidance and counseling department with the MOE to cater for student with social, personal, psychological, educational and vocational problems. A handbook on guidance and counselor for teachers was produced in 1971. The use of guidance and counseling in handling indiscipline cases in school such as fighting, destruction of school stores, dormitories, harassment, rape and loss of live failed to meet the objectives as stipulated in government policy. Furthermore, there was little effort by the government to make a follow up about the effectiveness of guidance and counseling services (Oketch & Kimemia, 2012).

The Kenya Education Sector Support (KESSP, 2005) came up as a government plan for education however it only managed to address issues of HIV and Aids and problems associated with orphans in school. There were inadequate services that were offered regarding career opportunities, drug and substances abuse among students (MOEST, 2005). Capacity building of primary schools' teachers was organized to ensure schools worked with National Agency for the campaign against Drug Abuse (NACADA). This was aimed at helping students to overcome social challenges. At the time there was no comprehensive guidance programs put in place in schools.

Recently the Ministry of Education introduced Life Skills as a subject in the curriculum (Republic of Kenya, 2008). The subject was supposed to be taught once a week with the

aim of equipping students with skills for daily living in order to regulate their emotions and behavior and reduce indiscipline cases in schools. This has not yielded so much when it comes to handling of students' challenges because little attention is given to the subject given that is non-examinable. In Kenya Guidance and Counseling remains undefined, as school counselors continue to perform classroom duties in addition to their counseling responsibilities (Wambu & Wickman, 2011). The role of counselors varies from school to school. The school principals appoint and assign duties to the school counselor regardless of their qualifications.

Today, schools are under pressure to perform well nationally in exams (Karanja & Bow, 2012) and (Waititu & Khamis (2010). The Kenyan education system has become competitive and exam oriented. With the ban of remedial teaching in schools, there is now private tutoring, and irregular implementation of curriculum that lacks full development of personality. According to Wambu(2015), United Nations Educational Scientific and Cultural Organization (UNESCO,2002), maintains that counseling services have been underutilized with many viewing counseling as a service only necessary for those students with problems. The recognition that guidance and counseling programs are meant to address the holistic developmental needs of students is yet to be realized in Kenyan school.

Therefore, guidance and counseling must take a new dimension to help students develop skills that will improve better personality in future (Gysber, 2012). In addition, Musheno and Talbert (2002) maintained that problems experienced by Kenya students today require counselors to abandon traditional methods and adopt new approaches. The approaches should aim at developmental approach that encompasses and integrates prevention, redemption and crisis intervention to meet the needs of all students. In most

secondary schools there has been very little information on guidance and counseling services. Currently, most school counselors still have teaching responsibilities and the school counselor has little time to provide counseling services to students, Kamara and Mumiakkha, (2011).

Lack of training has posed a challenge in service delivery (Mumiakkha, 2011). Most counselors attend to the immediate needs and what they know about their students. In most cases, they are referred to either by the head teacher, the deputy principal or other teachers, such as cases of students losing close relatives. Most students associate counseling with indiscipline hence develop negative attitude towards seeking service, Wambua and Wickman, (2011).

According to Mbiti, (2007), students are the custodians of a school hence without students there is no school. Mbiti recommends students discipline should be students' own approach that seeks to enhance peer counseling, students' awareness of school rules, involvement in co-curricular activities and decision making. He adds that children's behavior is determined by the environment, which is the school in which the child grows. Most studies in Kenya indicate that discipline problems are manifested in form of drug and substance abuse, truancy, bullying in examination and school riots (Mwaniki, 2018). Strikes in schools points out to the fact that students have social psychological and educational problems. It is also pointer to how students are guided in most schools.

However, in Kenya, more-so Bungoma County, most scholars such as Makewa (2008), Nyaega (2011) and Nabiswa 2018 have pointed out to similar relationship between influence of guidance and counseling, students' discipline and success. There seem to be scanty information on the role of guidance and counseling on academic, emotional and

social adjustment. Its against this background that the current study on Perceived roles of guidance and counseling services on academic, emotional and social adjustment on boys in secondary schools was envisaged.

1.2 Statement of the Problem.

The need for guidance and counselling services in all secondary schools cannot be overstated due to increasingly complexities of modern life that have placed heavy demands and responsibilities on secondary school students. These students are faced with numerous personal, academic, social and emotional needs and problems when unattended could lead to host patterns of undesirable behaviors (Weiten, 2007). School guidance and counselling programs have therefore been introduced to assist students to overcome and adjust to a host of social and emotional challenges they experience at home and at school.

Despite efforts made by the Ministry of Education to offer guidance and counseling services to schools, unrest has continued in secondary schools with a new dimension. Not only are they violent and destructive but they are also premeditated and planned and have caused maximum harm to human life. This has emanated from poor relationship between students, parents and their teachers, abuse of drugs and social problems posing a challenge in discipline amongst students. There seems to be lack of effective alternative strategies to contain students' indiscipline, Bungoma County is not an exception.

Moreover; school counseling is yet to be recognized as a strategy to curb indiscipline cases neither is it considered as a profession in its own range, than a service to other educational programmers. Lack of professionals has further complicated the role of school counselor. Kenyan school counselors are struggling with definition, according to

Paisley and McMahon (2001) guidance and counseling mainly focuses on responsive services when school counselor attend to immediate needs and concerns. Mostly they are referred to them by either teachers or school principal due to discipline problems. Many students have come to associate counseling with discipline hence developed negative attitude towards service seeking (Wambui & Wickman 2011). The report of the task force on students' discipline and unrest (Republic of Kenya 2001) recognized the use of guidance and counseling in managing the students' discipline in schools. The study was to investigate the perceived roles of guidance and counseling services on academic, emotional and social adjustment on boys in secondary schools in Bungoma County.

1.3 Purpose of the Study

The purpose of this study was to investigate the perceived roles of guidance and counseling services on academic, emotional and social adjustment on boys in secondary schools in Bungoma County. It also aimed at assessing the effect of age and type of school on guidance and counseling services offered in secondary schools.

1.4 Objectives of the Study

1.4.1 Main Objective

The main objective of this study was to analyze the influence of the Perceived roles of guidance and counseling services on academic, emotional and social adjustment on boys in secondary schools in Bungoma County.

1.4.2 Specific Objectives

The specific objectives that guided this study were:

1. To determine the relationship between academic adjustment and perceived role of guidance and counseling services offered in secondary schools.

2. To ascertain the relationship between emotional adjustment and perceived role of guidance and counseling services.
3. To establish the relationship between social adjustment and perceived role of guidance and counseling.
4. To determine the effect of type of school on perceived role of guidance and counselling in secondary schools by the learners.

1.5 Research Questions

The following questions were used to guide the study:

1. Does academic adjustment have any significant relationship with perceived role guidance and counseling services offered at secondary school level?
2. Does emotional adjustment have any significant relationship with perceived role of guidance and counseling services offered at secondary school level?
3. Does social adjustment have any significant relationship with perceived role of guidance and counseling?
4. Does type of school significantly affected the perception of students on the role of guidance and counselling in secondary schools?

1.6 Significance of the Study

The study focused on Perceived roles of guidance and counseling services on academic, emotional and social adjustment on boys in secondary schools in Bungoma County. It also aimed at assessing the effect of age and type of school on guidance and counseling services offered in secondary schools.

The significance of the study is couched on the following premises:

1. The findings of this study may help education stakeholders on improving guidance and counseling in instilling discipline among secondary school students. The school administrators and teachers will appreciate the importance promote guidance and counseling in promoting discipline among students.
2. The findings of the research may be useful to the Ministry of Education for the purpose of future planning and strengthening of guidance and counseling programs. The study will also help in the design of effective methods of guidance and counseling as a way of improving discipline in secondary schools.
3. The results of the study would be useful for the principals and guidance and counseling teachers on how to use guidance and counseling effectively in the management of students discipline in public secondary schools in Bungoma County.
4. The findings may also be important to the Ministry of Education for the purpose of future planning of guidance and counseling and programs. The study may also fill the gap by coming up with interventions and new policies on effective methods of guidance and counseling as a way of improving discipline in secondary schools.
5. The findings and recommendations may add to new knowledge as well as lead to further research on the topic.

1.7 Justification of the Study

Guidance and counseling is important in behavioral change, more so, in boys boarding secondary school system. Many cases of indiscipline cases have been reported in boy's boarding secondary schools in Bungoma County despite continued programs in guidance and counseling. The ministry of Education in Kenya has given a directive to schools to establish guidance and counseling services and there is evidence that various studies have

been conducted in Bungoma County. The study focused on boys as a way of controlling gender as an intervening variable. This study provides a framework on implementing effective Guidance and Counseling programs hence having a long-term solution to boys' problems incorporating teachers and parents to help understand the students better.

1.8 Scope of the Study

The study was confined to Perceived roles of guidance and counseling services on academic, emotional and social adjustment on boys in secondary schools in Bungoma County. This was because boys boarding secondary schools were prone to indiscipline. Research was conducted between 1st December and 18th December 2020. It was the time when only Form 4 students were in school after a long break due to Covid -19. Schools were selected based on the type; sub-county, county, extra-county and national schools. The target population for the study was 1500 boys from which 300 participants were randomly selected. The independent variables were academic adjustment, emotional adjustment, social adjustment, and type of school. Dependent variable was perceived role of guidance and counseling.

1.9 Limitation of the Study

The study was limited to a smaller scope in secondary schools within Bungoma County. Therefore, generalization of the findings may not apply to all the secondary schools in the country. The study was also limited to the fact that it focused on perceived roles of guidance and counseling not actual use.

1.10 Delimitations

The study was confined to the public secondary boys' schools in Bungoma County. Girls were not included in the study because it was a way of controlling the extraneous

variable which in this case was gender. However, efforts were made to ensure that the sample size adequately represent the target population of the study.

1.11 Assumptions of the Study

The study was based on the assumptions that the respondents gave honest and correct information. It was also assumed that the learners had acquired adequate skills of interpretation that enabled them to read and understand the items in the students' questionnaire.

1.12 Theoretical Framework

This study was guided by Humanistic theory of social learning (Bandura, 1977), who observed learning as a role model. According to the theory, learning takes place within the social context and that people learn from one another through imitation, modeling and observation. The theory proposes that after observing the module, the learner observes mentally through selection, the information is organized through incoming stimuli from the environment into a cognitive map. This shows that behavior could influence personal factors that would influence the environment to change persons cognition. The objective of this study was to determine the relationship between perceived roles of guidance and counseling services and academic, emotional and social adjustment on boys in secondary schools in Bungoma County.

Skinner (1938) urged that every personality is the product of the environmental experiences. The principal, teacher counselor, peer trainers and the availability of materials for Guidance and Counseling should assist students to achieve high standards of discipline. On the other hand, students are expected to enhance the skills and opportunities provided to them by the school programs to achieve their national goals.

Humanistic theory of social learning involves the idea that individuals feel pressure and stress with conforming to society's rules and expectations, which causes them to be unable to achieve their desires, leading to abnormal functioning. Various humanistic theories include Abraham Maslow's hierarchy of needs which is the model that was used in the study. Abraham Maslow's hierarchy of needs states that a person's needs range from the most basic needs, such as food and water, to the higher-order needs, including self-actualization and meaning in life. The higher-order needs can only be achieved when the lower-order needs are met, and if these lower needs are not met, a person can be faced with distress and anxiety. Social, emotional and academic needs are also part of a learners lifestyle and these needs are met through guiding and counselling.

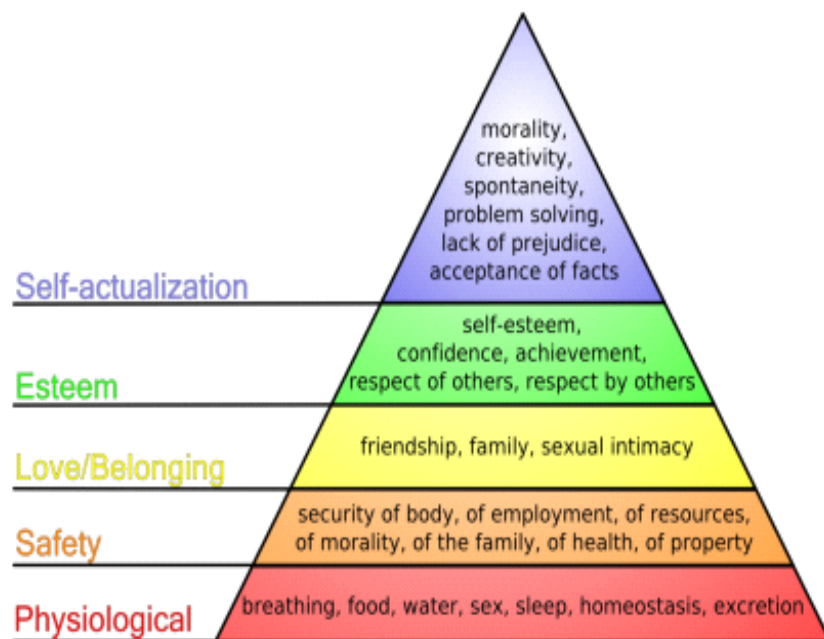


Figure 1.1: Abraham Maslow's hierarchy of needs (source: Bandura, 1977)

1.13 Conceptual Framework

The model is conceptualized and modified by the researcher so as to help identify the answers to the research questions

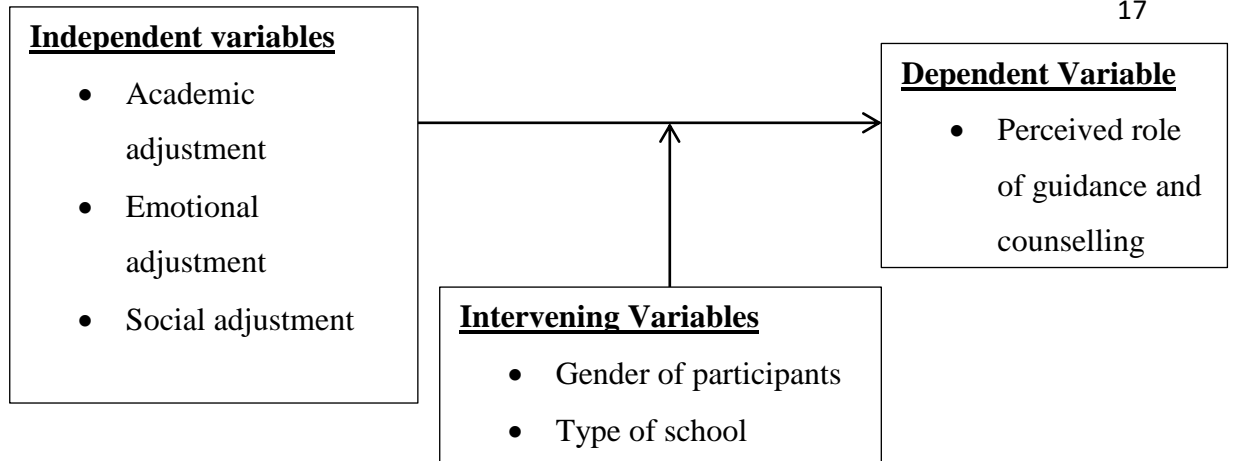


Figure 1.2: conceptual framework

In a school set up, students cannot excel in academics without effective discipline management strategies. This model shows the relationship between the independent and dependent variables. The model was set to establish the relationship between perceived role of guidance and counseling and academic, emotional and social adjustment of boys in secondary schools. The model shows that academic, emotional and social adjustment of students requires functional and effective guidance and counseling services put in place. This goes a long a way in assisting students in education, career choice and personal psychosocial needs.

1.14 Operational Definition of Terms

Academic Adjustment – refers to the degree of a student’s success in utilizing skills and knowledge acquired through guidance and counseling in coping with various educational demands such as performance and satisfaction with academic environment.

Adolescent- refers to the youthful stages of students or teenage students in schools. Its stage characterized by rapid physical, emotional and mental development of students.

Counselor -refers to the particular teacher who is officially recognized and working in a school concerned with assisting students with their career needs, psychological and social problems.

Discipline -refers to self-restraint in individuals for the welfare of all. That is the control of someone’s or one’s own emotions and action for the development of desirable attitudes.

Emotional Adjustment – refers to the degree of a student’s success in utilizing guidance and counseling services to maintain of an emotional equilibrium in the face of internal and external school related stressors.

Participants- these are the direct parties to answer questions in a research study.

Perceived role of guidance and counseling -refers to assistance that is given students in schools through talking to them with the sole aim of removing frustrations that interfere with their normal development and learning in school.

Social Adjustment - refers to the degree of a student’s success in utilizing guidance and counseling services to cope up with standards, values and needs of the school in order to be accepted.

Students: refer to a group of people in learning process in a school.

Teacher –counselor - refers to a professional teacher who is also a trained counselor who carries out counseling process in a school setting.

Type of school – refers to the government categorization of school based on sub-county, county, extra county and national schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter covers the concept of guidance and counseling, the needs and the types of counseling. It also looked at the involvement of government in guidance and counseling, the influence of teacher counselor in discipline in secondary schools, materials for guidance and counseling, the influence of peer counseling personal and social guidance approaches to counseling.

2.1 Concept of guidance and counseling

The place of guidance and counselling services in schools cannot be overemphasized especially with the daily expansion in the enrolment of students in secondary schools due to 100% transition policy by the Ministry of Education, growing needs of youths, the continual unrest in schools and the repeated changes in the educational system (Bolu-Steve, et al., 2017). Counselling services has become an essential program in schools and this cannot be done in isolation. Guidance has been defined by Umar et al., (2014) as the total program of a number of highly specialized activities implemented by specialist to help individual make wise and intelligent choice and decisions. Eyo et al., (2010), averred that guidance is a program of services to individuals based on their needs and the influence of environmental factors. She went ahead to state that guidance and counselling is a professional field which has a broad range of activities, programs and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and

also to develop adequate capacity for making wise choices and decisions. Furthermore, guidance programs for secondary school students are designed to address the physical, emotional, social, vocational and academic difficulties of adolescent students. This is to complement learning in the classroom and also enhance academic performance/achievements of students (Eyo et al., 2010). Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviors that will help them develop, grow, progress, ascend, mature and step up, educationally, socially and emotionally (Ebizie et al., 2016). In other words, counselling is a transformative process of helping people to learn all that are to be learnt both in and outside the school.

Virtually, all countries have established channels to intensify and improve guidance and counselling services in their respective learning institutions in an attempt to address tenets of students' behaviors. The history of guidance and counselling around the world varies greatly based on how different countries and local communities have chosen to provide personal, academic, social and emotional adjustment among the post primary students (Weiten, 2007).

Guidance and counseling has become a tool in helping manage discipline in institutions globally and in Kenya (Salgong, 2016). Many learning institutions have embraced use of the same. Even more authors have taken up as a career to write on materials related to guidance and counseling. In 1907, Davis became the principal of a high school and encouraged the school English teacher to use compositions and

lessons to relate career interest, develop character and avoid behavioral problems. In 1908, Frank Parsons “father of vocational guidance” established the bureau of vocational guidance to assist young people in making the transition from school to work (Lawrence K. Jones, 1994). The movement spread to other parts of the world. From the 1920s to 1930s school guidance and counseling grew because of the progressive education in school. This was accomplished unlike economic hardship of the Great depression. In the 1940s the United States used psychologist and counselors to select train mentally personnel. This compelled the counseling movement in the schools by providing a way to test students and meet their needs. Gradually, Guidance and counseling services that contributed to the development of the society ((Makinde, 1984). Guidance and counseling movement then spread to other parts of the world like in Europe during industrial revolution and was used to change into an industrialized society and the 2nd world war to counsel on effects of the war, summit (1997).

In 1960s the development of guidance and counseling started in Nigeria for various reasons which include expansion in the evolvement of pupils in the primary and secondary schools after the independence in 1960, the growing need of youth in Nigeria, repeated changes in the education system and unrest in tertiary institution and the changes in home and family life (NPE, 1977). In Nigeria Egbochuku, (2008), shows that guidance and counseling services were introduced to offer the vocational guidance to final year students to enable them make decisions concerning career choices. Parsley and Hubbard (1994) as cited by Nyutu (2000), maintains that globally students’ needs are similar, and indicated that students develop at different rates in a

variety of domains, hence, the reasons for establishing guidance and counseling bound to differ. The authors reported that the guidance and counseling frame works were interactive and dynamic and that the counselors should take into account individuals active attempts to meet their changing needs at school (Watt, 2001).

In additional, Parsley and Hubbard (1994), asserted that school counselors should carry out compressive developmental guidance and counseling services, which focus on the uniqueness of all students in the three areas of development; academic, personal and career. In Zimbabwe guidance and counseling helped learners develop positive attitudes, a positive self-concept understood their roles in school and society and acquired useful social communication. The learners were sensitized to the dangers of sexual conduct, alcohol and drug abuse, Chireshe (2006), as it was used in schools as positive disciplinary strategies where learners were empowered to take responsibility for their behavior. According to Simatwa (2010), the role played by guidance and counseling has been crucial in maintaining positive attitude among learners in schools.

By 20th century guidance and counseling gathered momentum in Europe and United States of America. Systematic work was done by George Memil in 1985 at California University. In Britain counseling of various kinds came to be offered within the school and college system. In 1920s as career guidance for young people to adjust to the demands of college life was established. Jarvis and Ribbins (1977) said that African tradition and culture guided the youth in social roles, values, belief system, sex, regimental roles and skills they would need to enhance their culture. There have been

rapid social and economic changes that have affected the students in our schools. The adolescents in schools find it difficult to cope with challenges that come due to their physical, psychological.

According to Okobiah and Okorodudu (2004) guidance is a program of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technological development. Essuman (2010) maintains that guidance and counselling should form an essential part of an educational system. Olayinka (2001) opines that obtaining good grades in examination to acquire certificates either for admission into higher institution or obtain good employment is the main goal of education to many people and not the acquisition of knowledge and skills through studying. Many students perform poorly because they lack the right attitude to study and do not have the right orientation from home and from the society (Essuman, 2007).

The attitudes of human beings play significant role in their behaviors (Kendra Cherry, 2023). The study of human habits and attitudes is relevant and essential to counseling, as it can help in the understanding of the rationale for their behavior and provides basis for prediction and assistance. Abiri (1996) argues that if the society is not to be plaque by a band/group of disgruntled, frustrated and unrealistic individuals, it is desirable that adequate guidance and counseling and career information be provided, to enable the school and society arrive at a realistic vocational choice for their children/wards with due realization of their potentialities.

Guidance and counselling is an integral part of modern academic programs. Stakeholders in education are faced with a myriad of problems albeit social, religious, financial or psychological. The worst victims have also been students and their educators. Whereas guidance and counselling is seen to be an effective management tool for peoples' problems whether this has been transcended to the field of academics and specifically academic adjustment is still seeking solutions. According to a report by the West African Examination Council in 2013 revealed that more 0.73% of candidates who sat for the West African Secondary School Certificate Examination in Ghana failed in all subjects. Again, just a year after, 3.07% failed in all subjects. The question one will ask is; what then is the impact of guidance and counselling on academic adjustment after the Ministry of Education has made it a policy for all schools to embrace guidance and counselling.

In Kenya, guidance and counselling is an initiative that is aimed at providing information and skills to impart self- awareness and optimal use of students' potential for holistic growth and development (KIE, 2008). Dondo (2004) holds the view that school guidance and counselling in Kenyan context, employs 'whole person approach' in addressing the increasingly complex needs of the secondary school students which include social and emotional challenges. Since the attainment of independence in 1963, the Government of Kenya has embraced the establishment of guidance and counselling services in secondary schools through the Ministry of Education (MOE, 2008). In order to improve students' social and emotional adjustment, quality and standard of

Education in Kenya, the government has from time to time appointed various Education Commissions, Committees, and Task Forces to address various challenges facing the young people in secondary schools (KIE, 2007).

Horgan (2003) holds that despite the seemingly escalating relational challenges in secondary school students, the school counsellors have more impact in enhancing secondary school students' interpersonal social values. Theodore (2002) contends that school counsellors apply individual or group counselling techniques to help students acquire social values such as love, acceptance, humility and integrity. As noted by Stewart (2003) school guidance counsellors provide social values which tend to propagate students' healthy interactions amongst themselves and other persons in their surroundings. These values include courtesy, responsibility, integrity, honesty, humility, perseverance and team spirit. KIE (2003) urges that secondary school counsellors play crucial role in equipping students with better knowledge and skills which help students solve interpersonal conflicts amicably and profitably.

Waiten (2007) has observed that emotional adjustment among adolescents is the most profound and important experience that culminates to the change of behavior. Macharia (2007) have identified school counsellors as key to influencing students' management of two fundamental emotional reactions which mostly determine the behavior. Individual students are capacitated and empowered to vent out their feelings in ways appropriate and acceptable to their school norms (Hurlock, 2007). Loescher (2006) defines anger as a strong emotion often characterized by feelings of great

displeasure, indignation, hostility, wrath and vengeance. It's a completely developmental and at times a natural response to frustration that can be skillfully be dealt with an ease geared to a win- win outcomes.

According to Dondo (2004) all secondary school students experience anger at different times as a result of poor performance, conflict between them and teachers, parents' colleagues, support staff, fellow students, prefects and environment. As such, Weiten (2007) urges that dealing with anger can be confusing, it's hard to know what to do with such powerful and potentially factors that cause anger among students. Hurlock (2007) contends that schools counsellors emerge eminently in assisting students learn to control their anger in order to adapt to their physical and social worlds. Collins (2007) states that when anger is managed in healthy ways, it can be a positive thing, a red flag that something is wrong, a catalyst for change and a good motivator among students.

Kabiru and Njenga (2009) have observed that individual, group and crisis counselling in secondary schools help students to examine their anger and use appropriate anger management techniques that positively impact on students' health, differences s and overall happiness. Gichaga, *et al.*, (2006) highlight some of the anger management techniques imparted in students by guidance counsellors as understanding the cause and nature of their anger, speak and vent out their anger-related feelings constructively, and being cognizant in attempt to stop anger. Collins (2007) views counsellors as people with skills that help influencing individuals' engagement in the

process leading to behavioral change in the right direction. As such, school counsellors play vital role in helping students to understand and apply the most appropriate ways of managing their anger which is the most primal and complex feelings in the range of human emotions (Dondo, 2004).

Collins (2007) refers fear as a distressing negative emotion induced by a perceived danger, pain, shame or threat. Kabiru and Njenga (2009) articulate that fear seem to be a usual and common emotion of the school going adolescents. It forms the basis of all neuroses and the most pervasive psychological phenomenon of the adolescence. According to Horgan (2003), fear becomes the predominant emotional feature among the secondary school students. Kaminer (2004) contends that most secondary school students experience fear of social rejection, failure of examinations, humiliation and embarrassment, and commitment. In addition, Collin (2007) argues that fear among adolescents is caused by unmet basic needs which include security, loss, significance, self-fulfillment, and selfhood. As such, fear results to powerful emotional responses that affect mental and physical reactions (Minerth, 2004). Macharia (2007) postulates that fear is almost always related to future events, such as worsening of situation that is unacceptable. As noted by Theodore (2002) fear makes students feel an ease, vulnerable, indecisive and confused.

Fearful students tend to develop avoidance or confrontational behavior. Also, fearful students easily give up any challenging tasks, are fond of procrastination and are easily influenced by others (Hurlock, 2007). Gatua (2008) states that avoidant

or confrontational behaviour adversely affects the personal normal routine and social activities especially in secondary schools.

According to Karega (2008), learning in secondary schools is often interrupted by the deviant behavioral patterns of the adolescents. Dryafol (2002) pointed out that secondary school students carry along with them a host of adolescent challenges. They are highly influenced by technological change and transformation. Also, the high school students experience erratic physiological changes resulting to unpredictable mood swings, social development and changes that are evident; for instance, they become defiant to the authority (Conger & Peterson, 1984). Sindabi (1992) postulates, that young people in secondary schools undergo emotional development, manifesting characteristics of being erratic, irritable, unpredictable, ambivalent, critical and rebellious.

Collins (2007) depicts guidance and counselling as an ultimate icon that addresses students' social and emotional adjustment. Karega (2008) argues that lack of adequate social and emotional capacity of adjustment among secondary school students have resulted to unrests, riots and violent disturbances in Kenyan schools.

The offering of guidance and counselling services in schools has several goals. These goals include helping the individual access a greater part of their personal resources. The offering of these services is thus seen as a means of enabling the individuals to regain their lost energy and get back on track (Egan, 2002). Secondly is to enable the individual to live more competently and with contentment (McGuinness, 1998) and thirdly is to improve the mental health and reduce

psychological disturbances (Egan, 2002; McGuiness, 1998) among other goals. Guidance and counselling services therefore play an important role in preventing educational, social, mental emotional and similar problems. The reduction or elimination of such problems among students assures them of a better life and subsequent achievement of their full potential. When such a state is achieved, the student is said to have attained school adjustment. The way students respond to and perceive the influence of guidance and counselling services on their adjustment to school will, to a great extent determine whether or not guidance and counselling services are needed or will be effectively utilized in schools (Eyo, Joshua, & Esuong, 2010). When students have a negative perception of the influence of guidance and counselling services, the consumption of the services will be minimal thus many cases of maladjustment are likely to be evident among the students and vice versa. It is against this background that a study to investigate the perceived roles of guidance and counseling services on academic, emotional and social adjustment on boys in secondary schools was envisaged.

2.2 Review of Empirical literature

2.2.1 Teacher counselor and guidance and counseling in schools.

The role of the teacher counselors revolved around aiding the client (learners) through the dark endangered forest (unknown) of the personality and society. Lang (1993) argues that secondary school effectiveness in counseling depends on the counseling being considered in its broad sense. Counseling aims at the empowering the individuals. The teacher counselor requires professional training to accomplish this

task successfully. Holt and Johnson (2008) acknowledged that anyone who hopes a child to mature must first get to know and accept him as he is. Makewa (2008) concedes that it is important to understand the youths. A counselor is bitterly to understand and amend men and women. A counselor should have an interest and consuming desire to relief distress and assist people lead more fulfilling life.

According to Gordon and Burch (2003) the teacher counselor should be well rounded in demiclad psychology where it is dictated that all behavior are caused. The teacher counselor requires knowledge of some cultural values and beliefs of clientele he or she handles within the learning institution. Teacher's counselors should design comprehensive guidance and counseling programs, provided counseling services and use assessment procedure with a gender perspective. Counseling skills are learned with one time and should be practiced by a professional teacher counselor as much as possible. Therefore, the role of guidance in discipline management in schools cannot be overemphasized. According to the ministry of education, the school principal is a key player in initiating and organizing good guidance and counseling services (Nyaegah, 2011).

The organization of guidance and counseling in the institution is a basic element to ensure good discipline. Most researchers and educational policy makers agree that the schools' ability to cope up with numerous complex challenges it faces requires more than reliance on a single leadership. Most researchers have carried out the factors hindering effective provision of educational counseling services. Okolo (2005),

revealed that Kenyan schools have very few reference resources for guidance and counseling, trained personnel in the area were very few or not available, and most schools have insufficient funds to carry out program effectively. This study focused on the perceived roles of guidance and counseling services on academic, emotional and social adjustment on boys in secondary schools in Bungoma County. Secondary schools' students are adolescent who are at the peak of confusion; their world is complex. That puts them in a dilemma when it comes to handling of academic and social life challenges. The aim of this education system is to lay in the student a foundation for a long learning developing for further education or skills opportunities (Government of Kenya Education Report 2008).

According to the America School Counselor Association (ASCA) school counselors must have some specific knowledge, abilities, skills and attitudes to ensure they are equipped to meet the rigorous demands of the students and the profession. The professional school counselor should articulate and demonstrate ability and understanding of: the organizational structure and components of effective school counseling, counseling and leadership principles and theories, adherence to counseling ethics and state laws, effective communication, good record keeping among other qualifications.

All school counselors must not only be trained but also certified to ensure that they are law abiding and morally upright (ASCA, 2015). For example, in regard to ethics, confidentiality is an essential counseling principle which was also noted earlier in the

theoretical framework of this study. You cannot help a client effectively unless she/he knows that you will not betray their secrets. The teacher counselor should ensure that the colleagues and other staff who s/he works with are also aware of the need to maintain clients' (students') confidentiality. Records of the clients are to be safeguarded whether written or stored in the computer. The other skills a counselor requires include empathy, attention, honesty, moving at the clients' pace, accepting client's problems and allowing clients' feelings (KEMI, 2014).

The proper training of school guidance and counselors, student needs cannot be addressed effectively because according to Mbiti (2007), guidance and counseling is a professional advice and therefore to be effective it must be offered by a professional in that area. A number of countries have so far given considerable attention to competencies and skills of school counselors. For example, by 2002 and 2008, the United States and Singapore respectively had provided each public school with at least one full-time counseling practitioner. The US employment over 49000 certified and licensed school counselors giving a ratio of 284 students for every school counselor (Little, 2012). But many developing countries such as Kenya training is not yet mandatory because it is teachers who are appointed to take charge over the guidance and counseling programs (Wambu & Fisher, 2015). Indeed, studies by Simatwa and Ajowi (2010) and Momanyi (2013) among other scholars show that guidance and counseling teachers in Kenyan schools are inadequately trained for the roles they are required to play. This study explored the perceived roles of guidance and counseling

services on academic, emotional and social adjustment on boys in secondary schools in Bungoma County.

2.2.2 Adequacy of Guidance and Counselling Resources

Kenyan schools are constrained of facilities, the challenge they face are lack of facilities, i.e. classrooms, offices and stationaries for effective delivery of counseling programs. In addition, the common teacher has no room and enough time to meet students in need for counseling. Situation like this demoralize students who turn up for guidance for instance, the teachers come in the head teacher's office or corridors during break time, (UNESCO, 2009). Muigana 2010, states that such situation may deny other counselor of privacy, and then no counseling takes place. Guidance and counseling require each school to have a counseling reception area, with the offices that secures areas of students' record. Yuen (2007), advised that school guidance room should offer comfort deserved by disturbed students, it should be well carpeted, comfortable seats with hand rests, table with two seats opposite with each other to maintain counselor-counselee eye contact. A table is to help in creating a psychological distance between the seats. The teacher counseling should be close to the door in case the students turns violent.

There should also be appropriate pictures hanged on the wall portraying situations such as a happy family, happy class, school environment and some should be displayed containing suitable messages written in bright colors (Friedman, 2003). The need for a room, an area or office that should be easily accessible to all who require guidance and

counseling services, (Kamau, 2012). Effective counseling requires adequate and quality materials. Guidance and counseling are both useful to a counselor and students. Linda (1994) noted that the provision of guidance and counseling materials were essential for the operation of effective guidance and counseling services in secondary south Africa. Wamocho (2003) argues that guidance and counseling materials that are essential for operation of effective guidance and counseling services include reading materials like magazines, brochures of different subjects and materials on career vocation. UNESCO (2000) asserts that the selection of guidance and counseling should have been written by a respected body concerned with guidance and counseling in secondary schools, and should give good and fair picture for both presentations of girls and boys.

According to Coleman (2009) and Fall (2011), guidance and counseling contribute to the mutual adjustment of students and the school. Guidance has a responsibility for developing and maintaining a cooperative relationship between students and the school. Teachers and counselors must be cognizant of students' needs. Students also must make adjustments to the school. They have a responsibility to contribute something to the school. A major contribution of students is that of making appropriate use of the school's resources and working toward accomplishments. Assurance of the resource's requisite achievement of guidance and counseling program is thus integral to the fruition of the program.

The guidance and counseling program is an integral part of a school's total educational program. It is developmental by design, focusing on needs, interests, and issues related to various stages personal, social, educational, and career counseling (Cooley, 2010; Coy, 2004). Planning for the future, combating career stereotyping, and analyzing skills and interests are some of the goal's students must develop in school. Career information must be available to students, and representatives from business and industry must work closely with the school and the counselor in preparing students for the world of work (Coy, 2004). This can only be feasible at the advent of essential materials provision by the schools.

Provision of materials for guidance and counseling in many developed countries is the function of government. In many jurisdictions we have budgetary provisions detailing expenditure towards the purchase of materials like books geared to actualization of guidance and counseling, (Coy, 2004). In Sub-Sahara Africa, we have the pain of perennial budgetary deficits owing to lopsided priorities. This leads to situations whereby the governments are left to always beg for the basic education financing. It curtails any provisions for counseling materials because the bulk of the education budget goes towards salaries and emoluments for teachers.

Most of the materials used for guidance and counseling services are dependent on the goodwill of the donor community and allied development partners in Sub-Saharan Africa and the developing nations. This is attributed to the fact that rarely do we have governments in Africa appropriating for development other than recurrent expenditure.

It exposes the education systems to a risk of churning out graduates who do not have holistic development in terms of life skills and other requisites, (Coleman, 2009). This calls for a serious realignment and a rethinking of priorities in terms of materials provision for the holistic development of learners and an assurance of well-rounded graduates of the education systems.

Many schools in the developing world are constrained of facilities. We have the challenge of lack of classrooms and stationeries for effective delivery of the academic program. Situations like this expose even the teachers to a risk in that some schools do not even have enough staffrooms for the teachers. Sitting space is constrained and the teachers crowd in the head teacher's office or corridors during break time (UNESCO, 2009). This identifies with the position fronted by Muigana (2010) who argued that situations whereby the guidance and counseling activities are heavily restricted owing to lack of facilities guaranteeing the counselee of privacy are common place in many schools. It exposes the learners to a risk of lack of counseling services owing to lack of facilities provision in the schools. It is against this background that this study sought to investigate the perceived roles of guidance and counseling services on academic, emotional and social adjustment on boys in secondary schools in Bungoma County.

2.2.3 Guidance and Counselling in Schools.

The practical application of psychology in schools is considered a relatively recent phenomenon in the twentieth century with the advent of theories of psychoanalysis, behaviourism, humanistic and cognitive counselling. Nevertheless, the

conceptualization of child guidance as a service of expert advice to parents, teachers and the children as a way of directing and redirecting the child's mental development has been a feature of educational writing for centuries. In the works of Plato, Castiglione, Ascham, Comenius, Rousseau, Pestalozzi and Froebel will be found explicit statements of the notions of education and educational methods as a constructive process of guidance aimed at helping the child achieve the fullest possible expansion of personality and the fullest realization of his/her potentialities.

The counseling education concept in Kenyan schools is rapidly gaining momentum. In schools where peer education program has been established and peer educators equipped with relevant knowledge and skills, there has been positive significant degree in the positive behavior (Kenya Institute of Education, 2004), A Ministry of Education (2009) document explains that owing to the large student population in schools and low number of teacher counselors, there is need to adapt other strategies such as peer counseling. Galassi (2017) suggested that usually the teacher counselor is also a classroom teacher with work load like any other teacher. The teacher may lack time to offer guidance and counseling services to students.

Peer counseling in Kenya secondary schools began with Task force report on students' unrest and indiscipline. Wangari report (2001) recommended that peer counseling be set up in every school and peer counselors given necessary skills and knowledge. However, even with the introduction in the secondary schools, the cases of students' unrest are still on the increase. Peer counseling is a process of sharing that enables two

people, the counselor and the counselee to enter into a relationship that makes the clarification of a problem possible. The peer counselors are students who are in their adolescent stage, where students need to establish a sense of personal identity, avoid dangers of role diffusion and identify confusion. Collins (2016) adds that during this time young are discovering themselves and deciding whom to become, what they do well, what they wish to be tomorrow. Peer counseling influences them positively. To empower the youth for healthy lifestyle, the Ministry of Gender, Sports and Youths' Affairs in Kenya trained young people in life skills management and peer counseling. Young people are required to respond positively to acute problems like juvenile delinquency, unplanned pregnancy, sexually transmitted diseases, threats of HIV infections and psychological problems which they face (Ministry of Youth and Sports, 2008).The youth have similar activities and language communication is the same and furthermore it would be easy to reach each other as peers.

The findings and suggestions then intensify the investigation on how peer counseling influences social adjustment of secondary school students. Banks and Thompson (1995), students often want to cooperate with each other and to obtain peer approval, for the adolescent, the opinion of his friends are most important. A survey study by Lobato, (2010), among America adolescents revealed that adolescent preserved parents as most important in certain future oriented decision. The study also revealed the problem most frequently discussed with friend, areas of parent peer conflict, changes in school climates. Peer counseling requires effective careful planning. It needs to be based upon open counseling according to their needs.

In school set up, programs must be supervised by adults specifically trained and experienced in peer helping. Trainers and supervisors must be able to demonstrate and model the skills the students are expected to learn. Professional responsibility is a salient issue in using a paraprofessional as peer counselors' especially in secondary schools where such programs involve minors (Peer 2004). The peer helper must have on going supervision and continuing opportunities for learning. Supervision maintains a high-quality relationship with the students that allow for dealing with confidentiality and making referrals to professionals. The programs must include structured training sessions consisting of a justified curricular based on demonstrated students' needs as well as objectives and goals of relevant support groups or peer counseling.

It is prudent that the counsellors in the school understand the practice of counseling in schools so as to function effectively in this context. Counselling in schools differs potentially from other forms of counselling in several ways (Bor et al., 2002; Hornby, 2003b; Lines, 2002). These include:

1. In the school, teachers use counselling skills to provide guidance to children and young people on several issues such as social, emotional, academic, drug education, vocational and personal development.
2. Most forms of counselling deal with specific problems which concern the client. In the school, teachers have to deal with several issues including career choices, family and domestic issues, disciplinary problems and others as presented by the client.

3. Whereas in formal counselling the client in a pre-arranged session seeks help often organized for the purpose, the setting in the school is slightly different. The setting may be a classroom, office, and senior teacher's office, laboratory, outside informal chat or any other setting that would be sometimes convenient to the child. In addition, this is not always voluntary as in practice the child may be referred by another person such as a subject or class teacher, form tutor, teacher in charge of discipline or parent before or after a disciplinary case. The individual student or teacher or any other person including a fellow student may initiate counselling.
4. Counselling in schools can range from several sessions with a client to very brief counselling conducted spontaneously to meet the needs of a person or group. For example, the counselling conducted a few moments before or after a lesson for a class to a talk with students on career or subject choices followed by several sessions with individual students experiencing difficulty.
5. Counselling in schools has limited time. The teacher in Kenya for instance is also a subject teacher and has to attend to several lessons. Due to the number of students in the school, s/he is often unable to attend to all of them. In addition, the student has no obligation to come back for another session if the counselling is voluntary and the teacher therefore has to make the best of the opportunity when a student makes a visit. The teacher conducts counselling when s/he is available, for example, during break, lunch time, after school or when s/he has no lesson or there is an urgent need.
6. Most of the teachers conducting counselling in schools are not qualified counsellors. Some have little or no training in counselling. Even when there is

a trained counsellor, most students prefer to consult the teacher of their choice whom they know well and can open up to.

7. Counselling in schools is not just a process but also, like Hornby (2003b:13) argues, part of a 'continuum of helping strategies. This range from information giving, advising, directing, consultation and supporting as seen earlier in the distinction between guidance and counselling.
8. The priorities in school might be different. For example, the need to excel in academics and instill discipline tends to override the priorities of guidance and counselling. For example, the school administration and management would therefore be keen to deal with truants punitively rather than refer them for counselling regardless of whether counselling can help to change behaviour, or to use counselling as a disciplinary tool.

There are many emerging issues affecting students in high schools in Kenya. However, peer counseling program is internationally accepted as an intervention strategy in enhancing guidance and counseling services for the students in educational institutions. It is self-condemnation to argue that counselors comprise only of a small percentage of those who could rectify the situation, because it is us, who have created an artificially scarce helping resource by legally restricting help to a specific role and not teaching our colleagues, administrators, teachers, parents and children the fundamentals of helping others (Schweinsteiger & Walberg, 1976). Students given training on peer counseling can be of great help to their peers in schools.

Studies have shown that in some high schools in Kenya, those selected as peer counselors had some notable positive qualities such as being sociable, disciplined, average academic performance, good speakers, listeners and able to keep secrets (Tobias & Myrick, 1999). The selection of peer counselors in high schools can be a major pillar for success of peer counseling programs. Selection of peer counselors should be based on specified qualities. Such qualities should include openness, understanding, good communication, devotion, humility, empathy, discipline and good at listening Lutomia and Sikolia, (2002). Research has revealed that success in counseling depends more on personal qualities of the counselors than on the correct use of specified techniques (Powell et.al 1995).

Methods of selecting peer counselors can vary but the qualities of the students appointed should never be compromised. Research has shown that involvement of students in selecting peer counselors is crucial and desirable [(Simons-Morton & Crump 2003); Murangu, Bururia, and Njonge T (2012)]. Young people tend to respect, trust and support peer educators whom they have selected (KIE, 2004). When right students are selected their efficiency can further be improved through progressive training in peer counseling. Literature review on peer counseling programs vividly shows a big gap in the quality and scope of training offered to student peer counselors. The issue of training is controversial due to lack of harmonized training manual. Research findings on peer counseling programs consistently recommend adequate training especially in basic helping skills and life skills Chireshe (2013), Murangu et al. (2012).

Training should be based on what the peer educators need to do for the planned activities (KIE, 2004). The training should be practical and focused on the prospective peer counselors' values, attitudes, beliefs and weaknesses (Han & Yin 2016). Literature reviewed shows countries with effective peer counseling programs conduct needs assessment of their schools and develop relevant training for the peer counselors to make the programs successful. An important element of counselor development, during training and throughout the working life is supervision. Supervision role in counseling is similar to that of the tutor or consultant McLeod, J (2003). The effort put in by the peer counselors needs to be recognized, and experienced individuals should be given the chance to take on more responsibility, their training and supervision (KIE, 2004).

Supervision in counseling literally means overseeing (Mazer & Stowe, 2016). In schools, peer counseling supervision refers to teacher counselors and teacher mentors overseeing the peer counselors. Regular supervision of peer counselors is important in ensuring their efficiency. Effective supervision is determined by the level of training of the teacher counselors and peer mentors. In some high schools counseling teachers are found to require more counseling than even the students under their charge (Christopher, 1990).

Teacher counselors cannot offer supervision to the peer counselors. Supervisors should identify and address their own counter- transference distortions toward those whom

they supervise Erickson and Muse Burke (2000). Supervision is often resisted, because people don't use it accordingly. Counselors who disregard the supervision relationship will lose out and run the risk of their counseling becoming stale (Onderi & Makori, 2013). Supervision of the peer counselors should be developmental, helping them examine their relationships with peer clients and the counseling process as they perfect counseling skills, gain more knowledge and experience for efficiency.

Peer counseling programs in high schools should be based on needs assessment survey involving teachers and learners. The program should be guided by well-defined goals and objectives. The goals should be specific, measurable, attainable, and realistic and time bound (KIE, 2004). The set objectives should form the basis of evaluating the effectiveness of peer counseling program, identify weaknesses and strengths and develop strategies of improving the program. Evaluation of peer counseling program should be done at schools, sub county, county and national levels. Evaluation is important in determining whether the intended results of a program were realized Mugenda and Mugenda (1999). Evaluation would be the basis of any future decision making to better the peer counseling programs in high schools. Thus the study sought to find out the perceived roles of guidance and counseling services on academic, emotional and social adjustment on boys in secondary schools in Bungoma County.

2.2.4 Students' Behaviour and Guidance and Counselling.

Indiscipline can be defined as a situation where one cannot control their behavior or obey rules. This is normally witnessed when there is defiance. In schools, indiscipline

has been witnessed when students have gone on rampage whether willingly or influenced. According to Ngwokabuenu (2015) in secondary schools in Cameroon, the cause of indiscipline cases in schools are always the same. The main among an endless list can be summarized as follows; Harsh school rules and regulations whereas schools hold students from different background each student find own interpretation for the same. Some students may interpret it as rules meant to target them hence such need a good counselor to carry them through induction of understanding. Conducive school environment as a result of resources of personnel sometimes lead to students being defiant and rude as maybe the management cannot heed to their plight. Poor leadership and wanting teaching standards also is seen as a major cause of rising indiscipline cases in boys' schools, student teacher relationship is seen as the main factor that will determine how a student behaves, other indiscipline cases are caused by bad habits or peer influence. The study investigated the perceived roles of guidance and counseling services on academic, emotional and social adjustment on boys in secondary schools in Bungoma County.

Emotions are known to play a leading role in controlling and directing one's behaviour and providing a definite shape to his or her personality make up. According to Rao (2002), emotions have positive and negative aspects. Guidance and counselling services can help clarify to the learner the role of positive emotions that are constructive and integrative and the role of negative emotions that are disruptive and disintegrative. He emphasizes that an emotionally well-adjusted student should minimize the role negative and disintegrative emotions while magnifying the role of

the positive and integrative emotions. At school, students can display a range of reactions to experiences of grief (Lawrence & Gerritson - Sontag, 2008; McGlaflin, 1998). Students who have difficulty coping with this experience may exhibit behaviour such as lack of concentration, inability to complete tasks, fatigue, and excessive display of emotion, withdrawal, and aggressiveness (McGlaflin, 1998). In fact, it is noted that all losses that face adolescents should be treated as a potential source of grief McGlaflin (1998). Such losses include various changes in peer associations and the loss of a romantic relationship.

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

Studies have shown that emotional support which is given through services that include guidance and counselling is linked to good psychological adjustment and generally fewer symptoms of depression and anxiety (Maly, Umezawa Leake & Silliman, 2005; Wills & Fegan, 2001). Furthermore, Corey (2008) posited that psychological counselling helps clients to resolve the unfinished earlier life experiences like what might have resulted into the students' current status and has influence in their current way of life. By doing this, counselling helps student clients discover and develop their potentials that can assist them overcome future problems like life skills of managing stress that might result from hassles of school life.

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

Further, it has been reported that students whose needs are met through guidance and counselling are also better able to cope with test anxiety (Kesici, 2007). Test anxiety refers to the appraisal of a test or other evaluative situations as threatening and consists of distinct cognitive, affective- physiological and behavioral components (Zeidner & Matthews, 2005). The cognitive component is the worrisome thoughts and concerns about the consequences of failing the test, the affective-physiological components are the physical sensations that accompany anxiety for example trembling, headaches and sweating and the behavioral include actions indicating lack of concentration during an exam such as playing with the writing material and looking around. Test anxiety is an emotion that is consistently reported by children and adolescents as worrisome and stressful (McDonald, 2001; Owen-Yeates, 2005). Students frequently become concerned with the consequences of failure. This is especially so since their self-worth has become tied with external achievement whereby there is a possibility of negative judgment from others such as family members and friends. Moreover, educational as well as occupational aspirations rest on achievement in a test. In Kenya, many of the student unrests are reported towards or during the examination periods.

More studies have shown that school counsellors have proven effective in preventing students from committing suicide. The most effective programs start with younger students and portray suicide as a mental problem, not a dramatic way of ending life (Jones, 2001). Only an emotionally disturbed person can decide to end his or her life. It should be noted that if the difficulties and stresses are addressed in

a preventative manner this can improve not only the students' ability to perform in school, but also their interpersonal relationship with peers, parents and teachers, and can also impact their sense of worth and self-efficacy (Akos, 2005; Kesici, 2007). However, there are studies that report the ineffectiveness of guidance and counselling services in helping individuals with psychological problems. For example, a study carried out by Ileri and Muola (2010) reported that many pupils are still beset with physical and psychological problems as well as indiscipline yet the guidance and counselling programs are running in the schools. The sample for the study was 234 respondents selected from a population of 10 000 primary school teachers in Nairobi City through stratified and random sampling. Ng'eno (2012) reported that students were uncertain on the impact of guidance and counselling services on emotional needs of students. Again, very few studies on perceived roles of guidance and counseling services on academic, emotional and social adjustment on boys in secondary schools have been done in Kenya. Therefore, there was need of this study to be carried out.

2.3 Literature Summary

Guiding and counseling services, are designed to help individuals with psychological problems to voluntarily change their behaviour and enable them make wise choices for future life, ideas, and attitudes. However much, the Ministry of Education has tried to put efforts to address indiscipline cases in Secondary Schools, there are still rampant reports on unrest. There seem to be little influence on guiding and counseling strategies to contain students' indiscipline. This prompted this study which looked at

the perceived roles of guidance and counseling services on academic, emotional and social adjustment on boys in secondary schools in Bungoma County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

This chapter describes the procedure that was used in data collection and analysis in order to achieve the objectives, and in answering of the research questions. The chapter gives a detailed description of the research design, location of the study area, target population, sample size and sampling technique. It further shows how instrument of data collection were developed and how validity and reliability of the instruments was determined. It also gives a detailed account on how data collection procedure, scoring of instruments and data analysis and presentation were done.

3.1 Research Design

Orodho (2003) describes research design as the scheme, outline or plan that is used to generate answers to research problem. This study adopted a descriptive survey design. Descriptive survey entails an in-depth empirical collection of facts and data about a certain phenomenon, describes actions as they happen rather than manipulation of variables and collect data from a wide category of respondents. Descriptive survey design was used by the researcher to explore perceived role of guidance and counselling on academic, emotional and social adjustment of boys in secondary schools. The design was used in the research because it was simple and provided a detailed and accurate picture of the characteristics and behaviors of learners throughout the study.

3.2. Study Area

The study was conducted in Bungoma County, which borders with Trans Nzoia, Kakamega and Busia County. It is located along the great Rift road from Nairobi to Uganda in the western region of Kenya. Bungoma County is a county in the former Western Province of Kenya. Its capital is Bungoma or Bungoma Town. It has a population of 1.6 million (source: national development program, 2019) and an area of 2,069 km².



Figure 3.1 Map for Western Region

3.3 Target Population

A study population is a group of individuals, objects or items from which samples are drawn for study with purpose to draw inferences about them (Kasonde Ngandu, 2013). The target population of this study comprised of 1500 boys of form 4 in secondary schools in Bungoma County. Bungoma county was targeted during the study because

previously it had been cited as one of the counties in Kenya that were experiencing many cases of student indiscipline in schools (Simatwa, 2012).

3.4 Sampling Procedure and sample size

Sampling procedure was used to select a number of boys from the target population. The selected boys represented the characteristics found in the entire group (Kasonde Ngandu 2013). A study sample is a small proportion of the population that is selected for investigation and analysis (Sidhu 2014). According to Mugenda, (1999) 10-20% of the target population is an ideal sample for this study.

Sampling was used to select secondary schools based on the type of the school. This is a process in which certain sub-groups or strata are selected from the sample in the same proportion as they exist in the population (Fraenkel & Wallen, 2000). From each stratum 10% of the schools were selected using random sampling. The target population was identified as the 1500 boys in form 4, during this period of study all other students were at home due to outbreak of Covid-19. From a target population of 1500 boys in form 4 four 20% were selected through simple random and this translated to 300 students being selected. Simple random sampling was used to select boys in the selected secondary schools. Therefore, a total of 300 boys in form 4 participated in the study. Simple random sampling method was used during the study because it proved simple and lacked bias during selection of sample learners.

3.5 Data Collection Instruments

3.5.1 Questionnaires

Selection of the questionnaire as a tool for data collection was guided by the nature of data to be collected and the objectives of the study. Students' questionnaire was used since the study was concerned with variables that could not be directly observed. In addition, Students' questionnaire was used because they helped the researcher to collect data from a larger number of respondents (Kasonde Ngandu, 2013). The questionnaire had three items that collected bio-data information. Section 2 of the questionnaire had 14 items on a five-point Likert scale that were used to collect data on perceived role of guidance and counselling. Section 3 was divided into three parts. The first part collected data on academic adjustment. Second part collected data on emotional adjustment and the last part collected data on social adjustment. All the three parts had items on a five-point Likert scale.

3.5.3 Scoring of the Instruments

Items in the students' questionnaires were on a five-point Likert scale for a meaningful measurement (Lozano, Gracia-Cueto, & Muniz, 2008; McMillan & Schumacher, 2010). The Likert scale was used to measure the perceived role of guidance and counseling services in secondary school. The different indices were conducted as follows; strongly disagree=1, disagree=2, Undecided=3, agree=4, strongly agree=5. The participants were to tick one of the five responses. The responses were coded and the responses summed up to find an index score for section 2 and 3 of the students' questionnaire.

3.6 Validity

Mugenda and Mugenda (2003) define validity as an accuracy and meaningfulness of inference, which are based on research results. It is the degree to which results obtained from the analysis of data actually represent the phenomenon under study. These involved assessments of content validity which is ascertained through the results of pilot study to ensure that the instruments measured what they are supposed to measure (test retest).

According to Orodho (2008), validity is the degree to which the empirical measure or several measures of the concept, accurately measure the concept content. It is aimed at establishing whether the items in the instrument measure what they are supposed to measure. In this study, the instrument was given to the researchers' supervisors for examination and determination of their content and construct validity. The items that were inadequate or ambiguous in eliciting the relevant information was identified and modified in order to improve the quality and hence validity.

3.7 Pilot Study

Before the actual data, a pilot study was conducted in two selected public schools in Bungoma County which were not included in the study. Pilot study was to enhance validity and reliability of research instruments (Mugenda and Mugenda 1999). The purpose of conducting the pilot study was to check on suitability and clarify of the questions on the instruments, designed and validity of the instrument.

3.8 Reliability of Research Instrument

Is a measure of extend to which an instrument will consistently yield the same results after being administered several times to the same respondents (Khan and Best, 1998). In addition, it means that scores from the instrument are stable and consistent (Gay, 2003). An instrument is reliable when it can measure variables accurately and obtain same results under same conditions over a time.

To determine reliability of the research instrument, the researcher re- administered the same test two weeks after the first administration in a pilot study. The responses were used to determine the reliability coefficient of the instrument using Pearson's product correlation coefficient. Pearson's product correlation coefficient was used because the responses obtained during the study were quantitative. The correlation coefficient obtained was 0.776 which was considered as good, strong and acceptable measure of reliability.

3.9 Data Collection Procedure

Once the questionnaires were ready, the researcher sought permission to conduct the study from Kenya, National Commission for Science, Technology and Innovation (NACOSTI) - International Science Council. Permission was also sought from Bungoma County Director of Education and from Principals of the selected schools. Consent letters were prepared and sent to the Principals to inform them about the objective, nature and significance of the study. After sending the letters, the researcher visited the schools in person to explain how the study was to be conducted.

During data collection, the researcher made clarifications and participants were assured that their responses were only to be used for the purposes of research and be treated with confidentiality. The questionnaires were given to the sampled students to fill. The filled questionnaires were collected on the same day.

3.10 Data Presentation and Analyses

After data collection, the data collected from the participants was cross-examined to facilitate coding and entry into the computer in preparation for analysis. Data processing exercise commenced with the coding of all the responses obtained to facilitate easy analysis using computer program, Statistical Package for Social Sciences (SPSS). A master codebook was designed to ensure that all the questionnaires were coded uniformly. The second stage involved tabulating the obtained scores. Both descriptive and inferential statistics were used to analyze the collected data. Descriptive statistics used included frequencies, percentages, means and standard deviations. Inferential statistics used were Correlations, and Analysis of Variance. The Analysis of Variance test was used due to its ability to test multiple variables. The analysis was done at 0.05 level of significance.

3.11 Ethical Consideration

Despite the high value of knowledge gained through research, knowledge cannot be pursued at the expense of human dignity. The major ethical issues of concerns were; informed consent, privacy and confidentiality, anonymity and researcher's responsibility. In this study, the researcher informed participants of the purpose of the

research. They were assured of the confidentiality of the information given. All the participants remained anonymous. The participants will be volunteers who will have the right to withdraw unconditionally given that even some couples may not be willing to share their experiences with strangers, (Talbot and Kyale, 2009).

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents the analyzed data and its interpretation. The chapter is organized in two sections. The first section gives the descriptive statistics on the demographic characteristics of the participants. The second section presents the findings based on the objectives outlined in chapter one.

4.1 Demographic Data of the Sample

The sample of this study consisted of 300 students that were randomly selected from sub-county, county, extra county and national school categories.

Table 4.2: Distribution of Participants by Type of School

Type of school	Frequency	Percentage
Sub-county	155	51.7
County	82	27.3
Extra County	47	15.7
National	16	5.3
Total	300	100.0

Findings in Table 4.2 revealed that majority of the participants 155 (51.7%) are in Sub-county schools which are mainly day schools. This is followed by 82(27.3%) of the participants who are in county schools. The study area has very few national schools as

reflected in the table with a few participants having been randomly selected, 16(5.3%).

The distribution is also presented using a bar graph.

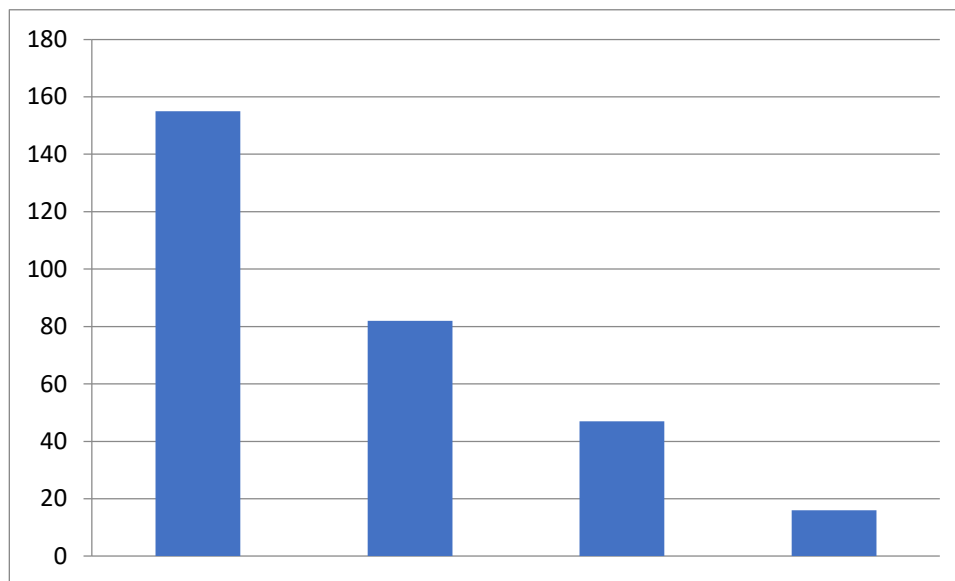


Figure 4.2: Distribution of participants based on type of School

4.2 Academic Adjustment and Guidance and Counselling

The first objective of this study was to determine the relationship between academic adjustment and perceived role of guidance and counseling services offered in secondary schools. In order to achieve this objective, the following research question was posed; does academic adjustment have any significant relationship with perceived role guidance and counseling services offered at secondary school level? To answer this research question, participants were requested to respond to items in Section 2 and 3 part 1 of the students' questionnaire. Academic adjustment was assessed from a series of nine statements seeking participant's agreement with various aspects of the perceived role of guidance and counseling in academic adjustment. The responses on these statements were measured on a five-point Likert Scale ranging from 1 to 5 with

the higher score indicating that guidance and counselling services has significantly contributed towards academic adjustment. The findings of the descriptive statistics are presented in Table 4.3.

Table 4.3: Indicators of Academic Adjustment

Statement Std D	Responses by %					
	SA	A	U	D	SD	Mean
Guidance and counselling services:						
helps me to attend lessons regularly. 1.025	47.0	36.0	9.0	4.0	4.0	4.1800
help me to setting academic goals 0.926	53.0	33.3	8.0	3.3	2.3	4.3133
help me to do my assignments on time 1.069	46.7	30.3	14.0	5.3	3.7	4.1100
help me to participate in class 1.069	40.3	36.0	13.7	6.0	4.0	4.0267
help me to develop study skills habits 1.114	44.7	31.7	14.0	4.3	5.3	4.0600
help me to visit library when free. 1.281	28.0	36.3	17.0	7.0	11.7	3.6200
help me to enjoy discussions 1.119	46.0	32.7	11.3	4.3	5.7	4.0900
help me to manage time properly 1.007	44.3	38.3	9.0	5.0	3.3	4.1533
help me to become interested in learning 1.046	47.3	31.7	12.3	5.3	3.3	4.1433

N = 300

Findings from Table 4.3 indicate that participants rating on all the nine items had a mean score of above 3.5. This shows that they were generally satisfied with the influence of guidance and counseling on academic adjustment in school. The

participants agreed with the role of guidance and counseling in setting academic goals ($\bar{x} = 4.3133$), attending lessons regularly ($\bar{x} = 4.1800$), and managing of time properly ($\bar{x} = 4.1100$). However, it was realized that guidance and counseling services had least contribution in helping the participants to visit the library during their free time ($\bar{x} = 3.6200$).

The individual statement scores were summed up to form an academic adjustment score for each participant. Similarly, individual scores of the 14 items on perceived role of guidance and counseling services in school were added up to form a guidance and counseling index score. This generated data on an interval scale of measurement. The mean scores and standard deviation on the two scales are presented in Table 4.4.

Table 4.4: Mean Scores and Standard Deviation on Guidance and counseling and Academic Adjustment

Scale	N	Mean	Std Deviation
Guidance and Counselling	300	51.6867	11.4428
Academic Adjustment	300	36.7433	6.9828

Cumulative guidance and counseling index scores ranged from 14 to 70. The scale had a mean score of $\bar{x} = 51.6867$ which was above the average of 42. Academic adjustment sub scale had nine items. The cumulative index score on this scale ranged from 9 to 45 with the higher value indicating good academic adjustment based on guidance and counseling services. The scale had an index mean score of $\bar{x} = 36.7433$. The mean score was above an average of 27.

To find out whether the two set of scores had a statistical correlation Pearson Product Moment Correlation was conducted. The results of the inferential statistics are presented in Table 4.5.

Table 4.5: Correlation between Academic Adjustment and Guidance and Counselling

Correlation		Guidance and counseling services	Academic adjustment
Guidance and Counselling	Pearson	1	0.571**
	Sig. (2-tailed)		0.000
	N	300	300

** Correlation is significant at the 0.01 level (2-tailed)

The results revealed that there was a statistical significant correlation between academic adjustment and guidance and counseling services offered in schools $r = 0.571$, $P < 0.05$. From this finding it was concluded that there was a significant relationship between academic adjustment and perceived role of guidance and counseling services offered in schools. The implication of this finding is that guidance and counseling services in secondary schools have played a significant role in assisting students adjust in their academic endeavor. There for schools to realize good academic performance there is need to embrace and strengthen guidance and counselling services in schools.

4.3 Emotional Adjustment and Guidance and Counselling

The second objective was to determine the relationship between emotional adjustment and perceived role of guidance and counseling services. The following research

question was used in order to achieve this objective; does emotional adjustment have any significant relationship with perceived role of guidance and counseling services offered at secondary school level? To answer this research question, participants were requested to honestly respond to the 10 items in part 2 of section 3 of the students' questionnaire. Responses to these items were measures on a five point Likert scale ranging from 1 to 5. The higher the score the more positive effect of guidance and counseling on emotional adjustment of students. The findings were presented in Table 4.6

Table 4.6: Indicators of Academic Adjustment

Statement	Responses by %						
	SA	A	U	D	SD	Mean	Std D
Guidance and counselling services							
helps me:							
Feel confident enough to make personal decisions.	78.7	19.0	1.3	0.3	0.7	4.7467	0.563
Able to control my anger	8.3	73.3	10.0	6.3	2.0	3.7967	0.760
Feel happy most of the time	10.7	55.7	20.7	11.7	1.3	3.6267	0.874
Feel independent more easily	6.0	69.7	15.0	6.7	2.7	3.6967	0.792
Avoid worries most of the time	20.0	50.0	20.0	8.3	1.7	3.7833	0.916
Feel less tense and nervous	5.3	42.3	29.7	18.0	4.7	3.2567	0.970
Feel calm and energetic	8.3	31.7	8.3	31.7	20.0	2.7667	1.311
Feel enthusiastic	4.0	74.7	12.0	8.3	1.0	3.7233	0.713
Sleep well and soundly	8.3	14.7	47.3	25.7	4.0	2.9767	0.948
Feel relaxed most of the time	5.7	45.7	19.3	21.3	8.0	3.1467	1.087
N = 300							

Findings from Table 4.6 indicate that students rated eight of the ten items at least above a mean score of 3 with mean scores range of 3.1967 to 4.7467. This shows that the participants were generally satisfied with the role of guidance and counseling in dealing with their emotions in school. Participants agreed that guidance and counseling had influenced their personal decision ($\bar{x} = 4.7467$), controlling of anger ($\bar{x} = 3.7967$), and feeling enthusiastic ($\bar{x} = 3.7233$). This suggests that participants appreciated the role of guidance and counseling in dealing with emotional adjustment. However, participants were moderate in their response on two items. This suggests that they were undecided on the role of guidance and counseling on feeling calm and energetic most of the time ($\bar{x} = 2.7667$), and sleeping well and soundly at bed time ($\bar{x} = 2.9767$).

The responses of each of the 10 constituent statements were scored on a scale of 1 to 5. The individual scores were summed up to form an emotional index score for each participant. The index score varied from 10 to 50 with the higher score indicating good emotional adjustment based on guidance and counseling services offered in school. Data on interval scale of measurement was generated. The mean scores and standard deviations are presented in Table 4.7.

Table 4.7: Mean Scores and Standard Deviation on Guidance and counseling and Emotional Adjustment

Scale Deviation	N	Mean	Std
Guidance and Counselling	300	51.6867	11.4428
Emotional Adjustment	300	35.6500	4.31543

From Table 4.7, emotional adjustment scale had a mean score of $\bar{x} = 35.6500$. This was above an average of 30, which indicates that students find guidance and counseling services vital when it comes to dealing with emotional problems. In order to determine if there was a significant relationship between emotional adjustment and guidance and counseling services, Pearson Product Moment correlation was conducted. The results of the inferential statistics are presented in Table 4.8.

Table 4.8: Correlation between Emotional Adjustment and Guidance and Counselling

Correlation	Guidance and Emotional counseling services		adjustment
Guidance and Counselling	Pearson	1	0.006
	Sig. (2-tailed)		0.922
	N	300	300

The findings revealed that there was a non-statistical correlation between emotional adjustment and guidance and counseling services offered in schools, $r = 0.006$, $P > 0.05$. Therefore, it was concluded that guidance and counseling services had not assisted students in adjusting of their emotions. From the finding, students in secondary schools have not embraced the role of guidance and counseling in handling of their emotional problems. It may be that most boys in secondary schools are not free to talk about their emotional problems. It could be also be explained by the fact that the guidance and counseling departments in schools are not keen in identifying emotionally disturbed students.

4.4 Social Adjustment and Guidance and Counseling

The third objective was to determine the relationship between social adjustment and perceived role of guidance and counseling. The following research question guided the achievement of this objective; does social adjustment have any significant relationship with perceived role of guidance and counseling? To answer this research question, participants were requested to honestly respond to the part 3 of section 3 of the students' questionnaire. The responses were measured on a five point likert scale ranging from 1 to 5. The higher the score the more influence of guidance and counseling on social adjustment of the student. Findings of the descriptive statistics are presented in Table 4.9

Table 4.9: Indicators of Social Adjustment

Statement	Responses by %					
	SA	A	U	D	SD	Mean
Std D						
Guidance and counselling services helps me to:						
Get along well with my fellow students	53.7	36.0	4.3	4.7	1.3	4.3600 0.972
Choose friends wisely in school	22.3	70.3	5.3	1.3	0.7	4.1233 0.613
Get very involved in social activities	11.7	27.3	12.0	18.3	30.72	7.100 1.440
Participate in extra-curricular activities	13.7	65.0	8.0	5.3	8.0	3.7100 1.034
Interact well and easily with opposite sex	13.3	69.3	12.7	2.3	2.3	3.8900 0.744
Find it easy to confide in my school friends	7.3	41.0	38.0	10.7	3.0	3.3900 0.883
Fit well with peers in school	7.7	32.3	38.7	17.0	4.3	3.2200 0.963
Feel that my friends are caring	6.7	40.0	38.3	11.3	3.7	3.3467 0.900
Find it easy to confide in my friends of opposite sex	6.3	42.7	32.7	14.0	4.3	3.3267 0.943
Overcome home sickness while in school	8.0	10.3	9.3	20.0	52.3	2.0167 1.324

N = 300

Findings from Table 4.9 revealed that participants rated 8 of the 10 items above an average of 3 with the mean scores ranging from 3.2200 to 4.3600. This implied that participants were generally satisfied with the role of guidance and counselling in dealing with social problems of the students in school. Participants agreed that guidance and counselling has enabled them to get along with fellow students ($\bar{x} = 4.3600$), to choose friends wisely in school ($\bar{x} = 4.1233$) and to interact well and easily with the opposite sex ($\bar{x} = 3.8900$). However, participants were undecided about the role of guidance and counselling services in enabling them to get involved in school social activities ($\bar{x} = 2.7100$). They disagreed with the role of guidance and counselling services in handling home sickness while in school ($\bar{x} = 2.0167$).

The responses of the participants on the 10 items were scored on a five point scale. Individual scores were added up to give a social adjustment index score for each participant. The scores varied from 10 to 50 with the higher score indicating well social adjustment that is attributed to guidance and counselling services. The process generated data on an interval scale of measurement. The mean scores and standard deviations are presented in Table 4.10.

Table 4.10: Mean Scores and Standard Deviation on Guidance and counseling and Social Adjustment

Scale	N	Mean	Std Deviation
Guidance and Counselling	300	51.6867	11.4428
Social Adjustment	300	34.3033	5.04475

Findings from Table 4.10 revealed that social adjustment scale had a mean score of $\bar{x} = 34.3033$ which was slightly above an average of 30. This implied that students find guidance and counselling services satisfactory when it comes to dealing with social problems. To determine whether there was a significant correlation between social adjustment and perceived role of guidance and counselling Pearson Product Moment Correlation was conducted. The results of the inferential statistics are presented in Table 4.11.

Table 4.11: Correlation between Social Adjustment and Guidance and Counselling

Correlation	Guidance and counseling services	Social adjustment
Guidance and Counselling	Pearson	1
	Sig. (2-tailed)	0.016
	N	300
		300

From Table 4.11 it was revealed that there was no significant correlation between social adjustment and perceived role of guidance and counselling services, $r = 0.016$, $P > 0.05$. Therefore, it was concluded that social adjustment has no significant relationship with perceived guidance and counselling services in secondary schools. The guidance and counseling department in schools have not played a significant role in dealing with the social problems in schools. This could be the reason as to why schools still experience social problems.

4.6 Type of School and Guidance and Counselling

The last objective was to determine the effect of type of school on perceived role of guidance and counselling in secondary schools. The following research question was posed in order to achieve this objective; does type of school significantly affected the perception of students on the role of guidance and counselling in secondary schools? To answer this research question, guidance and counselling index score from the 14 items in section 2 of the students; questionnaire were categorized based on type of school. The mean scores and standard deviations were computed. The results of the descriptive statistics are presented in Table 4.14.

Table 4.12: Mean Scores and Standard Deviation by Type of School

Type of school	N	Mean	Std Deviation
Sub-county	155	50.4581	12.3757
County	82	51.4878	11.2428
Extra County	47	53.7500	9.8556
National	16	55.3830	7.9688
Total	300	51.6867	11.4428

The results in Table 4.14 revealed that participants from national schools found guidance and counselling services more vital in their life in school ($\bar{x} = 55.3830$). This was followed by participants from extra county schools ($\bar{x} = 53.7500$). Perception of participants on the role of guidance and counselling services in schools from sub – county schools was the least ($\bar{x} = 50.4581$). To determine whether the differences in

the mean scores were significantly different, Analysis of Variance (ANOVA) was conducted. The results of the inferential statistics are presented in Table 4.15.

Table 4.13: Analysis of Variance by Type of School

SV	SS	df	MSS	F	Sig.
Between Groups	947.475	3	315.822.447		0.064
Within Groups	38203.072	296	129.064		
Total	39150.547	299			

In Table 4.15 it was revealed that there was no significant difference in the four set of mean scores based on type of school, $F(3,299) = 2.447$, $P > 0.05$. From this finding it was concluded that type of school had no significant effect on the perceived role of guidance and counselling in secondary schools. The finding indicates that challenges faced by most secondary school students are similar regardless with the type of school. Therefore, the need for guidance and counseling services cuts across all nature of schools.

4.7 Conclusion

From the analyses, it was concluded that there was a relationship between perceived role of guidance and counselling and academic adjustment boys in secondary schools. It was also revealed that age of the students had a significant effect on the perception of boys concerning guidance and counselling services offered in secondary schools. However, it was revealed that there was no significant relationship between perceived roles of guidance and counselling and emotional and social adjustment of boys in secondary schools. In addition, type of school had no significant effect on the perception of boys on the role of the guidance and counselling services.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The chapter presents the summary of the study, conclusions and recommendations.

The chapter also presents suggestions for further research.

5.1 Summary of the study

The purpose of the study was to investigate the perceived roles of guidance and counseling services on academic, emotional and social adjustment on boys in secondary schools in Bungoma County. The study involved getting information through the use of written questionnaires that were administered to the participant by the researcher. The purpose of the study was to be achieved through five study objectives and five research questions from which the independent variables were specified. The independent variables included academic adjustment, emotional adjustment, social adjustment, student's age and type of the school. The dependent variable was perceived role of guidance and counseling in secondary schools.

The first objective of this study was to determine the relationship between academic adjustment and perceived role of guidance and counseling services offered in secondary schools. In this study, the findings show that participants rating on all the nine items had a mean score of above 3.5. This shows that they were generally satisfied with the influence of guidance and counseling on academic adjustment in

school. The results revealed that there was a statistically significant correlation between academic adjustment and guidance and counseling services offered in schools $r = 0.571$, $P < 0.05$. From this finding it was concluded that there was a significant relationship between academic adjustment and perceived role of guidance and counseling services offered in schools.

The second objective was to determine the relationship between emotional adjustment and perceived role of guidance and counseling services. This showed that students rated eight of the ten items at least above a mean score of 3 with mean scores range of 3.1967 to 4.7467. This shows that the participants were generally satisfied with the role of guidance and counseling in dealing with their emotions in school. This suggested that participants appreciated the role of guidance and counseling in dealing with emotional adjustment. The findings revealed that there was a non-statistical correlation between emotional adjustment and guidance and counseling services offered in schools, $r = 0.006$, $P > 0.05$. Therefore, it was concluded that guidance and counseling services had not assisted students in adjusting of their emotions.

The third objective was to determine the relationship between social adjustment and perceived role of guidance and counseling. The findings revealed that participants rated 8 of the 10 items above an average of 3 with the mean scores ranging from 3.2200 to 4.3600. This implied that participants were generally satisfied with the role of guidance and counselling in dealing with social problems of the students in school. It was revealed that it was revealed that there was no significant correlation between

social adjustment and perceived role of guidance and counselling services, $r = 0.016$, $P > 0.05$. Therefore, it was concluded that social adjustment has no significant relationship with perceived guidance and counselling services in secondary schools.

The last objective was to determine the effect of type of school on perceived role of guidance and counselling in secondary schools. The results revealed that participants from national schools found guidance and counselling services more vital in their life in school ($\bar{x} = 55.3830$). This was followed by participants from extra county schools ($\bar{x} = 53.7500$). Perception of participants on the role of guidance and counselling services in schools from sub – county schools was the least ($\bar{x} = 50.4581$). From the Analysis of Variance, it was found out that there was no significant difference in the four set of mean scores based on type of school, $F(3,299) = 2.447$, $P > 0.05$. From this finding it was concluded that type of school had no significant effect on the perceived role of guidance and counselling in secondary schools.

5.2 Conclusion

The following conclusions were drawn from the study based on the research objectives: The first objective of this study was to determine the relationship between academic adjustment and perceived role of guidance and counseling services offered in secondary schools. The study concluded that there was a significant relationship between academic adjustment and perceived role of guidance and counseling services offered in schools. There the school administration is required to rely on the services of guidance and counseling in order to achieve the education objectives. Teachers need

to support the guidance and counseling department as they go about curriculum implementation in schools.

The second objective of the study was to determine the relationship between emotional adjustment and perceived role of guidance and counseling services. The study concluded that guidance and counseling services had not assisted students in adjusting of their emotions. The implication of this finding is that learners find it difficult probably to manage their anger. This may have contributed to the unrest that is experienced in schools. To help solve this, learners should be encouraged to feel free when it comes to addressing emotional issues. All the actors are useful in assisting the teachers-counsellors with their diverse roles when it comes to handling of emotional issues among learners.

The third objective was to determine the relationship between social adjustment and perceived role of guidance and counseling. The study concluded that social adjustment has no significant relationship with perceived guidance and counselling services in secondary schools. Therefore, the school environment should be conducive to encourage the use of guidance and counseling services in handling learners' social challenges. This could be the reason as to why many schools around the country have experienced unrests that has resulted into destruction of school properties. Learners behaviors have been wanting that they have failed to adjust social in schools after the long holiday that was occasioned by Covid -19.

The last objective was to determine the effect of type of school on perceived role of guidance and counselling in secondary schools. The study concluded that type of

school had no significant effect on the perceived role of guidance and counselling in secondary schools. This implies that the problems facing students in schools cut across regardless of the type of school. The best way out of this situation is to provide a conducive environment for guidance and counseling services in school there is need to address the impact of guidance and counseling on character building of learners.

Guidance and counseling services in Kenyan secondary schools is a relatively young profession, still struggling to find its identity. Despite numerous calls by the government for the implementation of guidance programs in schools, lack of clear policies has rendered school counseling ineffective and its future questionable. This conclusion is derived from the perception students have towards the services offered by the department. However, as schools continue to grumble with various emerging students' academic, emotional and social problems, the government has acknowledged the need to strengthen school counseling. While this recognition is a move in the right direction, the practical implication of it is yet to be realized.

Although school counseling in Kenya is faced with many challenges, it is worth noting that there has been an increase in the number of trained school counselors in the field. The appointment of Guidance and Counseling Department heads by the Teachers Service Commission (TSC) should now take into account the training of such individuals. Additionally, TSC should ensure that each school has a trained full-time school counselor who does not have the dual responsibility of teaching and counseling.

Despite the many challenges currently facing school counseling in Kenya, there is a general consensus that guidance and counseling plays an important role in student development as evidenced by numerous calls from the government to implement guidance programs. The continuous support by policy makers, school administrators, teachers, parents, students, community, and training institutions is paramount for school counseling to maintain significant positive impact on students. Implementation of comprehensive school guidance and counseling programs could be a great avenue to ensuring that all students have access to counseling services.

5.3 Recommendations

The following recommendations were made based on the findings of this study. They are directed at teachers, parents, community, government and researchers.

- i. Students in secondary schools have failed to adjust socially and emotionally in schools. This is a worrying trend because the services are aimed at students' social and emotional adjustment. Therefore, students should be more sensitized on the need to consult and seek counseling services whenever they are faced with social and emotional problems.
- ii. The dual role of teachers as counselors and as well as subject teachers has contributed to challenges on offering services which in turn has affected the perception of students about the services the department is to offer. School administration and the government should explore the possibility of having school counselors who will not be doubling up as teachers.

- iii. Most teachers have only basic training in counseling skills. Capacity building in these area should be given a priority so that leaners can be able to appreciate the personnel in guidance and counseling the way they do to teachers of various subjects in school
- iv. Since some students seek help from their peers, peer counseling in schools should be strengthened and where possible factored in the school calendar.
- v. Guidance and counseling should be seriously embedded in the educational curriculum in secondary schools.

5.4 Suggestions for Further Research.

The study suggests various areas of further research, which would enhance guidance and counselling in secondary schools. These include:

- i. This study needs to be carried out on a large scale with larger population samples that involve many learners.
- ii. A comparative study to establish the students' perception of guidance and counselling using more schools of both male and female students.
- iii. A comparative study of the effectiveness of guidance and counselling in schools with counsellors who are not teachers, and schools with teachers who double up as counsellors.
- iv. A study to find out if the curricula in teacher- training colleges and universities are geared towards producing teachers who are well equipped to deal with counselling issues in schools.

- v. Research on the perceptions of the role of the school counselor by various stakeholders such as the school principal, teachers, and parents, could illuminate areas of discrepancy and provide suggestions for improvement.

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APPENDIX I: INTRODUCTION LETTER FROM MOI UNIVERSITY

MOI UNIVERSITY,
Faculty of Education
Department of Educational Psychology
P.O BOX 3400,
ELDORET.

5TH APRIL 2020

Dear Sir/Madam,

I am a master's student at Moi University pursuing guiding and counseling a course in educational psychology. I am carrying out a research on: the influence of guidance and counseling on students' discipline in boys' secondary school in Bungoma County. The purpose of the study is to collect data on the topic for further analysis and the information obtained is strictly for educational purposes.

Please respond to the questionnaire honestly, your response will be accepted and treated with utmost confidentiality

Thank you.

Yours faithfully,

APPENDIX II: STUDENT QUESTIONNAIRE

The information below is seeking information on the relationship between Guidance and counseling in Bungoma County.

- This questionnaire has sections please respond to ALL the items in each section.
- Read the statement carefully and understand before writing your response.
- In all cases provide honest responses.
- Respond to ALL items by ticking [] in boxes provided or simply fill in the boxes.

SECTION 1: DEMOGRAPHIC CHARACTERISTICS.

1. What is your Age?

- 13-15 []
- 16 – 18 []
- Over 22 []

2. In which class are you?

- Form 1 []
- Form 2 []
- Form 3 []
- Form 4 []

3. In which type of school are you learning?

- Sub – county []
- County []

- Extra-county []
- County national school []

APPENDIX III: SECTION 2: STUDENT GUIDANCE AND COUNSELING SERVICES QUESTIONNAIRE

This part of the questionnaire consists of statement concerning guidance and counseling services in your school. Go through the items and choose the option that's represents your opinion in relation to the service .You are required to say whether you strongly agree [SA] or simply agree [A]whether you are undecided [u] whether you disagree [D] or you strongly disagree [SD].

Indicate what it implies by ticking [] in the box that corresponds to your opinion or feeling please be sincere

KEY

SA - strongly agree

A - Agree

U - Undecided

D -Disagree

SD -Strongly disagree

Statement	SA	A	U	D	SD
<ul style="list-style-type: none"> • Guidance and counseling services are offered by the guidance and counseling office 					
<ul style="list-style-type: none"> • The guidance and counseling offices observe confidentiality and privacy for the students • I have regularly sought guidance and counseling services 					

<ul style="list-style-type: none"> • Students in my school are regularly advised to seek guidance and counseling services 					
<ul style="list-style-type: none"> • The teacher counselor is always available when needed 					
<ul style="list-style-type: none"> • In my school there is sufficient guidance and counseling resources • Students in my school prefer approach peer counselor when faced with problems 					
<ul style="list-style-type: none"> • Students trust the teacher counselor to help them when faced with challenges • We have time to seek for guidance and counseling • Peer counseling services are always available to whenever students require them. 					
<ul style="list-style-type: none"> • Peer counseling is given adequate support by school administration. 					
<ul style="list-style-type: none"> • Confidentiality is maintained during peer counseling sessions. • The peer counseling rooms are easily accessible. 					
<ul style="list-style-type: none"> • Students are provided with group and individual peer counseling services. 					

**SECTION 3: STUDENTS SCHOOL ADJUSTMENT QUESTIONNAIRE.(SSAR).
PART 1 ACADEMIC ADJUSTMENT SUB-SCALE**

This section consists of items on student perception on the influence of guidance and counseling services on academic adjustment. Choose the best option that suits the statement given and respond to other items that follow appropriately .The options are Strongly Agree [SA] Agree [A] Undecided [U] Disagree [D] Strongly Disagree [SA].

Indicate what it implies by ticking [] in the box that corresponds to your opinion or feeling please be sincere.

Guidance and counseling services help me to	SA	A	U	D	SD
<ul style="list-style-type: none"> Attend lessons regularly 					
<ul style="list-style-type: none"> Setting academic goals Do my assignments on time 					
<ul style="list-style-type: none"> Participate in class by asking questions when necessary. Develop study skill habits 					
<ul style="list-style-type: none"> Visit library when free Enjoy discussions Manage time properly 					
<ul style="list-style-type: none"> Become interested in learning prepare and follow personal study time 					

APPENDIX IV: PART 2 ADJUSTMENT SUB-SCALE EMOTIONAL

This section consists of items on student perception on the influence of guidance and counseling services on emotional adjustment. Choose the best option that suits the statement given and respond to other items that follow appropriately .The options are Strongly Agree [SA] Agree [A] Undecided [U] Disagree [D] Strongly Disagree [SA]

Indicate what it implies by ticking [] in the box that corresponds to your feeling.

Guidance and counseling services help me to	SA	A	U	D	SA
• Overcome inferiority					
• Accept myself					
• Control moods wings					
• Make decisions and solve problems					
• Handle conflicts					
• Feel confident enough to make personal decisions					
• Avoid worrying most of the time					

PART 3: SOCIAL ADJUSTMENT SUB-SCALE

This section consists of items on student perception on the influence of guidance and counseling services on social adjustment. Choose the best option that suits the statement given and respond to other items that follow appropriately .The options are Strongly Agree [SA] Agree [A] Undecided [U] Disagree [D] Strongly Disagree [SA]

Indicate what it implies by ticking [] in the box that corresponds to your feeling

Guidance and counseling services help me to	SA	A	U	D	SD
<ul style="list-style-type: none"> • Respect others and administration • Respect other people's property 					
<ul style="list-style-type: none"> • Choose friends wisely • Relate with other student • Handle conflicts with other students • Manage peer pressure • Know effects of drug abuse 					
<ul style="list-style-type: none"> • Balance between social life and academic work • Respect other peoples opinion 					
<ul style="list-style-type: none"> • Overcome homesick 					

APPENDIX V: INTERVIEW SCHEDULE FOR GUIDANCE AND COUNSELING TEACHERS

Instructions

The questionnaire below is seeking information on the relationship between Bungoma County.

Kindly fill this questionnaire by inserting a tick against your option in the appropriate box and offer explanation for the questions that require your answer though word of explanation honestly and your information will be treated with confidence.

1. How old are you?
 - i. 20-30
 - ii. 31-40
 - iii. 41-50
2. Kindly indicate your gender.
 - i. Male
 - ii. Female
3. What is your highest academic level?
 - i. A level
 - ii. Diploma holder
 - iii. others
4. How long have you serve as a guidance and counseling teacher?
 - i. 1 year
 - ii. 2 years
 - iii. 3years
 - iv. 4 years and above

To what extent has guidance and counseling been undertaken to promote discipline among children in your school

5. What area do you consider in guidance and counseling in your school?
6. How has counseling services been promoting discipline in your school?

7. What are some of the indispline cases that have been occurring in your school?
8. What are some of the factors that affect indispline in your school?
9. What measures are currently taken by the school to change student behaviour?
10. In your school do you have adequate guidance and counseling materials
11. Has guidance and counseling been effective in promoting discipline among students in your school?
12. What main challenge do you face as a teacher counselor?
13. How effective is peer counseling in your school?
14. In your opinion have peer counselors been trained and experienced
15. In your school do you use peer counselor sessions?
16. Are there appropriate aids [materials/facilities] used during counseling?
17. Suggests what needs to be done to make peers more effective

APPENDIX VI: NACOSTI PERMIT LETTER

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 302482	Date of Issue: 07/November/2022
RESEARCH LICENSE	
	
<p>This is to Certify that Miss. GLADYS SABWAMI of Moi University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Bungoma on the topic: perceived role of guidance and counseling services on academic, emotional and social adjustment of boys in secondary schools in Bungoma County, KENYA. for the period ending : 07/November/2023.</p>	
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