GUIDANCE AND COUNSELING NEEDS OF STUDENTS IN THE SELECTED SCHOOLS OF UASIN GISHU DISTRICT OF KENYA

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Abstract
The study investigated the guidance and counseling needs of students in the selected secondary schools of Uasin Gishu District Kenya. This study was conducted using survey design. A sample of 897 out of 1000 participants (423 males and 444 females) was selected using convenient sampling. Pearson Linear correlation was used to test for the relationship between counseling needs and students’ performance in secondary schools. The study found out that there is a significant relationship between counseling needs and students’ performance in secondary schools; it also highlighted the importance of using assessment instruments in identification of students’ counseling needs. Based on the findings, it was recommended that education authorities should train professional counselors in secondary schools to provide guidance and counseling needs; and should develop guidance and counseling programs in all schools to address students’ needs.

Introduction
The issue of education is taking a completely new dimension in Kenya. The demand is rising, new universities are opening up day by day and job scarcity makes failing in academic a sure way to limit chances of success, schools are competing for mean grades, while the curriculum is over loaded. Students are made to go for tuition, weak students are given remedial teaching, teachers find themselves under pressure, as parents spend less and less time with their children, the young are left on the hands of their peers for advice, those with access to internet get exposed to e-information, others go for electronic and print media. The unlucky ones depend on rumors.
These notwithstanding, HIV/AIDS have left a large chunk of youth population orphaned, depending on grandparents or relatives. This increases dependency ratio heightening the already high levels of poverty. Dropouts, skipping classes due to school fees problems causes more stress to the traumatized young students. The issues presently have been compounded with the recent spate of violence among a number of schools. The call for in-school counseling has taken an intensified dimension. In their wake, students have burnt buildings, destroyed properties and even left other maimed or dead. Parents, leaders, teachers, religious leaders all are asking questions of what has really gone wrong. The common area of agreement is that there is a need for counseling in schools with some quarters calling for counseling of parents and teachers as well.

In March 2001, 67 boys of Kyanguli Secondary School in Kenya died when other students set their dormitory on fire (ANB-BIA Supplement Issue, 2001). In this incident, some students, locked the dormitory door, doused the building in petrol and set it on fire while their colleagues were asleep inside. In the same year in July, seven arsonists reportedly overpowered two watchmen guarding the Lelmokwo Secondary School before petrol-bombing the 116 capacity dormitory, killing one student and seriously injuring 53 others. By the end of July that year, more than 30 secondary schools in Kenya had been closed following a series of riots, strikes and arson attacks.

This trend of school violence had continued from the preceding years. In March 2000, 26 girls had been killed in an arson attack in Bombolulu Girls Secondary School, while the year before, two students had been killed in Nyeri High School (Atemi, 2000). Over the years, there have been increased reports of school violence in the media. For instance, the Africa News Bulletin (ANB-BIA Supplement Issue, 2001) reported that, between May 1999 and July 2001, the frequency of arson incidents in Kenyan schools increased to alarming levels. In 2004, over 25 schools in Machakos District went on strike leading to the death of one student and destruction of property worth over Ksh. 30 million ($ 430,000.00) (Mwanzia & Mudi, 2005). In the same month, two neighboring schools in Kisii District were closed within a week after students went on rampage. Apart from incidents of school violence, reports about other types of school unrest have also increased. One event took place in July 2001 when 700 girls from Nairobi’s Alliance
High School — one of the top schools in the country marched through the streets of the city to protest the deteriorating situation in the school (Atemi, 2000).

Increased substance abuse, break-up of cultural norms, stress from overloaded curriculum, lack of guidance from parents and teachers, and general lawlessness in the country, have been proposed as some of the reasons that have led to increased violence in schools (Buku & Mwanza, 2004; Kariuki, 2004; Mwanza & Mudi, 2005; Waihenya, 2000). Since Kenya became independent from the British colonial government in 1963, significant changes have been made in the economy, education, health, culture, society and politics. Despite this progress, Kenya is still experiencing problems as it tries to balance between the diverse cultural traditions and the need for global modernization (Bureau of African Affairs, 2003). The rate of economic growth has especially slowed in the recent years (Abagi & Odipo, 2003), hence limiting the availability of resources. There have been cases of poor governance, increased ethnic tension and conflict, and increased gender related violence (Abagi, Olweya & Otieno, 2000). Changes in the family and society are also providing a major challenge to education as a social institution for change and development (Abagi, Olwega & Otieno, 2000). Since parents bear the bigger burden of educating their children (Abagi & Odipo, 2003), more parents are spending their time on economic activities and less time with their children. Kenyan schools are starting to deal daily with the consequences of violence, drugs, dysfunctional families, teenage pregnancy, truancy, juvenile delinquency, and underachievement (Atemi, 2000; Kariuki, 2004).

Statement of the Problem
With current socio-technological changes and educational demands, counseling is becoming a major area of concern for in-school youths. The large number of students in schools, limited number of trained teacher counselors, heavy work load, socio-economic and technological changes all put pressure on the teachers, students, parents and society. No wonder, there is frequent demand for counseling to help address some of these problems. At present, there are no officially established or government approved guidance and counseling programs in the Kenyan education system. Some schools have started guidance and counseling programs that are aimed at responding to students’ needs
usually in times of crisis. In such programs, some of the teachers are requested by the school administration to take the role of guidance and counseling. Students who are encountering personal problems then go to the identified teachers to discuss their problems. Since there are no specific facilities and time set aside for these discussions, the availability of such teachers is minimal, hence not many students use the opportunity. There is therefore need to investigate the usefulness of these programs so that they may be established in each and every school in Kenya.

Some aspects common to communities in Africa, such as cultural traditions, dictate the procedure for guiding and teaching young people. For instance, it is the role of the community, especially the elders, to impart moral guidance to the youth (Mbiti, 1975). Schools therefore do not feel obligated to take up this role. The traditional process of guidance and counseling in Africa also seems to differ from the processes applied in other parts of the world. The African situation is best described by Mpofu (1994):

The African scenario presents the typical third world context of counseling where a minuscule of formally qualified counselors provide service alongside (if not in competition with) traditional counselor networks with firm roots in extended family cultures, clans and beliefs in omnipotent supernatural forces at the behest of medicine man or diviners which control the lives of people. (p. 312).

Attempts at establishing accredited counseling practice in Africa therefore tend to remain out of connection with mainstream counseling research. Even as African countries strive to develop economically and modernize their institutions under the stimulus of western influences, values and religions, commitment to cultural traditions seems to have remained strong among many communities (Buhrmann, 1985). Due to disruption of traditional cultural life and the introduction of western systems and values during the colonial era, people in Africa are faced with a conflicting situation in terms of values. Various researchers have attempted to study this situation by trying to understand the personal and social problems emanating from the conflict of values (Bourdillon, 1987; Mbiti, 1975). Mbiti (1975) especially noted that, while it is important for Kenyans to maintain the cultural traditions that govern their social lives, they cannot at the same time avoid moving on with the rest of the world in terms of
technology and economic development.

In the process of establishing counseling services in Kenya, there is a need to first understand the underlying factors that influence peoples’ beliefs and perceptions about such practices. It is especially important to understand the economical, socio-political, religious beliefs, customs and traditions, and cultural changes that are present in different regions of the country. Young people should be understood within this context, but also in the paradoxical situation that they find themselves faced with the traditional and the modern world.

A review of literature has revealed that the various factors mentioned above have been considered in the process of developing guidance and counseling programs in some parts of Africa. In Nigeria, economic activities and developments have caused social and cultural changes and challenges as people strive for economic survival, sufficiency, stability, and supremacy (Ahia & Bradley, 1984). The impact of such changes has forced students to study under higher anxiety levels than in earlier years. The government in Nigeria has responded by calling for establishment of counseling and guidance in all schools.

While the establishment of guidance and counseling programs seems important, governments in Africa should also provide necessary contextual changes to improve people’s lives so that guidance and counseling programs can be effective.

In South Africa, the political history had for a long time dictated the career patterns of the citizens before the break up of apartheid (Mathabe & Temane, 1993). The effects of that system continue to have an influence on the job structure that is present in the country even today although many changes have occurred. The improvements made have resulted from the work of various commissions on career education. The findings and recommendations of these commissions are in consonance with contemporary career development theories which conceptualize career development as, “an acquisition of conglomerate of skills, functional in various life roles” (Mathabe & Temane, 1993, p. 28).

This study identified a number of problems which hinder the implementation of career counseling programs in South Africa. Some of the problems are lack of training for teachers, lack of career identity in the school system, and the understanding of the career concept as something in the future hence lacking a linkage to learning in schools.
An assessment and analysis of the guidance needs and expectations of students in high schools of Bophuthatswana in South Africa (Mathabe & Temane, 1993) clearly demonstrated that there was an urgent need for guidance in work, educational, personal and social issues. Specific needs identified in these areas were: (a) human relationships in the adult-adult, adult-child, parent-child, and teacher-child contexts, (b) assessment of modern and traditional values, (c) career guidance, (d) moral education, (e) community identity, (f) parent involvement, and (g) curriculum assessment and adjustment.

Nigeria and South Africa share similarities with Kenya, in that the systems of education are based on the British education system established before independence. The needs of the students in the three countries are therefore likely to be similar. Kenya can therefore benefit from replicating the processes of identifying students’ needs within the guidance programs instituted in Nigeria and South Africa.

The country of Botswana shares the closest resemblance to Kenya in terms of the development of education. Botswana became independent from British protectorate in 1966, around the same time that Kenya gained its self-rule from the British colonial government (1964). Though the education systems in the two countries were established by the British colonial government, Botswana has made significant progress in the area of guidance and counseling in schools since there is an established program.

The initial efforts in guidance and counseling in Botswana occurred around 1963 when a workshop on career guidance was held in Gaborone for selected secondary school teachers (Navin, 1989). Following this meeting, career Masters were identified in each secondary school in the country, and continued to be responsible for providing secondary school students with career and higher education information. Later workshops were focused on assessing the status of guidance and counseling in the country, determining the needs, and developing recommendations (Navin, 1989). A follow-up study was also conducted to identify guidance and counseling needs (Navin, 1989). The findings revealed varying needs as perceived by teachers and students. Secondary school students in particular identified identical problems, namely: failure to understand subject matter, personal problems, finances, career choice, and choosing school subjects (Navin, 1989). The similarity of the education systems
between Kenya and Botswana gives support to the idea that secondary school students in Kenya would also indicate similar problems.

It is evident that assessment of student needs in Africa has focused on identifying needs centered on educational counseling needs, career/vocational counseling needs, and personal counseling needs (Ahia & Bradley, 1984; Ocansey, 2000). Furthermore, the counseling problem typologies of personal, educational and employment concerns have also been used by the Zimbabwe Schools Psychological Services to advise schools and communities on a variety of counseling needs (Mpofu, 1994). These typologies therefore can be meaningful and relevant in the investigation of student counseling needs. Other studies have indicated that student needs centered on the three content areas are not specific to secondary school students, but also to college students as well (Jennings, 1995; Nicholas, 2002). African students therefore seem to have similar needs even at different levels of education. Assessing students’ counseling needs at lower levels of education, such as secondary school, will help in setting appropriate programs that respond to their needs and prepare them for other higher levels of education.

Like many other African countries that attained independence within the last 50 years, Kenya is still striving to develop economically (Bureau of African Affairs, 2003). Some of the issues that Kenya face in common with these countries are poverty, illiteracy, unemployment, political instability, high mortality caused by diseases such as malaria and HIV/AIDS, and the need for global modernization (Abagi & Odipo, 2003; Bureau of African Affairs, 2003). These socio-economical situations have a major impact on the progress of education especially among the youth. Since schools lack adequate facilities important for effective learning and development of the youth, they mostly direct the minimal resources to teaching in classrooms. Other important aspects in youth development such as guidance and counseling are therefore set aside or looked upon as an added burden since they may require resources that are not available.

To achieve high economical development that is important for improvement of daily living, the current government in Kenya is focusing on uplifting literacy levels. The government has therefore not only declared education compulsory for the first eight grades of primary school but also funds all public primary schools. This is
especially important since research indicates that informal sector workers in Kenya with primary education are one-third more productive than workers who have not attained this level of education (KenyaWeb, 2004). Although 91 per cent of school-age children attend primary school, factors such as cost, performance in examinations, and inadequate facilities prevent large numbers of students from continuing with secondary and college education (Maxon, 2004).

Examinations taken at the end of the 8th and 12th grades determine whether students will be admitted into the few high schools and universities. More emphasis is therefore being put on performance in national examinations and less emphasis on other factors that are also important for holistic development (Abagi, 1997; Abagi, Olwega & Otieno, 2000; Waihenya, 2000).

Education in Kenya still faces many problems and challenges according to The Report on the Commission of Inquiry into the Education System of Kenya (Koech Report, 2000). Some of the challenges identified in this report are access to education, quality, relevance, dropout, and retention. There is therefore an urgent need for Kenya to develop a system that responds to these needs from a holistic approach rather than focusing only on academic achievement. Such a holistic approach may involve creating a balance between academic development and other aspects such as career, vocational, personal and social development in the education system.

In Kenya, there have been increased reports in the local newspapers about violence in secondary schools (ANB-BIA Supplement Issue, 2001; Daily Nation, August 7, 2000). These reports have narrated graphic accounts of bullying, occult practices, drug abuse, and even multiple homicides in schools (Kariuki, 2004; Oriang, 2000; Siringi, 2003). The problem of violence in schools is not specific to one region in the country. According to data released by the Ministry of Education (Table 1), unrest in schools in the years 2000 and 2001 was widespread in all provinces.

It has been suggested that the unrest in schools indicates a need that is not being catered for currently in the school system (Abagi, et al., 2000; Koech Report, 2000; Njeru & Orodo, 2003). Some schools are now starting to recognize the need for establishing programs that address student developmental needs. Some of these schools, especially those founded by Christian missionaries, have
started pastoral programs focused on religious awareness and moral
education (Kenya Catholic Secretariat: Personal communication,
December, 2003). These scattered efforts are not enough to alleviate
the problems however. Furthermore, there is a need to identify the
problems first and then develop programs to respond to the needs. As
has happened in Botswana (Navin, 1989), the move to establish
guidance and counseling programs starts with studying the current
situation and investigating the needs of students. Once the programs
have been established, there is need for continuous assessment of
students’ counseling needs as they progress through school.

This section highlights the various methods used in assessing
students’ counseling needs in past studies. Issues that relate to
assessment of counseling needs are examined. The section focuses on
the methods applied in the identification of students’ needs and
grouping them by content areas. The implications of developing and
applying the different types of assessments are discussed. A critical
evaluation of these assessments is conducted to identify factors that
go towards preparing an instrument that is relevant in assessing
counseling needs of secondary school students in Kenya. The section
starts with an examination of counseling needs assessments in
educational institutions in general, and then narrows down to the
assessment of secondary school students’ counseling needs.

Surveying students’ needs has multiple benefits (Nicholas,
2002). Among these benefits are: (a) their usefulness in developing
large and small group programs focused on the expressed student
needs especially for students who are reluctant to seek individual
counseling, (b) it is an efficient method of identifying student concerns,
and (c) to aid in the training and preparation of counselors. Various
studies have been conducted to assess counseling needs across the
world. These studies have focused on different aspects of the student
population including different levels of education, age groups (Blake,
1982; Wagner, 1999), gifted children and their families (Chan, 2003;
Moo et al., 1997), children with disabilities (Omizo & Omizo, 1993;
Smadi & Sartawi, 1997), teachers (Morrow, 1995; Mpofu, 1994)),
cultural groups (Eleftheriadou, 1999; Dolan, 1996; Mitchell, 1991;
Tahhan & Eitah, 2002), and gender groups (Bishop et al., 1998; Saroja,
1990).

Some of the studies have examined counseling needs in
institutions of learning for the purpose of identifying factors that would be applied in the formulation of programs. For instance, Tahhan and Eitah (2002) examined the needs of students in Hashemite University in Jordan in order to establish the need for a counseling center. Saroja (1991) studied the counseling needs of female postgraduate students of the University of Agricultural Sciences in India. The findings of this study revealed that female postgraduate students needed counseling to address academic underachievement and adjustment to personal relations with male students. This study therefore identified the need for professional female counselors in the University.

Studying different multicultural groups also helps to draw findings that identify their particular needs (Eleftheriadou, 1999). This is because there are shared group values and as a result different groups have different needs but quite often they are responded to in rather stereotypical ways which do not take into account their individual preferences and cultural influences (Eleftheriadou, 1999). Eleftheriadou therefore recommended considering the impact of socio-cultural context, socialization patterns, religion and other social influences on clients psychological development, without stereotyping, and/or ignoring racial and cultural roots.

An example of how these various factors can be brought together is found in the study conducted to assess guidance and counseling needs in Botswana (Navin, 1989). Initially, general conferences were held to collect peoples’ views without following a formal interview schedule. A second approach was applied to survey primary school teachers, secondary school teachers, and secondary school students in three major settings in the country, rural, urban, and village. In addition, at the secondary school level, three types of schools were included in the study: Government Secondary Schools, Grant Aided Schools, and Community Junior Secondary Schools. The method of assessment used in Botswana may be effectively replicated in Kenya due to the nature of its diversity in type of schools and their geographical settings. The preliminary nature of the present study however calls for focusing on students first, and then expanding the assessment to other groups such as teachers, parents, and the public.

Teachers can also be an effective source for identification of counseling needs in schools (Navin, Yaakub & Mohamed, 1996). Tatar (1998) investigated teachers’ perceptions and actions regarding the
psychological and counseling needs of their pupils. The sample consisted of 258 primary school and secondary school teachers. The findings revealed significant differences between teachers in the two educational settings in most of the issues investigated. Secondary schools teachers indicated a greater need for individual counseling in schools than primary school teachers. While secondary school teachers stated that they are approached by students mainly with issues associated with school life, primary school teachers' pupils requested more help on personal and family issues. This difference in counseling needs depending on educational level may help in planning for the assessment of the counseling needs of students in Kenya since there is a similar system of primary schools and secondary schools.

There are various studies that have particularly examined the counseling needs of secondary school students (Brouzos, 1991; Hipple, 1991; Keller, 1991; Olszewski-Kubilius & Scott, 1992). Some of the studies have focused on identifying similarities and differences of counseling needs depending on gender. For example, Bishop, Bauer, and Becker (1998) conducted a survey of student counseling needs at a medium-sized suburban institution in the U.S. The findings indicated that both male and female students need assistance with personal, career and academic problems. A higher percentage indicated a need for assistance with career and academic concerns than with personal issues. Women particularly indicated they worry more about health and safety. This shows that although males and females may share similar counseling needs, there are some areas where the needs may be specific to one group as opposed to the other. The findings of this study are particularly relevant to the Kenyan situation since most of the secondary schools are single-sex schools. Identifying counseling needs depending on type of school in terms of gender will therefore aid in developing responsive services that cater to specific groups.

The employment of different designs has also resulted in identification of a multitude of counseling needs among students. Some studies have applied a combination of qualitative and survey designs (Guner et al., 2003) while others combined survey questionnaires and interviews (Bishop, Bauer & Becker, 1998; Dolan, 1996). Still, others have used a comparison of quantitative and qualitative methodologies to assess counseling needs (Olszewski & Scott, 1992; Wagner, 1999). A study focused on female students at an
Indian university (Saroja, 1991) used a combination of general observations and case studies. The general observations yielded data on academic problems while specific case studies were more useful in assessing data on personal issues such as harassment. The disadvantage of this type of a study is that it may be time consuming and only effective with a small group of participants. Other methods such as the use of phone calls may shorten the duration of the study. Rasmussen Cruz et al (2001) used data obtained from phone calls by adolescents to a phone counseling service offered by the Mexican Social Security Institute in Guadalajara. Phone calls were a preferred method in identifying adolescents’ needs since they ensure confidentiality and anonymity. Even with such advantages, the use of phone calls and other forms of technology such as the internet is not very suitable for data collection in Kenya since they are not available in many areas.

The use of different methods while studying different groups, even within the same region, has indicated that different types of assessment methods can be effective with different groups of the student population. The findings of the studies above support the rationale for using relevant instruments given the diverse nature of the Kenyan population (Maxon, 2004). Various variables should be considered as the needs are identified. The relationship of these variables and cross relations of groups of variables indicates that various factors influence the needs of students in different parts of the world. While some needs are specific to type of the learning institution, others are dependent on grade or class levels within the same school.

The use of appropriate assessment procedures is important in Africa as witnessed by past research. This is because of the diversity of cultural, social, political, and religious systems present in Africa. Kenya is a good example of these unique situations. Almost every student in Kenya can be considered a ‘multicultural student’ in the light of the diverse background. The majority of the students come from the 43 different cultural/ethnic groupings in Kenya, all speaking different languages or dialects (Maxon, 2004). Apart from their native language, students have to learn to speak Swahili, an African language spoken in the Eastern Africa region, and also English which is the mode of communication in schools. The students therefore can be considered multi-lingual in terms of language alone. Belonging to different cultural
traditions, religious beliefs, and social-economic status also adds to their diversity.

Wright (2000) supported the need for counselors to seek competence on working effectively with multicultural student-clients. This study suggested having a working definition of multicultural students and characteristics of their cultural groups. By understanding the cultural complexities present in Kenya with its more than 40 cultural groupings, it will be easier to develop an instrument that integrates diverse situations to come up with concrete findings. Issues such as age, gender, and social-economic status ought to be considered while conducting studies in Kenya.

With regard to age, Wagner (1999) found out that traditionally-aged students had more positive expectations about counseling than adult students. The traditionally-aged students particularly expected counselors to be more accepting, directive, self-disclosing, expert, and tolerant. The majority of students in Kenya are in the category of traditionally-aged (Kenyaweb, 2004) hence it would be worthwhile to examine their expectations about counseling. Studying gender differences within the student population can also help in the formulation of programs that are sensitive to the needs of both men and women. Wagner (1999) revealed that women students held more positive expectations about counseling than men students and expected counseling to be more concrete and immediate than men. A good sample in Kenya would therefore not only consist of male and female samples, but also include diverse variables.

In terms of social-economic status, Kenyans belong to different social economic groups. The diverse nature of the student population in Kenya, however, does not mean that their needs are far removed from the needs of students elsewhere. Mpofu (1994) for instance noted that what may be perceived as a problem by middle class in the western world may not be separate from educational and/or employment concerns in African schools as far as help seeking is concerned. Kenya can therefore benefit from the implications of studies conducted on students elsewhere in the world.

Ahia and Bradley (1984), while examining the needs of secondary school students, had to develop their own instrument since the instruments available from foreign countries did not seem culturally appropriate, while instruments previously used in Nigeria
were inadequate. The instrument finally used was not only effective in identifying counseling needs in the three domain areas, educational, vocational, and personal, but also revealed that the students had more vocational than educational problems. The present study will pay attention to the processes used by Ahia and Bradley in the construction of items.

Research Questions
1. What are the guidance and counseling needs and programs available in school?
2. What factors effective use of guidance and counseling hindering?

Research Hypotheses
1. There is no significant relationship between guidance and counseling needs in secondary schools.

Methods
The study applied survey design to investigate the impact of guidance and counseling on the academic performance of students. Both quantitative and qualitative research designs were used during the investigation. The importance of quantitative techniques was to generate numerical data, while qualitative techniques were used to obtain descriptive evidence to explain certain quantitative phenomenon. The population of study comprised all students from the 10 selected secondary schools in Uasin Gishu District. The researcher used convenient sampling to select a sample of 897 students out of population of 1000 students. The researcher used a structured questionnaire of five Likert Scale type with the following options (1-Strongly Disagree, 2-Disagree 3-Undecided, 4-Agree, 5-Strongly agree), for the respondents to insert in the box provided the most appropriate option that suit their opinion. Academic performance record was obtained from the Kenya National Examination Council. Structured interviews were conducted with students. Interviews were used because they provide additional information for triangulation purpose. Data from each questionnaire were categorized and edited for accuracy and completeness of information. Descriptive statistics, frequency counts, simple percentages, mean and standard deviation, Pearson
Linear correlation and multiple regression analysis were used to analyze the data collected from the respondents.

**Finding and Discussions**

**Table 1: Students counseling needs**

<table>
<thead>
<tr>
<th>Indicator of GC</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students counseling needs</td>
<td>3.48</td>
<td>0.49858</td>
</tr>
<tr>
<td>Planning a career identity</td>
<td>2.71</td>
<td>0.707</td>
</tr>
<tr>
<td>Planning for the future by understanding goals and developing a plan of action</td>
<td>3.71</td>
<td>0.707</td>
</tr>
<tr>
<td>Combating career stereotyping and understanding the continuing changes of male/female roles</td>
<td>3.89</td>
<td>1.802</td>
</tr>
<tr>
<td>Analyzing the skills and interest that go with particular jobs in preparation for an effective school-to-work transition</td>
<td>2.86</td>
<td>0.354</td>
</tr>
<tr>
<td>Learning to understand, accept and respect self</td>
<td>2.80</td>
<td>1.478</td>
</tr>
<tr>
<td>Developing positive attitudes through identifying, prioritizing and evaluating values</td>
<td>3.47</td>
<td>1.508</td>
</tr>
<tr>
<td>Understanding and making appropriate decisions regarding drug/alcohol, tobacco, and use of other harmful substances</td>
<td>3.81</td>
<td>1.179</td>
</tr>
<tr>
<td>Developing a respect for cultural diversity</td>
<td>3.93</td>
<td>0.445</td>
</tr>
<tr>
<td>Learning how to behave responsibly in family, school, and the community in general</td>
<td>4.10</td>
<td>1.407</td>
</tr>
</tbody>
</table>

The independent variable in this study was students counseling needs, measured with eight qualitative questions in the questionnaire. Each question was Likert scaled between one to nine (1-9), where 1=strongly disagree; 2 disagree; 3=agree and four =strongly agree. People were required to rate counseling needs by ticking the relevant number in the box. Their responses were analyzed using SPSS’s summary statistics showing the means and standard deviations, as indicated in table above.

However on the question of whether the counseling need improve performance of the students, most respondents strongly
agreed (mean ≈3). To get a summary on how respondents rated counseling needs in schools, an average was computed for all the nine questions in Table 4.5, which came out to have a mean of 3.48, confirming that on average, respondents rated counseling needs as essential in schools. The findings revealed that there was a positive relationship between counseling need and academic performance of the students. Since student counseling needs are normally grouped into the three content areas of academic, career, and personal needs (Ahia & Bradley, 1984; Gysbers, 2004; Navin, 1989), the author developed a pool of items drawn from these domains. This grouping then formed the basis for the first research hypothesis that variables identifying the counseling needs of high school students in Kenya can be grouped into the three content areas of academic, career, and personal.

Table: 2 Counseling programs available in your school

<table>
<thead>
<tr>
<th>Counseling programs available in your school</th>
<th>2.13</th>
<th>0.36473</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social programs are available in the school</td>
<td>1.62</td>
<td>0.829</td>
</tr>
<tr>
<td>Vocational development programs in the school</td>
<td>2.42</td>
<td>0.821</td>
</tr>
<tr>
<td>There is orientation program in the school</td>
<td>2.20</td>
<td>1.068</td>
</tr>
<tr>
<td>There is individual counseling program in the school</td>
<td>1.91</td>
<td>0.286</td>
</tr>
<tr>
<td>There is placement counseling program in the school</td>
<td>2.34</td>
<td>0.850</td>
</tr>
<tr>
<td>There is an HIV/AIDS prevention counseling program in the school</td>
<td>2.27</td>
<td>1.159</td>
</tr>
</tbody>
</table>

The independent variable in this study was counseling programs, measured with six qualitative questions in the questionnaire. Each question was Likert scaled between one to six (1-6), where 1 = strongly disagree; 2 = disagree; 3 = agree and four = strongly agree. People were required to rate counseling needs by ticking the relevant number in the box. Their responses were analyzed using SPSS's summary statistics showing the means and standard deviations, as indicated in table above.

However on the question of whether the counseling programmes improve performance of the students, most respondents strongly agreed (mean ≈2). To get a summary on how respondents rated counseling programmes in schools, an average was computed for all the six questions in table above, which came out to have a mean
of 2.13, confirming that on the average, respondents rated counseling programs as not emphasized in schools. The findings indicated revealed that counseling programs are significantly related to student’s academic performance. This implies that when there are counseling programmes in schools, students such as Career Development, Social Values, Self Development, and Learning Skills. The presence of five factors indicates a departure of the Student Counseling Needs from similar instruments that assess student counseling needs only within the three content areas. The five constructs may therefore be indicative of specific needs among Kenyan students not explicit in other countries. It is remarkable that an earlier study on guidance and counseling programs in Kenyan secondary schools had organized students’ problems into five categories: (a) psycho-social, (b) family problems, (c) educational problems, (d) financial problems, and (e) career problems (Sindabi 1992). Issues such as human relationships and social values seem especially important to Kenyan students. Alternatively, it may be that other factors specific to students there underscore the need for assistance in developing relationships and maintaining social values. Cultural traditions, religious values and practices, and extended families have already been suggested as some of the issues that adversely affect students (Njeru & Orodho, 2003; Sindabi, 1992).

<table>
<thead>
<tr>
<th>Factors hindering effective use of guidance and counseling</th>
<th>3.34</th>
<th>0.64103</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of policy framework for implementation</td>
<td>3.13</td>
<td>0.692</td>
</tr>
<tr>
<td>Lack of trained teacher counselors to head the department</td>
<td>3.27</td>
<td>1.036</td>
</tr>
<tr>
<td>Lack of resource materials to be used during counseling sessions</td>
<td>3.54</td>
<td>1.029</td>
</tr>
<tr>
<td>Too much workload for teachers hence no time for counseling</td>
<td>3.37</td>
<td>1.065</td>
</tr>
<tr>
<td>Lack of private rooms for guidance and counseling</td>
<td>3.37</td>
<td>1.065</td>
</tr>
</tbody>
</table>

The independent variable in this study was hindrance to counseling in schools counseling programs, measured with five qualitative questions in the questionnaire. Each question was Likert scaled between one to
six (1-5), where 1=strongly disagree; 2 disagree; 3=agree and four =strongly agree. People were required to rate the hindering of counseling needs by ticking the relevant number in the box. Their responses were analyzed using SPSS’s summary statistics showing the means and standard deviations, as indicated in table above.

However on the question on the hindrance to counseling and guidance, most respondents strongly agreed (mean ≈3). To get a summary on how respondents rated counseling programes in schools, an average was computed for all the five questions in table above, which came out to have a mean of 3.34 confirming that on the average, respondents rated lack of policy framework for implementation, lack of trained teacher counselors to head the department, lack of resource materials to be used during counseling sessions and too much workload for teachers hence no time for counseling as the major hindrance to effective counseling in schools. The findings revealed that lack of trained teacher counselors to head the department, lack of resource materials to be used during counseling sessions, lack of policy framework from the ministry of education and lack of rooms for guidance and counseling in schools. The respondents noted these as some of the reasons which hindered the usage of guidance and counseling services in the management of student discipline in schools. Thus, unless all these measures were put in place, guidance and counseling would not succeed in promoting student discipline in schools. This was consistent with the findings of Husse’n and Neville (1995) that, the counselor must be concerned not only with the client, but also with the system.

Table 4. Pearson’s Linear Correlation Coefficient results correlating Counseling needs and pupils’ performance

<table>
<thead>
<tr>
<th>Variable (indices)</th>
<th>Sample</th>
<th>Mean</th>
<th>Std.Deviation</th>
<th>r value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUNSELLING NEEDS</td>
<td>90</td>
<td>3.48</td>
<td>0.49858</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>90</td>
<td>1.87</td>
<td>0.27346</td>
<td>0.502</td>
<td>0.000</td>
</tr>
<tr>
<td>ATTENDANCE</td>
<td>90</td>
<td>3.07</td>
<td>0.72101</td>
<td>0.262</td>
<td>0.013</td>
</tr>
<tr>
<td>REVISION</td>
<td>90</td>
<td>2.23</td>
<td>0.43581</td>
<td>0.131</td>
<td>0.220</td>
</tr>
<tr>
<td>SCORES</td>
<td>90</td>
<td>2.51</td>
<td>0.58722</td>
<td>0.616</td>
<td>0.000</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td>90</td>
<td>2.42</td>
<td>0.37718</td>
<td>0.418</td>
<td>0.000</td>
</tr>
</tbody>
</table>
The r value in Table 4 suggests a positive significant relationship between counseling and participation of learners with (r = 0.502 sig. = 0.000 <0.05). Thus, the stated research hypothesis is accepted, leading to a conclusion that counseling needs and participation are significantly correlated, at 0.05 level of significance. Counseling programmes and attendance was significantly related with attendance with r = (0.502 sig. = 0.000 <0.05). Revision with was significantly correlated with counseling needs with 0.131, scores with very significantly with 0.616 and lastly performance was significantly related with counseling needs with 0.418. This implies that employees are essential via counseling and guidance.

Table 5: Pearson’s Linear Correlation Coefficient Results Correlating Counseling Programs and Pupils’ Performance

<table>
<thead>
<tr>
<th>Variable (indices)</th>
<th>Sample</th>
<th>Mean</th>
<th>Std.Deviation</th>
<th>r</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUNSELING PROG</td>
<td>90</td>
<td>2.1281</td>
<td>.36473</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATTENDANCE</td>
<td>90</td>
<td>3.0667</td>
<td>0.72101</td>
<td>0.307</td>
<td>0.003</td>
</tr>
<tr>
<td>REVISION</td>
<td>90</td>
<td>2.2306</td>
<td>0.43581</td>
<td>0.076</td>
<td>0.476</td>
</tr>
<tr>
<td>SCORES</td>
<td>90</td>
<td>2.4989</td>
<td>0.58722</td>
<td>0.560</td>
<td>0.000</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td>90</td>
<td>2.4171</td>
<td>0.37718</td>
<td>0.423</td>
<td>0.000</td>
</tr>
</tbody>
</table>

The r value in Table 5 suggests a positive significant relationship between counseling programe and students participation (r = 0.201 sig. = 0.000 <0.05). Thus, the stated research hypothesis is accepted, leading to a conclusion that counseling programes are significantly correlated, at 0.05 level of significance. Counseling programes were also significantly correlated with performance (r=.423 sig.=0.000<0.05).

Table 6: Pearson’s Linear Correlation Coefficient Results Correlating Counseling Factors and Pupils’ Performance

<table>
<thead>
<tr>
<th>Variable (indices)</th>
<th>Sample</th>
<th>Mean</th>
<th>Std.Deviation</th>
<th>r</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUNSELINGFACTORS</td>
<td>90</td>
<td>3.3350</td>
<td>0.64103</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>90</td>
<td>1.8722</td>
<td>0.27346</td>
<td>0.209</td>
<td>0.048</td>
</tr>
</tbody>
</table>
ATTENDANCE | 90 | 3.0667 | 0.72101 | 0.061 | 0.566
REVISION | 90 | 2.2306 | 0.43581 | 0.069 | 0.516
SCORES | 90 | 2.4989 | 0.58722 | 0.130 | 0.221
PERFORMANCE | 90 | 2.4171 | 0.37718 | 0.098 | 0.358

The $r$ value in Table 6 suggests a negative relationship between counseling factors and performance ($r = 0.098$ sig. = 0.000 <0.05). Thus, the stated research hypothesis is rejected, leading to a conclusion that counseling factors students performance not significantly correlated, at 0.05 level of significance.

**Conclusion and Recommendations**
The study established that counseling services are very essential for the students. Based on the findings, it was recommended that education authorities should train professional counselors in secondary schools to provide guidance and counseling needs; and should develop guidance and counseling programs in all schools to address students’ needs. The Ministry could start by identifying professionals who can conduct studies in schools and then make recommendations for policy changes that will ensure that more lasting guidance and counseling programs are established in all schools. The establishment of such programs will also require provision of relevant personnel and facilities. Teachers and school counselors need to be trained to offer guidance and counseling to students. The current trend of asking some teachers to take up the role of guidance and counseling while still maintaining their full teaching load (Kilonzo, 1981) is likely to give rise to ethical violations and professional inefficiency. It is especially unreasonable to expect a teacher who is charged with the role of supervising a student’s academic and behavioral discipline to develop a trusting relationship with the same student as a counselor.

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**Internet Resources**


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The World Fact Book
