

## **Student Demographic Factors on Perception of The Influence of Guidance and Counselling and School Adjustment in Keiyo North Sub-County, Kenya.**

**Wilson Kiptala** ([wilkiptala@gmail.com](mailto:wilkiptala@gmail.com)) Moi University (Educational Psychology Department), John **Kipruto** ([johnkipruto@gmail.com](mailto:johnkipruto@gmail.com)) Moi University (Educational Psychology Department) and Evelyn **Kanus** ([ekanus@ymail.com](mailto:ekanus@ymail.com)) Turkana University (Educational Psychology)

### **Abstract**

*The purpose of the study was to investigate student demographic factors on perception of the influence of guidance and counseling and school adjustment in Keiyo North Sub-County, Kenya. The objectives of the study were: to determine gender type and students' perceptions on the influence of guidance and counselling on school adjustment, school type and students' perceptions on the influence of guidance and counselling on school adjustment and class level and students' perceptions on the influence of guidance and counselling services on their overall school adjustment. The study was guided by the self-perception theory. The ontology was pragmatism and the epistemology was realism. The research method was mixed method. The research design was ex post-facto, random sampling and stratified techniques were applied. A sample of 21 schools and 367 out of the 8001 students in the sub-county secondary schools were selected. A further, 16 participants were purposively selected (one from each class level of the type of school). Questionnaires and interview guides were used to collect data. Descriptive and inferential statistics were used to analyze the quantitative data. The hypotheses were tested at a significance level of 0.05. The qualitative data was analyzed thematically. The major finding of the study was that female students had a higher mean perception (3.6391, SD .06308) than the male students (3.4000 SD .07159). The study concluded that consistency and competence in provision of guidance and counselling services is wanting in secondary schools in the sub-county. Based on the findings of the study, it was recommended that since there exists' significant differences in demographic factors on students' perceptions on the influence of guidance and counselling on their school adjustment, there was need to address the challenges and shortcomings that exist in the provision of guidance and counselling, and encourage the male students to participate in guidance and counselling activities.*

**Key Words:** students, demographic factors, perception, guidance and counseling, school adjustment

### **Introduction**

The emotional and psychological status of many learners in both primary and secondary school levels in the 21st century has been vastly affected by various aspects including substance abuse, poverty, teenage pregnancy, domestic violence, among other factors (Nasilumbi, Jenniffer & Prisca, 2016). Furthermore, the

government of Kenya through the Ministry of Education banned corporal punishment in schools through legal notice, No 95 of the Kenya Gazette (Government of Kenya (GOK), 2001). Besides, a study conducted by Ocharo and Oduol (2009) observed that in the year 2001 a record of 250 Schools went on strike in Kenya and in 2008 in the months of July and August approximately 300 secondary schools went on rampage. Moreover, investigations by a parliamentary committee set to investigate the matter reported that several causes contributed to the strikes; among them was lack of an effective guidance and counselling system in schools (Ocharo & Odoul, 2009). In addition, (Nasilumbi, Jenniffer & Prisca, 2016; Lutomia & Sikolia, 2008)) posit that G & C programmes and services are not well coordinated in most schools. Besides, guidance and counselling is viewed as being concerned with the holistic growth and adjustment of an individual to the environment with special regard to the dignity and self-esteem of the individual (Basci & Dilekmen, 2009; Gitonga, 2007a; Gitonga, 2007b; KIE and LISP, 2003).

Research undertaken by social psychologists reveal that attitude influence behavior and similarly behavior influence attitude (Baron & Byrne, 2003; Feldman; 2002). Furthermore, over the years, students' perception of school counselling and their attitudes to its programmes has increasingly generated a great deal of concern among school counsellors in many parts of the world (Corney et al; Glazer, & Harman, in Comfort (2014)). Moreover, the effectiveness of any counselling service has been attributed largely to the prevailing climate of opinion towards such a service (Comfort, 2014). Additionally, Counselees attitudes which reflect this opinion are indices of their willingness or otherwise to accept, patronise or utilise counselling services. Evidence from related literature reveals two basic attitudinal response patterns, those students whose attitudes are positive (Burke, in Comfort (2014)) and those whose attitudes are negative (Mack & Mclover, in Comfort (2014)). Burke and Bryan in Comfort (2014) aver that if the perception of counselling is low or poor it is likely to elicit negative attitudinal response and result in a rejection of its programmes. The opposite holds if their perception is high or good.

Research has well established the indispensable role that guidance and counselling services play in the life of students (Comfort, 2014). Additionally, one of the roles is to improve the mental health and reduce psychological disturbances (Egan, 2002; McGuiness, 1998). Chireshe (2011), shares the same opinion in making the claim that guidance and counselling services impart students with life skills, attitudes and values that enable them to solve problems and make sound decisions thereby helping students address the social, psychological and emotional problems they experience. He further claims that that guidance and counselling services received by students result in a decrease in cases of poor discipline among students and reduced dropout rates. Moreover, in a study carried out in Haramaya University in Ethiopia showed that about 42 % of the participants acknowledged that guidance and counselling services are always helpful in minimizing or alleviating students' academic, vocational, social and personal problems (Seyoum, 2011).

Mutie and Ndambuki (2004) emphasize the need to introduce and strengthen the guidance and counselling services in schools and colleges so as to meet the varied needs of students. Furthermore, Ndondo (2004) posits that some students engage in antisocial behaviour such as drug and alcohol abuse and irresponsible sexual behaviour. Consequently, this is seen to result from lack of knowledge on how to manage leisure time on the part of the students and it has led to a decline in moral integrity. Additionally, the need for guidance and counselling services could also be due to the ever-growing complexity of the society and the

people have to learn how to cope with accompanying challenges (Biswalo, 1996). Moreover, it should be noted that despite the many benefits of guidance and counselling services, studies that have investigated the secondary school students' perceptions of the influence of guidance and counselling services on their school adjustment have been inconclusive.

Research shows that secondary schools in Kenya have established guidance and counselling departments (Ndirangu, 2007). Moreover, this could possibly be because of the stringent measures that have been put in place by the Quality Assurance Officers from the Ministry of Education, Science and Technology (MOEST). However, the guidance and counselling services face a number of challenges. A research by Auni, Songok, Odhiambo and Lyanda (2014) posits that the poor social adjustment in schools was as a result of the challenges faced by the guidance and counselling departments. Additionally, they observed that majority of the heads of department do not have adequate training that would help them to handle the varied issues affecting students in schools since the short term workshops and seminars that the majority of them had attended were not sufficient in empowering them to effectively guide and counsel students. Moreover, the guidance and counselling teachers also had other responsibilities in schools with heavy subject loads and therefore not able to run the programme well. Besides, the same study also reported that some students had a poor attitude towards the programme and were not willing to confide in teachers doubling up in the guidance and counselling activities and being a member of the disciplinary committee.

A study conducted in Gwinnet County, Georgia, showed that school counselling has an impact on academic performance, and increase the on-task, productive behaviours. Additionally, the Behaviour Rating Checklist indicated statistically significant increases in productive on-task behaviour for both third grade and fifth grade students tested. Furthermore, Language Arts progress was statistically different for both levels as well (Mullis & Otwell, 2007; Watts & Thomas, 1997). According to a study conducted by Ng'eno (2012) on teachers' and students' perception on the impact guidance and counselling on students' needs in Rift Valley province posits that there is a significant class level difference in perception. Moreover, Chireshe (2011) reported that students from Form 4 to 6 viewed guidance and counselling services more negatively than those from other forms. Furthermore, in a study to survey counselling needs among technical college students in Ebonyi State, Nigeria, Nweze and Ugochukwu (2014) there were significant differences in college adjustment in terms of class level on academic achievement. However, boys tended to experience more social relationship problems than girls hence their counselling needs were more.

Overwhelming scientific evidence highlight the multiple benefits of guidance and counselling services in students' lives and subsequent school adjustment (Biswalo, 1996; Egan, 2002; McGuinness, 1998; Seyoum, 2011; UNESCO, 2000a; Wentzel, 2003). Additionally, due to this realization, guidance and counselling services have been set up in virtually all schools in Kenya as a matter of government policy (Ndirangu, 2007). Moreover, research and reports however, show that cases of indiscipline in Kenyan secondary schools are quite prevalent and on the rise. Besides, indiscipline in schools takes various forms. These forms include alcohol and drug abuse, (National Authority for the Campaign Against Alcohol and Drug

Abuse (NACADA), 2011; Ngesu, Ndiku & Masese, 2008), teenage pregnancy (Republic of Kenya, 2010), cheating in national examinations whereby in the year 2013, examination irregularities were reported in Kenya Certificate of Secondary Examination (KCSE) (Aduda, 2014). Furthermore, drug and alcohol abuse seems to be the most common form of indiscipline as shown in a recent survey in Kenyan secondary schools reported by Kibet (2014). It should be noted that despite the manifold benefits of guidance and counselling services, very few studies have investigated student demographic factors on perception of the influence of guidance and counselling and school adjustment in Kenya.

## Objectives of the study

The purpose of the study was to investigate student demographic factors on perception of the influence of guidance and counselling and school adjustment in Keiyo North Sub-County, Kenya.

The objectives of the study were to:

1. Determine gender type and students' perceptions on the influence of guidance and counseling on school adjustment
2. Investigate school type and students' perceptions on the influence of guidance and counseling on school adjustment
3. Examine class level and students' perceptions on the influence of guidance and counseling services on their overall school adjustment.

## Method

### Participants

To answer the research questions, the author sought views from the students on their perceptions on the influence of guidance and counselling services. A sample of 21 schools and 367 out of the 8001 students in the sub-county secondary schools were selected. A further, 16 participants were purposively selected (one from each class level of the type of school). Questionnaires and interview guides were used to collect data.

### Measures and procedure(s).

Data was generated using semi-structured interviews and questionnaires from students. Although semi-structured interviews rely on pre-formulated questions for guidance, they also allow respondents to talk freely about those things that are of interest and importance to them (Baker & Foy, 2008). Moreover, they allow the researcher to probe the informants deeper by asking more questions not included in the guide. Consequently, the guide will not limit the interviewees on informing their perceptions, experiences and knowledge of guidance and counselling (Cohen *et al.*, 2011). The researcher also generated data using questionnaires as per the themes espoused by the study. The students were selected conveniently with at least one from each class level of the type of school.

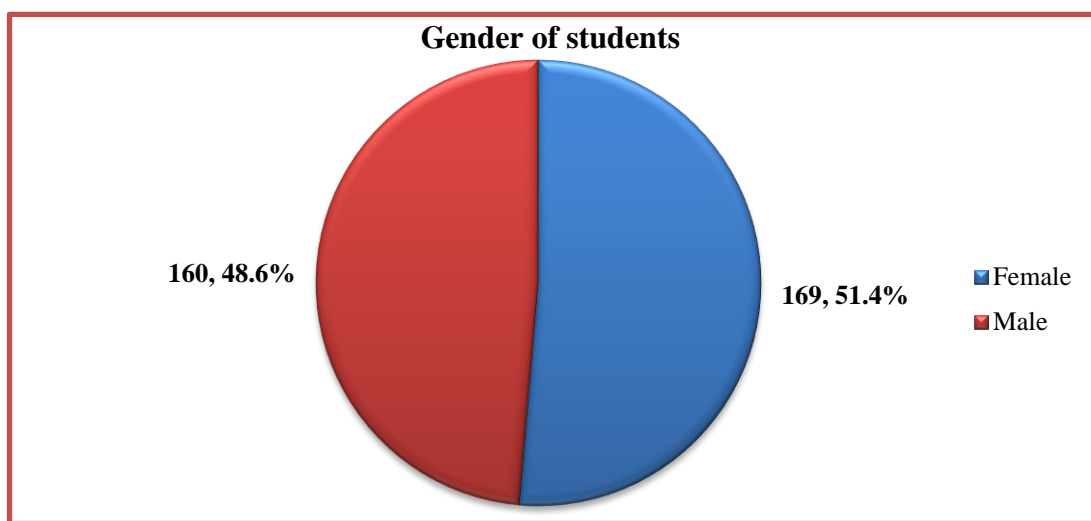
Data was analyzed quantitatively (using descriptive statistics) and qualitatively (thematically). According to O' Donoghue and Punch (2003), triangulation is a method of crosschecking data from multiple sources to search for regularities in the research data. The main purpose of triangulation is to obtain complementary quantitative and qualitative data on the same topic, bringing together the different strengths of the two

methods. It increases the credibility and validity of the results. Triangulation typically involves the concurrent but separate collection and analysis of two types of data which are then merged at some stage (Creswell & Plano Clark, 2007).

## Results

### Gender of the participants

The study sought to determine gender type and students’ perceptions on the influence of guidance and counselling on school adjustment, in Keiyo North Sub-County, Kenya. Interviews and questionnaires were used to find out the gender of participants who participated in the study. The findings were summarized and presented in Figure 1 below.



**Figure 1: Gender of Students**

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

### Gender Ratings of guidance and counselling

The findings in table 1 below shows that more girls than boys in Keiyo North Sub-County tend to rate guidance and counselling services as good. The implication of these findings is that girls’ schools may have improved or better services’ provision as compared to boys’ schools.

**Table 1: Description of Gender and Ratings of Services**

| Gender<br>N  | Ratings           |                    |                    |            |
|--------------|-------------------|--------------------|--------------------|------------|
|              | Poor              | Average            | Good               |            |
| Female       | 19 (11.2%)        | 63 (37.2%)         | 87 (51.4%)         | 169        |
| Male         | 66 (41.3%)        | 46 (28.7%)         | 48 (30%)           | 160        |
| <b>Total</b> | <b>85 (25.8%)</b> | <b>109 (33.1%)</b> | <b>135 (41.0%)</b> | <b>329</b> |

**Gender and Influence of guidance and counselling Services on Overall School Adjustment**

The first objective of the study was to determine gender type and students’ perceptions on the influence of guidance and counselling on school adjustment, in Keiyo North Sub-County, Kenya. To achieve this objective, the following question was asked: Are there significant statistical difference in secondary school gender type and students’ perceptions on the influence of guidance and counselling on school adjustment? The null hypothesis stated; there are no significant statistical differences in secondary school gender type and students’ perceptions on the influence of guidance and counselling on school adjustment. To answer the question, scores for academic, emotional and social adjustments were combined and summed up to form one variable for overall school adjustment. Thereafter, an independent t-test was computed. The descriptive results are presented in Table 2.

**Table 2: Description of Gender and Influence of Services on Overall School Adjustment**

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

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

To test the hypothesis, an independent sample t-test was computed at 95% confidence level. The results are presented in Table 3.

**Table 3: T-test for Gender and influence of Services on Overall School Adjustment**

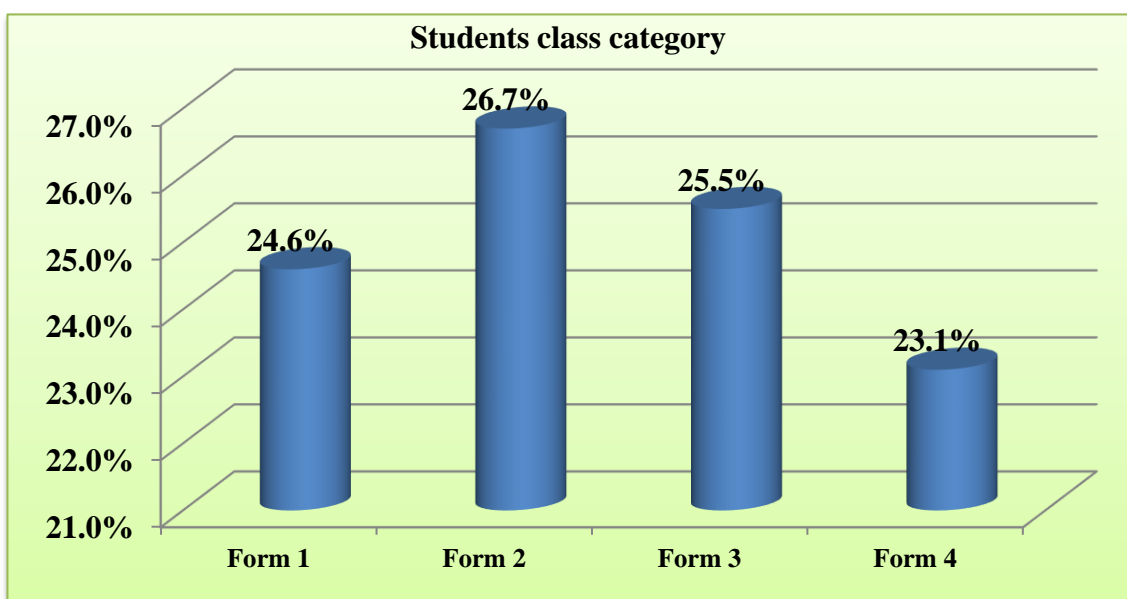
|  | Levene's Test for Equality of Variances | t-test for Equality of Means |
|--|---|------------------------------|
|--|---|------------------------------|

|                           |                             | F     | Sig. | T     | Df      | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|---------------------------|-----------------------------|-------|------|-------|---------|-----------------|-----------------|-----------------------|---|--------|
|                           |                             |       |      |       |         |                 |                 |                       | Lower                                     | Upper  |
| Overall school adjustment | Equal variances assumed     | 1.428 | .233 | 2.512 | 327     | .012            | .23905          | .09516                | .05185                                    | .42626 |
|                           | Equal variances not assumed |       |      | 2.505 | 319.474 | .013            | .23905          | .09542                | .05132                                    | .42679 |

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

**Class Level of the Participants**

The study also sought to investigate class level and students’ perceptions on the influence of guidance and counselling on school adjustment, in Keiyo North Sub-County, Kenya. Interviews and questionnaires were used to find out the class level of the participants who participated in the study. The finding were summarized and presented in Figure 2 below.



**Figure 2: Class Level of Participants**

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

**Class Level Ratings of guidance and counselling Services**

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

**Table 4: Description of Class Level and Ratings of Services**

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

**Class Level and Influence of Services on Overall School Adjustment**

The second objective of the study was to determine secondary school class level and students’ perceptions on the influence of guidance and counselling on school adjustment. To achieve this objective, the following question was asked: Are there significant statistical differences in secondary school class level and students’ perceptions on the influence of guidance and counselling services on their overall school adjustment? The null hypothesis stated; there are no significant statistical differences in secondary school class level and students’ perceptions on the influence of guidance and counselling services on overall adjustment. The descriptive statistics results are shown in Table 5.

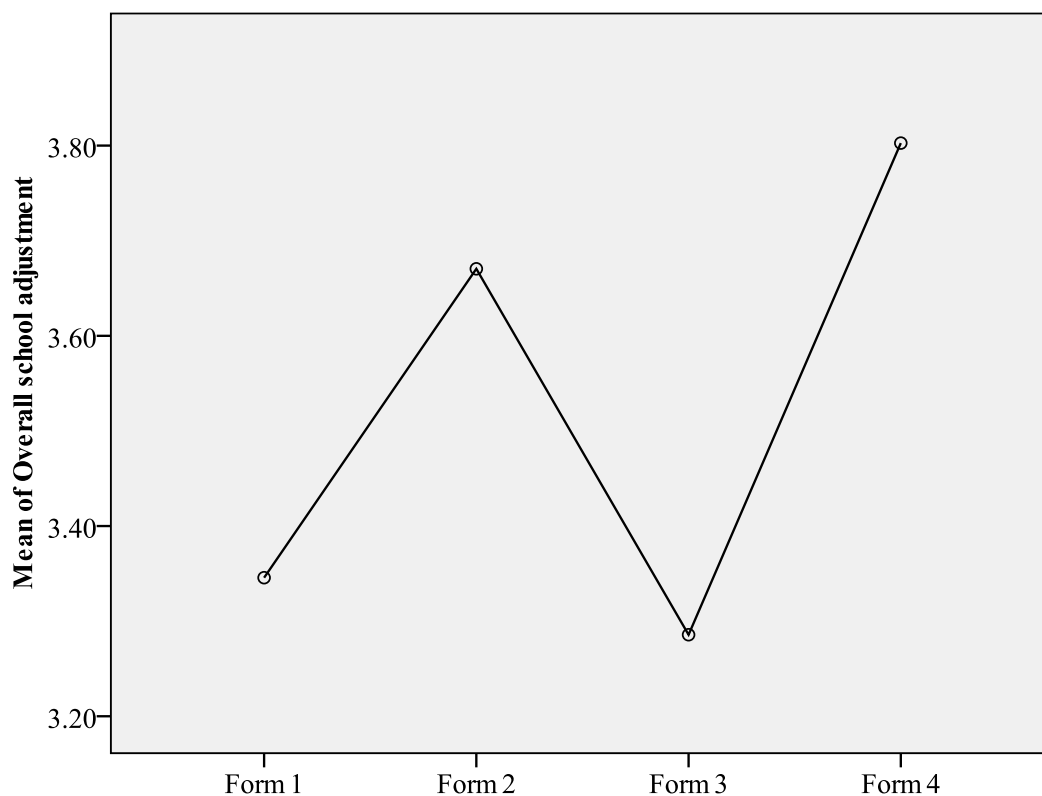
**Table 5: Description of Class Level and Influence of guidance and counselling services on Overall School Adjustment**

**Overall School Adjustment**



|              | N          | Mean          | Std. Deviation | Std. Error    |
|--------------|------------|---------------|----------------|---------------|
| Form 1       | 81         | 3.3457        | .95080         | .10564        |
| Form 2       | 88         | 3.6705        | .75386         | .08036        |
| Form 3       | 84         | 3.2857        | .89942         | .09813        |
| Form 4       | 76         | 3.8026        | .76629         | .08790        |
| <b>Total</b> | <b>329</b> | <b>3.5228</b> | <b>.86968</b>  | <b>.04795</b> |

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



**Figure 3: Class Level and Influence of Services on Overall School Adjustment.**

The figure 3 illustrates that the students’ perceptions on the influence of guidance and counselling services differ across the various class levels. This may suggest that the services are not provided uniformly across all the classes.

To test the hypothesis, ANOVA was computed at 95% confidence level. The results are presented in Table 6.

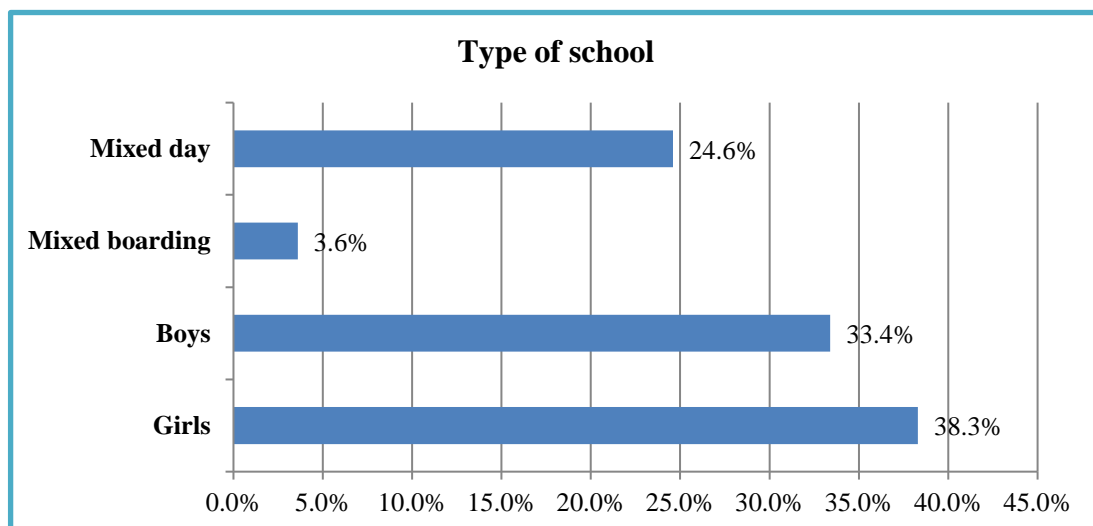
**Table 6: ANOVA on Class Level and Influence of Services on Overall School Adjustment**

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

The ANOVA values as shown in Table 6 are  $F(3, 325) = 7.037, p = 0.001$ . This led to the rejection of null hypothesis and the deduction that there exist a significant statistical differences in class level and students’ perceptions on the influence of guidance and counselling services on their overall school adjustment. This implies that students of Form 1, 2, 3 and 4 perceive differently on the influence of guidance and counselling on their school adjustments in secondary schools in Keiyo North Sub-County.

**Type of School Attended by Participants**

The study also sought to examine school type and students’ perceptions on the influence of guidance and counseling services on their overall school adjustment, in Keiyo North Sub-County, Kenya. Interviews and questionnaires were used to find out the school type of the participants who participated in the study. The finding were summarized and presented in Figure 3 below.



**Figure 4: Type of School**

Most, 126 (38.3%) of the participants were from girls boarding, 110 (33.4%) came from boys secondary schools, 81 (24.6%) were from mixed day secondary schools while 12 (3.6%) were from mixed boarding

schools. The implication is that guidance and counselling services are provided in each type of school and participants from each from each type of school were captured in their existing proportions.

### **School Type Ratings of guidance and counselling Services**

The findings presented in Table 7 below show that only 11.9% of the participants from girls' schools rated the services as poor. They were followed by participants from mixed boarding schools whereby 16.6% of the students who participated rated the service as poor. Next was mixed day at 17.3%. The highest percentage of those who rated as poor at 49% were from boys' schools. The findings also show the highest percentage of participants who rated the services as average were from mixed boarding schools at 66.6% while the lowest percentage was from boys' boarding at 29%. On the other hand, the findings show that the highest percentage of the participants who rated guidance and counselling as good were from mixed day schools at 43.2% next was from girls' boarding schools at 22.5% followed by boys' boarding schools at 21.8% and lastly mixed boarding schools at 16.6%. The interpretation of the findings is that guidance and counselling services provision in all types of schools in Keiyo North Sub-County is wanting since less than half of the participants in each type of school rated them as good. Thus it can be concluded that service provision in all types of schools need to be improved so that a good percentage of students can rate it highly.

**Table 7: Description of School Type and Ratings of Services**

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

### **School Type and Influence of guidance and counselling Services on Overall School Adjustment**

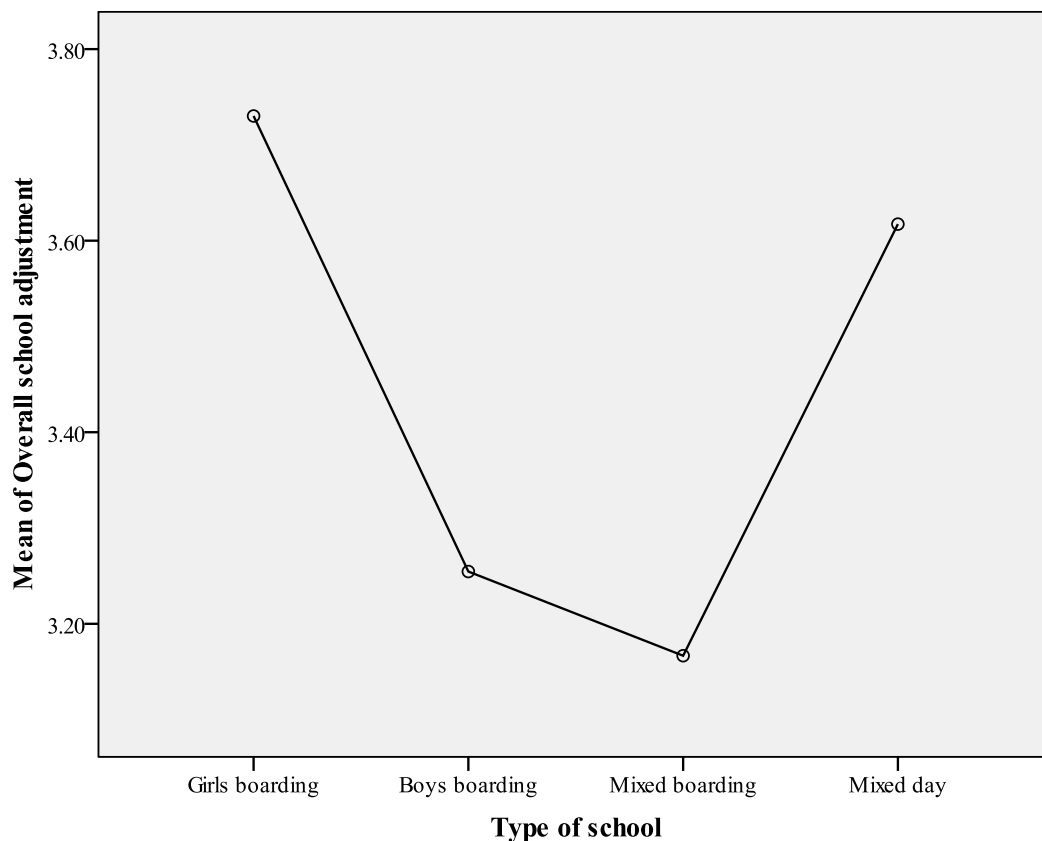
The third objective of the study was to determine the secondary school type and students' perceptions on the influence of guidance and counselling services on their overall school adjustment. To achieve this

objective, the following question was asked: Are there significant statistical differences in secondary school type and students’ perceptions on the influence of guidance and counselling on their overall school adjustment? The null hypothesis stated; there are no significant statistical differences in secondary school type and students’ perceptions on the influence of guidance and counselling services on overall school adjustment. To answer the research question, combined values for overall school adjustment were compared with scores for school type. The responses are presented in Table 8

**Table 8: Description of School Type and influence of Services on Overall School Adjustment**

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

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



### Figure 5: School Type and Influence of Services on Overall School Adjustment

Results in Figure 5 shows that participants from girls' schools and those from mixed day secondary schools have more positive perceptions on the influence of guidance and counselling services on overall school adjustment compared to participants from other types of school. Students from mixed boarding schools had the least positive perceptions. This implies that guidance and counselling services provision in secondary school may not be uniformly provided thus making students perceive the influence on overall adjustment differently.

To test the hypothesis, a One Way ANOVA was computed at 95% confidence level. The results of the analysis are given in Table 9.

**Table 9: ANOVA on School Type and Influence of Services on Overall School Adjustment**

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

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

### Discussion and conclusion

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

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

The study also investigated secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment in relation to school type. In this study, the type of school was based on the kind of students the schools admitted. These types of schools comprised of; girls' schools, boys' schools, mixed day schools and mixed boarding schools. Descriptive results revealed that students from girls secondary schools had the highest or the most positive perceptions ( $M=3.73$ ) followed by those from mixed day secondary ( $M=3.61$ ) on the influence of guidance and counselling services on overall school adjustment on the basis of school type. The other categories of schools; boys ( $M=3.25$ ) and mixed boarding ( $M=3.16$ ) students were undecided. This showed that students' perceptions on the influence of guidance and counselling on school adjustment varied across different types of schools. Furthermore, computed analysis of variance (ANOVA) results were  $F(3,325) = 7.259$ ,  $p = 0.001$  leading to rejection of the fifth null hypothesis. The research deduced that there existed significant statistical differences ( $p<0.05$ ) in secondary school students' perceptions on the influence of guidance and counselling services on their overall school adjustment as far as school type was concerned. This implied that perceptions of students varied across their school categories. These findings are in line with similar studies (Chireshe, 2011, Gatua, 2012; Ng'eno, 2012; Raju et al., 2007 & Rashmikant et al., 2014) targeting different types of schools although the schools were not classified on the basis of single sex or mixed boarding and day schools. However, the results are contrary to the findings reported by Yellaiah (2012) who found no significant differences between schools classified as government and private schools and rural and urban schools in the domain of academic adjustment. These findings seem to suggest that the provision of guidance and counselling services might not be uniform in the different types of schools.

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

Other researchers (Mullis et al., 2007; Ng'eno, 2012, & Watts & Thomas, 1997) also reported differences in relation to class levels.

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

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