

The Influence of Students' Attitude and Readiness to Seek Guidance and Counseling on the Performance of Guidance and Counseling in Secondary Schools in Kwale County

^{1*}Javan M. Mutua, ²Dr. Zipporah Kaaria, ³Dr. Bernard Wamalwa

^{1*}School of Education and Social Sciences; Kenya Methodist University

²Department of Theology, Religious Studies and Counseling; Kenya Methodist University

³Department of Theology, Religious Studies and Counseling; Kenya Methodist University

*Email: jmutua76@gmail.com

Abstract: Despite the importance of G&C in schools in the modern society, there are a number of institutions that are using the outlawed corporal punishment; undermining the role of guidance and counseling programme. Equally, there are a number of challenges facing guidance and counseling programmes in secondary schools in developing countries that need to be addressed for the programme to achieve the intended objectives. For example did a study in south Africa and found out that issues like: lack of competency of the teacher-counsellor, lack of resources and facilities for the guidance and counselling department, double role of teacher counsellor, lack of appropriate time set aside from the school curriculum for guidance and counselling and fear of staff members were among the factors that hindered students from seeking guidance and counselling services. This has an overall negative impact on the performance of guidance and counseling programme. It is in this foundation that the study was carried out. The study was carried out with the aim of examining the influence of students' attitude and readiness to seek guidance and counseling on the performance of guidance and counseling in secondary schools in Kwale County. The study was sought to: Determine the students' attitude towards guidance and counseling services in secondary schools in Kwale County, and determine the relationship between students' demographic characteristics and attitude towards guidance and counseling services in public secondary schools in Kwale County. This study adopted a descriptive survey design. The actual target population of this study was 7, 101 students in the upper classes. Since the population was homogeneous in nature (being students), a simple random sampling was applied to pick the 710 students. 54.9% of the students were male students, while 45.1 % were female. Results indicated that majority (58.72%) of the students had a negative attitude towards guidance and counseling programme in their schools. The negative attitude influences the performance of guidance and counseling negatively. On average, focused group discussion indicated that over 59.5% of the students in their groups had a negative perception towards the programme and had an overall negative effect on the performance of guidance and counseling in the schools. Based on the findings, the researcher concluded that students' attitudes towards guidance and counselling influenced their ability to seek the services; thus influencing the performance of guidance and counselling in public secondary schools in the county.

Keywords: Performance, Guidance and Counselling, Attitude, Kwale County.

1. INTRODUCTION

Unlike the past where students were subjected to corporal punishment so as to learn a particular behavior (Ogoda, 2014; AERA, 2000; Wesonga *et al.* 2016), modern learning advocates for guidance and counseling. Therefore, in the 21st century, guidance and counseling has emerged as an essential component in the educational system (Bechuke & Debeila,

2014; Bernard, 2012). Due to economic and social changes which have resulted in the weakening of the structures of the traditional societies, boys and girls in schools need to be fully guided regarding the relationships between health and the environment, life-earning skills, the knowledge and attitudes that lead to success or failure in life. Counseling helps in opening educational and vocational opportunities to students. It also helps them to acquire the right values and attitudes that would make them productive and useful citizens (Bichanga, 2005; GOK, 2001).

Other studies have associated guidance and counseling programme with many benefits in secondary school children who are mostly in their adolescent stages that face many challenges (GOK, 2001; Mutindi, 2005; Government of Kenya, 2018). Mutindi (2005) argues that Guidance and Counselling plays a significant role in the overall growth and development of a high school student and is therefore an essential part of school curriculum. This is because high school students are at the stage of adolescence which is characterized by many physical and psychological changes which pose a number of personal, social and educational challenges (Mutie & Ndambuki, 1999). Nduthu (2015) has added that well-structured guidance and counseling can help tame the cases of unrest in schools besides ensuring school discipline among the students.

Despite the importance of G&C in schools in the modern society, there are a number of institutions that are using the outlawed corporal punishment; undermining the role of guidance and counseling programme (Wesonga, 2016; Government of Kenya, 2018 etc). Equally, there are a number of challenges facing guidance and counseling programmes in secondary schools in developing countries that need to be addressed for the programme to achieve the intended objectives. Bechuke & Debeila (2014) for example did a study in south Africa and found out that issues like: lack of competency of the teacher-counsellor, lack of resources and facilities for the guidance and counselling department, double role of teacher counsellor, lack of appropriate time set aside from the school curriculum for guidance and counselling and fear of staff members were among the factors that hindered students from seeking guidance and counselling services. This has an overall negative impact on the performance of guidance and counseling programme. On the other hand, Mutindi (2005) in her study that she carried out in Nairobi has indicated that secondary school students in Nairobi Province had a negative attitude towards seeking guidance and counseling services; leading to poor performance of the programme.

Research undertaken by social psychologists reveal that attitude influence behavior and similarly behavior influence attitude (Baron and Byrne, 2003; Feldman; 2002). Based on these findings it may be inferred that students' attitudes may influence their behavior towards guidance and counseling programmes in schools. In maintaining long term discipline in schools, educators will have to devise and implement disciplinary strategies that are non-coercive, yet assertive and non-confrontational. To achieve effective discipline, modifying students' behavior is necessary. It is the researcher's opinion that educators may apply Behaviorism Theory in understanding learners' behaviors and actions so as to be able to design effective disciplinary strategies that will manage and modify students' behavior in schools effectively (Bechuke & Debeila, 2012).

A number of scholars have shown that there is a very close link between students' attitudes towards guidance and counseling programme and its performance (Bichanga, 2005; Gitau, 2014; Ogoda, 2014; Mwanthi, 2018). For example Hayati (2018) has shown that there are four forms of attitudes that influence one's ability to seek for guidance and counseling; thus influencing the performance of guidance and counseling in schools. This include: negative attitude, positive attitude, neutral attitude and sikken attitude. Nyamwange *et al.*, (2012) also did an assessment of challenges facing secondary school guidance and counseling teachers in Nyamira district, Kenya. They found out that attitude scored over 60% in determining whether students sought for the guidance and counseling services. In fact it was discovered that 56.2% of the students did not consider counseling necessary in the schools while only 43.8% felt it necessary. This means that the attitude of students has a very significant role in the performance of G&C in schools; calling for such a study.

Schools in Kwale County like any other region are faced with a number of indiscipline cases that should have been minimized by properly run guidance and counseling programmes. However, the challenges evolve from time to time; calling for an examination on the performance of G&C programmes run in various schools in the region. Despite the fact that there is need to examine the performance of G&C programme in such areas, little research has addressed the factors influencing the performance of the programme (Otundo, 2016), with more emphasis being on the attitude factor.

2. STATEMENT OF THE PROBLEM

Guidance and counseling has been credited as one of the most appropriate ways of solving students' problems and helping them achieve positive behavior. However, the numbers of indiscipline cases in schools are increasing each day with unrest in Kenya being ungovernable (Mwanthi, 2018). This leaves one to ask a question on whether the guidance and counseling programmes in schools are yielding fruits or they are just mentions that have no effect. Also, a number of studies have indicated that some schools are still administering corporal punishment despite the fact that the government of Kenya considers a criminal act and a deprivation of children rights (GOK, 2001). Besides, a number of schools have always been cited to have poor structured G&C to address students' grievances during various unrests (Government of Kenya, 2018); leaving people with questions that relate to the performance of this G&C and what could be hindering its effective implementation for better results. A number of scholars have shown that students' attitudes towards guidance and counseling and its role in solving their life problems is negative and this negatively influences the performance of the programme in schools (Bichanga, 2005; Gitau, 2014; Ogoda, 2014; Mwanthi, 2018 etc). However, a number of these studies have been carried out in other parts of Kenya like Nyamira, Nairobi, Kisumu and Kakamega that have a very different socio-economic and socio-cultural composition as compared to Kwale County where the current study is going to be carried. It is worth nothing that no similar study has been carried out in Kwale County. Therefore the study was carried out with the aim of examining the influence of students' attitude and readiness to seek guidance and counseling on the performance of guidance and counseling in secondary schools in Kwale County.

The study sought to:

1. Determine the students' attitude towards guidance and counseling services in secondary schools in Kwale county, Kenya
2. Determine the relationship between students demographic characteristics and attitude towards guidance and counseling services in public secondary schools in Kwale County

3. RESEARCH DESIGN AND METHODOLOGY

This study adopted a descriptive survey design. Orodho (2003) maintains descriptive survey design entails an in-depth empirical collection of facts and data about a certain phenomenon. It also describes actions as they are or as they happen rather than manipulation of variables and collects data from a wide/diverse category of respondents. Descriptive survey design was used by the researcher to explore the opinion of the students on the attitude factor affecting performance of guidance and counseling programme in public secondary schools.

The target population of this study was students in upper classes (form 3&4) in all the 54 secondary public secondary school in Kwale County (Ministry Of Education, Kwale County Offices, 2016). The county had a total of 54 secondary schools with a total enrolment of 19,194 students comprising of 10,037 and 9,157 boys and girls respectively. Of this population, 7101 students were in the upper classes (form 3 and 4) while the remaining were in lower classes. Therefore, the actual target population of this study was 7, 101 students in the upper classes.

Table 3.1: Target Population

CATEGORY	Population	Percentage
Students	7, 101	100%

According to the information available in the DEO's office, there were 7101 form 3 and 4 students in all the 54 schools in Kwale County. The research applied Mugenda and Mugenda's 1999 sampling recommendation. According to Mugenda and Mugenda (1999), when the target population is less than 10000, a sample of 10% can be taken as a representative. However, Orodho (2003) and Kothari (2003) argue that the percentage can be raised to 20% or 30% to take care of the non-respondents. Therefore, this research adopted the 10% threshold for sampling for the students as recommended by Mugenda and Mugenda (2008). Therefore, out of the 7,101 students, 710 were selected as the sample representative. Since the population was homogeneous in nature (being students), a simple random sampling was applied to pick the 710 students.

Questionnaires and focused group discussions were the main instruments of data collection that were used. The questionnaire helped the researcher to collect data on knowledge, opinions as well as attitudes of respondents towards the G&C performance in public secondary schools. Both open ended and closed ended questions were used. The quantitative data was keyed into the SPSS software of version 22.0 to allow easy conversion into numerical and figures. This then was presented by use of frequency distribution tables and relative frequency distribution. The mean and standard deviations were used to present the rated data that was measured on a likert scale (scale of rating of 1-5). The chi-square was used to establish the relationship between the independent and dependent variables.

4. RESULTS AND DISCUSSION

This chapter presents, interprets and discusses the findings on the influence of students’ attitude towards guidance and counseling in public primary schools in Kwale sub-county. The sources of the information were the study sample which comprised 470 students. Data was analyzed based on the research questions and hypotheses. Data analysis and report of findings was done using descriptive statistics and inferential statistics. Descriptive statistics involved the use of frequencies, means and percentages while inferential statistics involved use of Chi-square. Data was presented by use of tables. The findings of the study were discussed under the following **research objectives**:

1. Determine the students’ attitude towards guidance and counseling services in secondary schools in Kwale County, Kenya
2. Determine the relationship between students’ demographic characteristics and attitude towards guidance and counseling services in public secondary schools in Kwale County

Gender of the Respondents:

Table 4.1: Gender of the Respondents

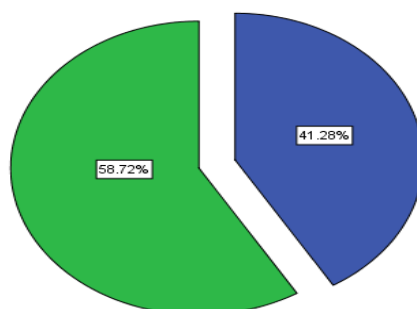
	Frequency (students)	Percent
Male	258	54.9
Female	212	45.1
Total	470	100.0

54.9% of the students were male students, while 45.1 % were female. This agrees with the report by the Government of Kenya (2018) that shows in marginalized counties, male are students are majority in schools as compared to girls.

Influence of Students’ Attitude on Performance of G&C Programmes:

A number of questions were asked to find out the attitudes students had towards guidance and counseling programme in their schools and their effects on guidance and counseling success. **Figure 1: Students’ Attitudes towards G&C**

What is your view of Guidance & Counseling programme in your school?
 ■ positive view
 ■ negative view



International Journal of Novel Research in Humanity and Social Sciences

Vol. 5, Issue 4, pp: (229-235), Month: July - August 2018, Available at: www.noveltyjournals.com

Results indicated that majority (58.72%) of the students had a negative attitude towards guidance and counseling programme in their schools. The negative attitude influences the performance of guidance and counseling negatively. Also, a percentage score of over 60% indicated that the boys had a more negative attitude towards counseling as compared to female students. However this one was tied to the fact of trust between the counselor and counselee. Appraising the findings is Mutindi (2005) in her study that she carried out in Nairobi has indicated that secondary school students in Nairobi Province had a negative attitude towards seeking guidance and counseling services; leading to poor performance of the programme.

Table 4.2: Students’ Views towards Guidance and Counselling

	Frequency	Percent
Yes	367	78.1
No	103	21.9
Total	470	100.0

From the questionnaire responses, majority of the students (78.1%) supported the idea that their views and other students’ views towards guidance and counseling influenced them and later on influenced the rates at which they sought for the service. On average, 72% of the students argued that they did not see any need of going to the teachers for any guidance since their teachers seemed to be part of their problems. Some students for example argued that guidance and counseling teachers handled them wrongly and at times they formed negative attitudes and tags towards some students; scaring them away. The implication this view has on the performance of the guidance and counseling programme in schools is that the programme is threatened and it can fail. It is the students who seek for the guidance and counseling services and their negative attitude will keep them off from seeking for these services. .

Table 4.3: Rating of Students’ Attitude versus the Performance of Guidance and Counseling Programmes

Statement	N	Mean	Std. Dev.
Students with positive attitudes seek for G&C services in our school.	470	3.87	1.189
Students with negative attitude towards G&C hinder the seeking for service.	470	3.50	1.301
Neutral attitude in students influences their ability to seek for G&C services in schools	470	3.64	0.516
Perceptions about G&C in our school influence rates at which students seek for the service	470	3.53	1.223
Sikken attitude in students influences their ability to seek for guidance and counseling in schools	470	3.76	1.332

Majority of the respondents agreed with the idea that students with positive attitudes seek for G&C services in their school as represented by a mean score of 3.87, followed by 3.50 mean score of respondents who agreed with the idea that students with negative attitude towards G&C hinder their seeking for service. Also, majority of the respondents agreed with the ideas that: Neutral attitude (m=3.64, std=0.516), Perceptions about G&C (m=3.53, std=1.223), and Sikken attitude (m=3.76, std=1.332) in students influences their ability to seek for guidance and counseling in schools. The findings agree with Nyamwange et al (2012), who found out that majority of the students (62%) did not find guidance and counseling to be necessary (had negative attitude). The implication of this negative attitude is that the programme is threatened since it is the students who should seek for guidance and counseling services.

Also, a number of questions were given to a group of students in a focused group discussion to indicate the depth of attitudes, perception and views and how this influences the performance of G&C in school and the results arrived at were as follows: In relation to the first question, on average over 59.5% of the students in their groups had a negative perception towards the programme and had an overall negative effect on the performance of guidance and counseling in the schools. Research carried out by Ministry of Education Science and Technology (2014) discovered both positive and negative attitudes of students towards guidance and counseling services including influence of gender and school geographical location greatly determine the success of guidance & counseling in schools. According to the Ministry of Education (2014), students with positive attitude about guidance and counseling tend to seek for the services voluntarily and this has a positive implication on the adoption and performance of guidance and counseling in schools.

Hypothesis Testing:

H₀: There is no significant relationship between students’ attitude towards guidance and counseling services and the performance of guidance and counseling programme in public secondary schools in Kwale County.

Table 4.4: Mean observed values

Likert Rating	1	2	3	4	5
Mean observed trend	35	30	55	150	200

Table 4.5: Calculation of Chi-Square Values

The values were calculated as follows

<i>o</i>	<i>e</i>	<i>(o-e)=d</i>	<i>(d)²</i>	<i>(d)²/o</i>
35	94	-59	3481	37.0
30	94	-64	4096	43.5
55	94	-39	1521	16.1
150	94	61	3721	39.5
200	94	106	11236	119.5
				$\sum (d)^2/o = 255.6$

$$\chi^2_c = 255.6 > \chi^2_{0.05, 4} = 9.488 \text{ at 4 degrees of freedom and 0.05\% confidence level}$$

Since the calculated chi-square value of 255.6 is greater than the critical chi-square value at 0.05 level of confidence, we reject the null hypothesis. Therefore, there is a significant relationship between students’ attitude towards guidance and counseling services and the performance of guidance and counseling programme in public secondary schools in Kwale County. This implies that students’ attitudes towards guidance and counselling influence their ability, willingness and rates at which they seek for these very important services.

4. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarized study findings, made conclusions and recommendations based on the study findings

Summary of Findings:

Majority of the students (58.72%) had a negative attitude towards guidance and counseling programme in their schools. Also, majority of the students (78.1%) supported the idea that their views and other students’ views towards guidance and counseling influenced them and later on influenced the rates at which they sought for the services. This means that the attitude of the students had a great impact on the performance of guidance and counselling in the schools. The null hypothesis tested confirmed that the students’ attitudes and perceptions significantly influence the implementation of guidance and counseling programmes in various schools, hence, the null hypothesis was rejected. Therefore, there is a significant relationship between students’ attitude towards guidance and counseling services and the performance of guidance and counseling programme in public secondary schools in Kwale County.

Conclusions:

Based on the findings, the researcher concluded that, students’ attitudes towards guidance and counselling influenced their ability to seek guidance and counselling services; thus influencing the performance of guidance and counselling in public secondary schools in the county.

Recommendations:

The researcher recommends for a general adoption of initiatives that can help students (both girls and boys) to change their attitudes towards guidance and counselling for better performance of the programme in schools.

International Journal of Novel Research in Humanity and Social Sciences

Vol. 5, Issue 4, pp: (229-235), Month: July - August 2018, Available at: www.noveltyjournals.com

REFERENCES

- [1] AERA, APA & NCME. (2000). *Standards for educational and psychological tests*. Washington DC: American Psychological Association, American Educational research Association, National Council on Measurement in Education.
- [2] Bechuke, A.L. & Debeila, J.R. (2014). Applying Choice Theory in fostering discipline: managing and modifying challenging learners behaviours in South African Schools. *International Journal of Humanities and Social Science* Vol. 2 No. 22.
- [3] Bernard, J.N. (2012). *A Study of Guidance and Counseling Services in Primary schools in the municipality Division of Nyeri District*. Unpublished Master's Thesis, Kenyatta University, Nairobi
- [4] Bichanga, E. (2005). Students' attitudes towards guidance and counseling in public secondary schools. <http://erepository.uonbi.ac.ke/handle/11295/17700>
- [5] Gitau, R. (2014). Study of the Students' Attitudes towards Seeking Guidance and Counselling Services in Secondary Schools in Kikuyu Division. <http://erepository.uonbi.ac.ke/handle/11295/33003>
- [6] GOK (2001). *The children's act, 2001*. Kenya Gazette Supplement No.95, Acts No.8 Nairobi Kenya: The Government printer.
- [7] Government of Kenya. (2018). Unrest in secondary schools in Kenya. Retrieved from <http://www.gender.go.ke/index.php/News/unrest-in-secondary-schools-in-kenya.html>
- [8] Grace W. and Teresa A. (2015). School Guidance and Counseling in Kenya: Historical Development, Current Status, and Future Prospects. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288
- [9] Hayati (2018). Forms of Attitudes that Influence one's ability to seek for guidance and counseling. <http://stylesatlife.com/articles/types-of-attitudes/>
- [10] Joshua O. and Florence Y. (2014). Attitude of Head Teachers Towards Guidance and Counseling In Primary Schools In Kisumu West Sub County. *International Journal Of Humanities And Social Science Invention* ISSN (Online): 2319 – 7722, ISSN (Print): 2319 – 7714 Wwww.Ijhssi.Org Volume 3 Issue 7 | July. 2014 | PP.55-62
- [11] MOEST. (2017). Safety Standards Manual For Schools in Kenya. cwsglobal.org/wp-content/uploads/2017/01/CWS-SSZ-Schools-Manual_Kenya.pdf
- [12] Mugenda and Mugenda. (2003). *Research methods: Quantitative and qualitative Approaches*. Nairobi: Act Press.
- [13] Mutindi, Petronilla M. (2005). Students' attitudes towards guidance and counseling services in public secondary schools in Nairobi Province. <http://erepository.uonbi.ac.ke/handle/11295/18200>
- [14] Mwanthi, A. (2018). An Investigation of Guidance and Counselling Needs of Secondary School Students in Kasikeu Division, Makueni District, Kenya. <http://ir.library.ku.ac.ke/handle>
- [15] Nduthuh M.M. (2015). *Influence of School-Based Factors on Students Unrest in Public Secondary Schools in Kwale County, Kenya*. School of Education, University of Nairobi.
- [16] Nyamwange, C. B., Nyakan, O. P., & Ondima, C. P. (2012). *Assessment of Challenges facing Secondary School Guidance and Counselling Teachers in Nyamira District, Kenya*. Faculty of Education Kisii University College.
- [17] Ogodha, A. (2014). Students' attitudes towards guidance and counseling in public secondary schools in Kikuyu division, Kiambu district. <http://erepository.uonbi.ac.ke/handle/11295/33369>
- [18] Orodho, J.A (2009). *Elements of Education and Social science Research methods*. Maseno: Kanezja Publishers
- [19] Wambui A (2015). Effectiveness of Guiding and counseling services in secondary schools in Kenya: A case study of Githunguri Sub-County in Kiambu County. *American journal of Educational science*. 1(4)204-209
- [20] Wesonga J et al. (2016). Teachers' Demographic Factors on Attitude Towards Guidance and Counselling Services in Public Primary Schools of Kimilili Subcounty, Kenya. *Journal of Education and Practice* www.iiste.org: ISSN 2222-1735